

LANGUAGE ARTS / READING

Grade 4

Standard 1: Vocabulary—The student will develop and expand knowledge of words and word meanings to increase vocabulary.

1. Words in Context—Use context clues (the meaning of the text around a word) to distinguish and interpret the meaning of multiple meaning words as well as other unfamiliar words.
2. Affixes, Roots, and Derivatives
 - a. Interpret new words by analyzing the meaning of prefixes and suffixes.
 - b. Use knowledge of root words (e.g., snow, snowbound, snowdrift) and word parts (therm = heat) derived from Greek and Latin to analyze the meaning of complex words (thermometer).
3. Synonyms, Antonyms, and Homonyms—Apply knowledge of fourth grade level synonyms, antonyms, homonyms, multiple meaning words, and idioms to determine the meanings of words and phrases.
- *4. Using Resource Materials
 - a. Use a thesaurus to determine related words and concepts.
 - b. Determine the meanings and pronunciations of unknown words by using a glossary and/or dictionary.

***Standard 2: Fluency**—The student will identify words rapidly so that attention is directed at the meaning of the text.

1. Read aloud regularly in independent-level texts (texts in which no more than 1 in 20 words is difficult for the reader) fluently and accurately, and with appropriate rate, change in voice, and expression.
2. Read aloud regularly in instructional-level texts that are challenging yet manageable (texts in which no more than 1 in 10 words is difficult for the reader; a “typical” fourth grader reads approximately 95 words per minute).
3. Increase silent reading speed through daily independent reading.

Standard 3: Comprehension/Critical Literacy—The student will interact with the words and concepts in a text to construct an appropriate meaning.

1. Literal Understanding
 - a. Use prereading strategies independently to preview, activate prior knowledge, predict content of text, formulate questions that might be answered in the text, establish and adjust purposes for reading (e.g., to find out, to understand, to enjoy, to solve problems).
 - b. Read and comprehend poetry, fiction, and nonfiction that is appropriately designed for fourth grade.
 - c. Identify and explain the differences in fiction and nonfiction text.

2. Inferences and Interpretation

- a. Use prior knowledge and experience to make inferences and support them with information presented in text.
- b. Make interpretations and draw conclusions from fiction and nonfiction text beyond personal experience.
- c. Make inferences and draw conclusions about characters' qualities and actions (i.e., based on knowledge of plot, setting, characters' motives, characters' appearances, and other characters' responses to a character).
- *d. Participate in creative responses to text (i.e., art, drama, and oral presentation).

3. Summary and Generalization

- a. Paraphrase by recognizing main ideas, key concepts, key actions, and supporting details in fiction and nonfiction to recall, inform, or organize ideas.
- b. Support ideas, arguments, and generalizations by reference to evidence in the text.
- c. Represent text information in different ways such as in outline, timeline, or graphic organizer.

4. Analysis and Evaluation

- a. Evaluate new information and hypotheses by testing them against known information and ideas.
- b. Compare and contrast information on the same topic after reading several passages or articles.
- c. Identify fact/opinion and cause/effect in various texts.
- d. Analyze and explain the causes, motivations, sequences, and results of events from a text.

*5. Monitoring and Correction Strategies

- a. Monitor own reading and modify strategies as needed (e.g., recognizes when he or she is confused by a section of text, questions whether the text makes sense, rereading).
- b. Predict, monitor, and cross-check using semantic, syntactic, and graphophonic cues.

Standard 4: Literature—The student will read to construct meaning and respond to a wide variety of literary forms.

*1. Literary Genres—Demonstrate knowledge of and appreciation for various forms (genres) of literature.

- a. Identify the defining characteristics of a variety of literary genres and forms (e.g. contemporary realistic fiction, historical fiction, nonfiction, modern fantasy, poetry, drama, legends, myths, biography, autobiographies, and traditional stories such as fairy tales and fables).
- b. Read and construct meaning from a variety of genres.

2. Literary Elements—Demonstrate knowledge of literary elements and techniques and how they affect the development of a literary work.

- a. Identify the main events of the plot, including their causes and effects of each event on future actions, and the major theme from the story.
- b. Identify the purposes of different types of texts (e.g., to inform, to explain, to entertain).
- c. Identify themes that occur across literary works.
- d. Use knowledge of the situation, setting, a character's traits, motivations, and feelings to determine the causes for that character's actions.

3. Figurative Language and Sound Devices—The student will identify figurative language and sound devices in writing and how they affect the development of a literary work.

a. Interpret poetry and recognize poetic styles (e.g., rhymed, free verse, and patterned [cinquain, diamante]).

b. Define figurative language, such as similes, metaphors, hyperboles, or personification, and identify its use in literary works.

- Simile: a comparison that uses like or as
- Metaphor: an implied comparison
- Hyperbole: an exaggeration for effect
- Personification: a description that represents a thing as a person

*4. Literary Works—The student will read and respond to historically and culturally significant works of literature, compare and contrast story elements from tales of different cultures (e.g., compare/contrast adventures of character types, setting, theme).

Standard 5: Research and Information—The student will conduct research and organize information.

1. Accessing Information—Select the best source for a given purpose.

- a. Understand the organization of and access information from a variety of sources including dictionaries, encyclopedias, atlases, almanacs, tables of contents, glossaries, and indexes.
- b. Identify key words to be used in searching for resources and information.
- c. Cite information sources appropriately.
- d. Use text formats and organization as an aid in constructing meaning from nonfiction (expository) text (e.g., heading, subheading, bold print, and italics).
- e. Locate information in reference texts by using organizational features, such as prefaces and appendixes.
- f. Continue to use test-taking strategies by answering different levels of questions, such as open-ended, literal, and interpretive, as well as multiple choice, true/false, and short answer.

*2. Interpreting Information—Analyze and evaluate information from a variety of sources.

- a. Identify a research question and appropriate sources to answer that question.
- b. Take notes to paraphrase or summarize information.
- c. Locate, organize, and synthesize information from a variety of print, nonprint and technological resources (e.g., dictionaries, reference books, atlases, magazines, informational texts, thesaurus, and technology/Internet).
- d. Report on the findings of research in a variety of formats including written, oral, and/or visual presentations.