

4th GRADE**Reading: Structure****Key:****I** = Introduction**D** = Develop**M** = Master**E** = Extend

The learner will:

- [M]
 - Read across genres (myth, folk tale, legend, fairy tale, fable, fantasy, science fiction, mystery, contemporary fiction, autobiography, book review, interview, news story, editorials, content area, classic literature).
- [M – E]
 - Integrate three cueing systems when reading text (semantic, structural, grapho-phonetic).
- [D]
 - Compare and contrast works of various authors and/or illustrators.
- [D]
 - Recognize the structure of poetry.
- [D]
 - Recognize and enjoy different kinds of poetic forms.
- [D]
 - Recognize and discuss the use of literary and figurative language (similes and metaphors).
- [D]
 - Identify and use vocabulary critical to the meaning of a text.
- [D]
 - Identify the elements of newspaper structure.

Reading: Meaning Construction

The learner will:

- [D – M]
 - Become increasingly proficient at selecting appropriate materials for enjoyment and information.
- [D]
 - Respond with teacher assistance, and independently to text beyond literal statements in fiction and non-fiction (i.e. analyze, infer, critique, summarize, evaluate, synthesize, compare, and contrast, etc.).
- [D – M]
 - State the main idea of a given selection.
- [D – M]
 - Explain the supporting role of details in printed selection.

4th GRADE**Reading: Meaning Construction (Cont.)****Key:****I** = Introduction**D** = Develop**M** = Master**E** = Extend

- [D - M] • Demonstrate the ability to make connections between prior knowledge and new information.
- [E] • Apply self-correcting strategies when meaning had been changed or lost.
- [D – M] • Locate information to gain further understanding of a topic or theme.
- [I] • Explain how literature reflects various periods of time.
- [D] • Interpret written directions.
- [D] • Recognize character traits, setting, and plot.
- [I] • Distinguish between significant and insignificant details.
- [I – D] • Select facts to remember.
- [D] • Identify sequential order of content in printed selection.
- [D] • Draw inferences from ideas and concepts presented in printed selection.
- [D – M] • Recognize and explain cause and effect relationships within a story.
- [D] • Differentiate between fact and opinion.

Reading: Application

The learner will:

- [D] • Engage in daily sustained silent reading from teacher-assigned and self-selected material.
- [D] • Justify choice of materials related to purpose.
- [D] • Respond to reading through oral discussions, writing, and presentations.

4th GRADE**Reading: Application (Cont.)****Key:****I** = Introduction**D** = Develop**M** = Master**E** = Extend

- [I – D] • Choose appropriate materials to solve problems and make decisions.
- [D – M] • Apply dictionary skills to decode pronunciation, extend meaning of new words, and verify spelling.
- [D] • Locate information in selection to predict, infer, and interpret.
- [I] • Verify facts by locating page and paragraph of a reading selection.
- [D] • Read a variety of genre.
- [M] • Differentiate between reality and fantasy.
- [I] • Demonstrate the ability to articulate patterns and relationships among and between genre that influence meaning.
- [D – M] • Demonstrate fluency when reading familiar text aloud.
- [D] • Locate the parts of a book (i.e. title page, table of contents, author, illustrator, glossary).
- [D] • Use library to locate specific information for research purposes.
- [D] • Refine ability to compare and contrast works of authors.
- [D] • Maintain a list of books read.
- [D] • Begin to adjust reading strategy and reading rate depending on purpose.

4th GRADE**Reading: Multidisciplinary****Key:**

I = Introduction **D** = Develop
M = Master **E** = Extend

The learner will:

- [I] • Explain the need for individual human rights and freedom using examples from literature and other media.
- [D] • Refine the ability to construct meaning in collaboration with others.
- [D] • Choose appropriate materials related to a class theme.
- [D] • Use reading as a tool for learning across the curriculum.
- [D] • Participate in the selection of topics and themes when appropriate.
- [D] • Extend understanding of the uniqueness and universality of the human experience through literature.
- [D] • Integrate silent and oral reading skills into other areas of the curriculum.
- [D] • Use computer software programs to reinforce comprehension skills.
- [D] • Explain meaning of signs and symbols used in content area texts.
- [D] • Use library resources.

Writing: Structure

The learner will:

- [D] • Write appropriately for different audiences and purposes.
- [I – D] • Expand vocabulary in written pieces by using various resources including thesaurus and dictionary.
- [D] • Demonstrate the ability to use punctuation to affect meaning and flow.

4th GRADE**Writing: Structure (Cont.)****Key:****I** = Introduction**D** = Develop**M** = Master**E** = Extend

- [D] • Demonstrate the ability to use conventions of print such as the following in meaningful writing activities:
- correct letter formation in manuscript and cursive
 - capitalization
 - punctuation (ending punctuation, beginning to use commas, apostrophes, and quotation marks)
- [I] • Write a well developed paragraph including:
- topic sentence
 - supporting sentences
 - unity
 - coherence
 - concluding sentence

Writing: Meaning Construction

The learner will:

- [D] • Use a variety of strategies to show the ability to make connections between prior knowledge and new information during the writing process.
- [D] • Use a variety of technology to construct and convey meaning.
- [D] • Use appropriate prewriting activities, such as using a graphic organizer.
- [D] • Demonstrate the ability to use narrative, expository, and poetic structures when writing.
- [D] • Appreciate written language as an important form of communication.

4th GRADE**Writing: Meaning Construction (Cont.)****Key:****I** = Introduction**D** = Develop**M** = Master**E** = Extend

- [D] • Use the following steps of the writing process:
- prewriting
 - drafting
 - revising
 - editing
 - sharing / publishing
- [I] • Develop a research paper using MLA style, note cards, and outline / graphic organizer.

Writing: Mechanics / Grammar

The learner will:

- [M] • Use and punctuate declarative, interrogative, and exclamatory sentences.
- [D] • Use and punctuate imperative sentences.
- [D/E] • Differentiate between and write simple and compound sentences.
- [D] • Use the following marks of punctuation: comma, quotation marks, apostrophe.
- [D] • Identify and use the following parts of speech: singular and plural nouns, common and proper nouns, personal pronouns, and possessive pronouns.
- [I] • Identify the person, case, gender, and number of nouns.
- [I] • Identify and use interrogative pronouns (who, whom, what, which).
- [I/D] • Identify, define and use adjectives.
- [D] • Identify and use the appropriate tense of regular verbs.

4th GRADE**Writing: Mechanics / Grammar (Cont.)****Key:****I** = Introduction**D** = Develop**M** = Master**E** = Extend

- [I] • Identify and use linking / state of being verbs.
- [I] • Identify and use irregular verbs.
- [I] • Identify and use prepositions.
- [I/D] • Identify and define the function of parts of speech as elements of sentence structure (simple and complete subject, simple and complete predicate).
- [D] • Identify and use possessive case.
- [I/D] • Identify compound subjects and compound predicates.
- [I] • Use and define subject / verb agreement.

Writing: Application

The learner will:

- [D] • Write daily for a variety of purposes and audiences.
- [I] • Use writing to clarify meaning when engaged in research, problem-solving, and decision-making.
- [I – D] • Use writing skills to develop compositions.
- [D] • Be an active participant in the literary environment of the classroom.
- [I – D] • Use various resources to expand vocabulary during the writing process.

4th GRADE**Writing: Multidisciplinary****Key:****I** = Introduction**D** = Develop**M** = Master**E** = Extend

The learner will:

- [D] • Compose pieces of writing on a computer.
- [D] • Respond to integrated curriculum themes individually and collaboratively through a variety of writing experiences.
- [D] • Use writing as a tool for learning and thinking across the curriculum.
- [D] • Apply spelling skills to all written work.
- [D] • Produce grammatically correct work.