

# **Fourth Grade** **Language Arts**

## **Content Standards**

### **READING**

Note: Skills are introduced in the first quarter and are re-visited and expanded upon throughout the year.

- 1.0 Know and use word analysis skills and strategies to comprehend new words encountered in text.
- Use knowledge of phonics, structural elements and syntax to read and to determine the meaning of unfamiliar words in context.
  - Introduce and use knowledge of common Greek- and Latin-derived roots and affixes to determine the meaning of words in context.
  - Use dictionaries and glossaries to determine the meanings and other features of unknown words and derivations of words.
  - Use knowledge of vocabulary and context clues to determine meanings of unknown words.
- 2.0 Use reading process skills and strategies to build comprehension.
- Use graphic organizers to access prior knowledge, predict, preview and set a purpose to aid comprehension.
  - Select and use self-correcting strategies to gain meaning from text.
  - Apply skills and strategies of identifying the main and supporting details, summarizing, paraphrasing and drawing conclusions to aid comprehension.
  - Use note-taking, outlining and summarizing to organize and understand information from text.
  - Determine purpose and difficulty of text and adjust reading rate accordingly.
- 3.0 Read to comprehend, interpret and evaluate literature from a variety of authors, cultures and times.
- Use knowledge of character, setting, plot, conflict and resolution to comprehend a variety of works.
  - Make inferences about and compare characters' traits using text for verification.
  - Identify an historical event or cultural influences as portrayed in literature.
  - Identify implied and stated themes in a variety of reading selections.
  - Locate figurative language, including simile, metaphor and personification in text.
  - Identify author's writing styles.
  - Identify structures of stories, plays, poetry and nonfiction selections.

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- 4.0 Read to comprehend, interpret and evaluate informational texts for specific purposes.
- Use information from titles, tables of contents, chapter headings, glossaries, indexes, diagrams, charts and maps to comprehend text.
  - Compare main ideas and important concepts of various texts.
  - Develop hypotheses based upon prior knowledge and information from a text.
  - Draw conclusions about texts and support them with evidence from a variety of sources.
  - Identify authors' purposes for writing.
  - Read and follow multi-step directions to complete a task.

#### **WRITING**

- 5.0 Write a variety of texts that inform, persuade, describe, evaluate or tell a story and are appropriate to purpose and audience.
- Write informative papers with a clear focus using a variety of sources.
  - Write organized friendly letters, formal letters, thank you letters and invitations in an appropriate format for a specific audience and purpose.
  - Write a narrative or story that moves through a logical sequence of events, provides insight into why the incident is notable, and includes details to develop the plot, characters and setting.
  - Write responses with supporting details to literary selections.
  - Write compositions with a main idea and supporting details.
  - Write short expository paper with supporting details.
- 6.0 Write with a clear focus and logical development, evaluating, revising and editing for organization, style, tone and word choice.
- Generate Ideas for writing traits through individual activities such as brainstorming and clustering (Ideas development).
  - Organize ideas through activities for trait writing that draw upon sequencing and classifying skills such as listing, webbing and mapping (Organization).
  - Write compositions of at least one paragraph with a main idea and supporting details.
  - Revise drafts to improve meaning and focus of writing by adding and deleting words and sentences (word choice and sentence structure).
  - Edit for use of standard English for writing traits (Conventions).
  - Produce written work with the writing trait of Voice for an intended audience (Voice).
  - Share drafts with others and make revisions based upon written responses.

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7.0 Write, using standard English grammar, usage, punctuation, capitalization and spelling.

- Identify and correctly use pronoun antecedents, subject/verb agreement and verb tenses in writing simple and compound sentences.
- Write simple and compound sentences.
- Use correct punctuation in compound sentences; use irregular and plural possessives. Use quotation marks correctly around dialogue.
- Use rules of capitalization.
- Use correct spelling of frequently used words with special attention to affixes, contractions, compounds, homophones, and roots.

#### **LISTENING**

8.0 Listen to and evaluate oral communications for content, style, speaker's purpose and audience appropriateness.

- Interpret speaker's verbal and nonverbal messages and distinguish fact from opinion.
- Listen to and identify how speaking techniques are used to convey a message.
- Identify language and dialect usage that vary in different contexts, regions and cultures.
- Follow oral directions to complete a complex task.

#### **SPEAKING**

9.0 Speak, using organization, style, tone, voice and media aids appropriate to audience and purpose.

- Select and use varied vocabulary and apply standard English to communicate ideas.
- Select and use appropriate public speaking techniques such as rate, pace and enunciation.
- Give organized presentations that demonstrate a clear viewpoint.
- Read aloud and recite literary, dramatic and original works.
- Give clear and concise directions to complete a task.

10.0 Participate in discussions to offer information, clarify ideas and support a position.

- Contribute to and listen attentively in conversations and group discussions.
- Ask and answer questions with relevant details to clarify ideas.
- Share ideas, opinions and information clearly and effectively.
- Identify and express opinions and state facts.

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### **RESEARCH**

- 11.0 Formulate research questions, use a variety of sources to obtain information, weigh the evidence, draw valid conclusions and present findings.
- Formulate research questions and establish a focus and purpose for inquiry.
  - Use a variety of library resources, media and technology to find information on a topic.
  - List sources used in research.
  - Organize and record information using note taking from print and non-print resources.
  - Present research findings for different purposes and audiences using various media.

## Content Standards

# Fifth Grade Language Arts

### READING

Note: Skills are introduced in the first quarter and are re-visited and expanded upon throughout the year.

- 1.0 Know and use word analysis skills and strategies to comprehend new words encountered in text.
- Read unfamiliar words and context using phonics, structure elements, grammar and syntax. Analyze word parts and story content to determine meaning of unknown words.
  - Apply knowledge of Greek and Latin roots and affixes for meaning.
  - Use dictionaries, glossaries and thesaurus to find word origins and determine meaning of unknown words.
  - Determine the meaning of unknown words using context clues, such as restatement, definitions and examples. Use context clues in sentences to establish meaning for difficult words.
- 2.0 Use reading process skills and strategies to build comprehension.
- Apply pre-reading strategies that enhance comprehension by using graphic organizers and adjust reading rate.
  - Distinguish meaning from text through self-correcting strategies.
  - Identify main idea, fact and opinion, cause and effect; verify predictions, summarize, paraphrase and draw conclusions to aid comprehension.
  - Clarify understanding of text by note taking, graphic organizer, outlining, summarize and write a report.
  - Adjust reading rate to suit reading purpose and difficulty of text.
- 3.0 Read to comprehend, interpret and evaluate literature from a variety of authors, cultures and times.
- Distinguish plot line leading to climax and problem resolution. Examine the plot and identify the climax and resolution to the story.
  - Analyze the traits of a character and their motivation.
  - Identify different cultures, language and historical events through time in literature.
  - Compare and contrast implied and stated themes in a story.
  - Locate and interpret figurative language including similes, metaphor and personification in text.
  - Contrast/compare author's writing styles and how they influence reader response.
  - Describe difference in purpose and structure among stories, plays, poetry and non-fiction. Compare/contrast different genres.

## **Fifth Grade**

### **Language Arts**

4.0 Read to comprehend, interpret and evaluate informational texts for specific purposes.

- Use knowledge of format, graphics, sequence, diagrams, illustrations, etc., to assist in comprehension.
- Clarify and connect main ideas and concepts and identify relationships to other sources.
- Read to evaluate new information and hypotheses by comparing them to known information and ideas.
- Draw conclusions and make inferences supported by text and personal experiences.
- Identify author's ideas and purposes including advertisements and public documents.
- Read and follow multi-step directions in order to perform tasks.

### **WRITING**

8.0 Write a variety of texts that inform, persuade, describe, evaluate or tell a story and are appropriate to purpose and audience.

- Write informative papers with a clear topic, appropriate details/facts from a variety of sources, using a clear introduction, body, and conclusion.
- Select the proper format to write friendly/business letters for a specific audience and purpose.
- Write a narrative or short stories to develop character, setting and plot through "showing" rather than telling details.
- Write responses to literary selections using supporting examples.
- Write summaries of oral and written stories.
- Write short expository text that speculates on causes and effects and offer simple persuasive evidence.

9.0 Write with a clear focus and logical development, evaluating, revising and editing for organization, style, tone and word choice.

- Identify writing Traits as Organization, Voice, Convention and Ideas to generate pre-writing ideas for future writing. Use different types of pre-writing tools to develop and organize ideas for writing.
- Generate and organize pre-writing ideas to identify and develop skills for organization and writing through activities such as outlining, listing, webbing and mapping.
- Write a complete paragraph, using indentations, topic sentence and supported details. Write compositions with main ideas that are supported by details; state a conclusion. Practice and develop skills for sentence fluency in writing.
- Use revising and editing skills to refine meaning. Identify and develop skills for proper word choice in writing.
- Edit for use of standard English, using partners to edit writing.
- Produce writing with a voice that shows awareness of an intended audience and purpose.
- Share final draft with audience.

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# **Fifth Grade**

## **Language Arts**

7.0 Write, using standard English grammar, usage, punctuation, capitalization and spelling.

- Introduce the eight parts of speech: noun, verb, adjectives, adverb, pronoun, conjunction, interjection, preposition, and how they are used correctly in a sentence. Revise and correctly use pronoun case, comparative and superlative modifiers (comparing three or more things) and use verbs correctly in a sentence.
- Identify/write prepositional phrases, appositives and independent clauses; use transitions and conjunctions. Write compound sentences.
- Use colons to introduce a list; use quotation marks correctly; in dialogue quote speakers, names of poems, songs and short stories.
- Use rules of capitalization correctly.
- Use correct spelling of frequently used words with special attention to roots and affixes.

### **LISTENING**

12.0 Listen to and evaluate oral communications for content, style, speaker's purpose and audience appropriateness.

- Interpret a speaker's verbal and non-verbal messages. Identify and interpret different types of verbal and non-verbal communication.
- Identify the intent of persuasive speaking and provide constructive feedback. Differentiate between fact and opinion of a speaker.
- Identify and describe language and dialect usage from different regions and cultures.
- Follow multi-step oral directions to complete a task.

### **SPEAKING**

13.0 Speak, using organization, style, tone, voice and media aids appropriate to audience and purpose.

- Use specific and varied vocabulary and apply standard English, verbally. Prepare and deliver an organized report using media aids and proper tone and voice.
- Select and use appropriate public speaking techniques, i.e., gestures, facial expressions, posture, speaking rote/pace, enunciation.
- Give organized reports orally that demonstrate a clear point of view and incorporate multi-media aides.
- Give oral multi-step directions to complete a task.

14.0 Participate in discussions to offer information, clarify ideas and support a position.

- Participate in discussions as a contributor and leader.
- Ask and answer questions to clarify or extend ideas.
- Communicate ideas orally, giving opinions and information clearly to a group, choosing language that communicates messages clearly and effectively.
- Compare and contrast ideas and viewpoints of several speakers.

## **Fifth Grade**

### **Language Arts**

#### **RESEARCH**

- 15.0 Formulate research questions, use a variety of sources to obtain information, weigh the evidence, draw valid conclusions and present findings.
- Formulate research questions and establish a focus and purpose for inquiry.
  - Select information from multiple resources to answer questions.
  - List sources used in research.
  - Record information using note taking and other organization formats.
  - Communicate research findings using charts, maps or graphs with written text.