# Grade 4

| LA. | 4. | 1. | 1. | 1 |
|:---:|:---:|:---:|:---:|:---:|
| **Subject** | **Grade** | **Strand** | **Standard** | **Benchmark** |

## Grade 4: Reading Process

| Phonics/Word Analysis | Standard: The student demonstrates knowledge of the alphabetic principle and applies grade level phonics skills to read text. |
|---|---|
| | The student will: |
| LA.4.1.4.1 | - recognize knowledge of spelling patterns; |
| LA.4.1.4.2 | - use structural analysis; and |
| LA.4.1.4.3 | - use language structure to read multi-syllabic words in text. |

| English Language Proficiency Standards | | |
|---|---|---|
| *Beginning:* The student will:<br>- increase knowledge of letter clusters and vowel patterns by attempting to read words or phrases from basic text<br>- use strategies to read some multi-syllable words | *Intermediate:* The student will:<br>- recognize spelling patterns, including basic prefixes, suffixes, and derivational endings to determine meaning<br>- use language structure to read multi-syllabic words in text | *Advanced:* The student will:<br>- apply knowledge of spelling patterns, structural analysis, and language structure by using prefixes, suffixes and derivational endings to construct meaning from words<br>- use structural analysis<br>- use language structure to read multi-syllabic words in text. |

| Fluency | Standard: The student demonstrates the ability to read grade level text orally with accuracy, appropriate rate, and expression. |
|---|---|
| | The student will: |
| LA.4.1.5.1 | - demonstrate the ability to read grade level text; and |
| LA.4.1.5.2 | - adjust reading rate based on purpose, text difficulty, form, and style. |

| English Language Proficiency Standards | | |
|---|---|---|
| *Beginning:* The student will:<br>- read basic text orally by matching pictures with sound (e.g. onomatopoeia)<br>- read simple words and phrases based on prior reviews of grade level vocabulary and practice by pre-corded read aloud tapes/CDs. | *Intermediate:* The student will read basic text orally by pre-reading activities based on prior reviews of vocabulary used in grade level text and practice by pre-recorded read aloud tapes/CD. | *Advanced:* The student will:<br>- read grade level text orally in a manner that sounds like near-fluent speech (approximately 100 correct words per minute)<br>- demonstrate the ability to adjust reading rate by speeding up or slowing down based on purpose, level of difficulty, form and style. |

| Vocabulary Development | Standard: The student uses multiple strategies to develop grade appropriate vocabulary. |
|---|---|
| | The student will: |
| LA.4.1.6.1 | - use new vocabulary that is introduced and taught directly; |
| LA.4.1.6.2 | - listen to, read, and discuss familiar and conceptually challenging text; |
| LA.4.1.6.3 | - use context clues to determine meanings of unfamiliar words; |
| LA.4.1.6.4 | - categorize key vocabulary and identify salient features; |
| LA.4.1.6.5 | - relate new vocabulary to familiar words; |
| LA.4.1.6.6 | - identify "shades of meaning" in related words (e.g., blaring, loud); |
| LA.4.1.6.7 | - use meaning of familiar base words and affixes to determine meanings of unfamiliar complex words; |
| LA.4.1.6.8 | - use knowledge of antonyms, synonyms, homophones, and homographs to determine meanings of words; |
| LA.4.1.6.9 | - determine the correct meaning of words with multiple meanings in context; and |
| LA.4.1.6.10 | - determine meanings of words and alternate word choices by using a dictionary, thesaurus, and digital tools. |

### English Language Proficiency Standards

| *Beginning:* The student will: | *Intermediate:* The student will: | *Advanced:* The student will: |
|---|---|---|
| - develop basic vocabulary by listening and discussing both familiar and basic text<br>- use simple words and phrases according to their lexical structures, meanings, and relationships<br>- relate new vocabulary to familiar words | - develop vocabulary by using words and phrases according to their lexical structures, meanings, and relationships and<br>- demonstrates knowledge of affixes and base words to determine the meaning of words<br>- categorize key vocabulary and salient features<br>- relate new vocabulary to familiar words. | - develop vocabulary by using new vocabulary that is introduced and taught directly<br>- listen to, reading, and discussing both familiar and conceptually challenging text<br>- categorize key vocabulary<br>- identify its salient features<br>- relate new vocabulary to prior knowledge<br>- use knowledge of common roots and affixes, derived from word origins, to analyze unfamiliar complex words and determine their meanings<br>- begin to identify the meanings of idiomatic and figurative language<br>- determine meanings of words and alternate word choices by using a dictionary, thesaurus, and technology. |

| Reading Comprehension | Standard: The student uses a variety of strategies to comprehend grade level text. |
|---|---|
| | The student will: |
| LA.4.1.7.1 | - identify the purpose of text features (e.g., format, graphics, sequence, diagrams, illustrations, charts, maps); |
| LA.4.1.7.2 | - identify the author's purpose (e.g., to inform, entertain, explain) in text and how an author's perspective influences text; |
| LA.4.1.7.3 | - determine explicit ideas and information in grade-level text, including but not limited to main idea, relevant supporting details, implied message, inferences, chronological order of events, summarizing, and paraphrasing; |
| LA.4.1.7.4 | - identify cause-and-effect relationships in text; |
| LA.4.1.7.5 | - identify the text structure an author uses (e.g., comparison/contrast, cause/effect, sequence of events) and explain how it impacts meaning in text; |
| LA.4.1.7.6 | - identify themes or topics across a variety of fiction and nonfiction selections; |
| LA.4.1.7.7 | - compare and contrast elements in multiple texts (e.g., setting, characters, problems); and |
| LA.4.1.7.8 | - use strategies to repair comprehension of grade appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, summarizing, questioning, and clarifying by checking other sources. |

| Reading Comprehension | **Standard**: The student uses a variety of strategies to comprehend grade level text. |
|---|---|

Continued from previous page

### English Language Proficiency Standards

| *Beginning:* The student will: | *Intermediate:* The student will: | *Advanced:* The student will: |
|---|---|---|
| - understand and derive meaning from spoken and written language by using pictures and text about information in a read-aloud,<br>- recognize a variety of text structures, including things that are the same or different in a simple basic text by using pictures,<br>- to identify true or false statements illustrated in basic text with graphics or pictures,<br>- obtain basic information from pictures, maps, signs, diagrams, tables, graphs, and schedules. (e.g., how to get from his or her home to the school using a map, student class schedules, etc.) in addition, organizes information based on purpose of the basic text,<br>- distinguish fact from fiction by identifying the purpose of a simple text that is rich in graphics and illustrations, and<br>- select basic materials to ready for pleasure by choosing a reading selection that contain a high proportion of illustrations to text and orally match the reading selection with the appropriate illustration. | - comprehend, understand meaning from spoken and written language by retelling what happened in a story using words and/or short phrases, gestures, and pantomime,<br>- establish a comparison and or contrast of elements within a basic text by recognizing a variety of text structures, including cause an effect and comparison and contrast,<br>- identify ideas in basic text and categorize them into fact, fiction and opinion,<br>- obtain appropriate information from indexes, tables of contents, and dictionary entries, and organizes them in through the use of graphic organizers based on purpose of the basic text,<br>- identify the author's purpose by reading a simple text selection and selecting key words that represent fact, fiction or opinion, and<br>- select basic materials to read for pleasure, after being shown a variety of appropriate age and developmental level appropriate book titles, choosing a reading selection and orally explaining the topic. | - understand and get meaning from spoken and written language by retelling a story from a grade level text, either orally and/or in a written language,<br>- recognize a variety of text structures and how they affect the meaning in text by reading a variety of texts of similar content in cooperative groups, and analyze how the authors use comparison and contrast, cause and effect, and sequencing to convey meaning, and produce an oral or written report,<br>- distinguish among fact, fiction, and opinion in text by working in groups, making connections/inferences from several information sources to arrive at a consensus that classifies the information as fact, fiction or opinion,<br>- read informational text and organize information for different purposes by using multimedia sources to acquire information,<br>- produce a research project report related to a practical application of the acquired knowledge in everyday life by using graphic organizers based on the purpose of the test,<br>- distinguish and discuss the author's purpose in grade level text and identifying the author's purpose and orally comparing the text with other literary works to determine if selection is fact, fiction or opinion, and<br>- select grade level materials to read for pleasure based on knowledge and personal preference of authors' styles, themes, and genres by, choosing a variety of reading selections and orally retelling the plots and/or topics. |

## Grade 4: Literary Analysis

| Fiction | **Standard**: The student identifies, analyzes, and applies knowledge of the elements of a variety of fiction and literary texts to develop a thoughtful response to a literary selection. |
|---|---|
| | The student will: |
| LA.4.2.1.1 | - read and distinguish among the genres and sub-genres of fiction, nonfiction, poetry, drama, and media; |
| LA.4.2.1.2 | - identify and explain the elements of plot structure, including exposition, setting, character development, problem/resolution, and theme in a variety of fiction; |
| LA.4.2.1.3 | - identify and explain how language choice helps to develop mood and meaning in poetry (e.g., sensory and concrete words as well as figurative language); |
| LA.4.2.1.4 | - identify an author's theme, and use details from the text to explain how the author developed that theme; |
| LA.4.2.1.5 | - respond to, discuss, and reflect on various literary selections, connecting text to self (personal connection), text to world (social connection), text to text (comparison among multiple texts); |
| LA.4.2.1.6 | - write a book report, review, or critique that identifies the main idea, character(s), setting, sequence of events, conflict, crisis, and resolution; |
| LA.4.2.1.7 | - identify and explain an author's use of descriptive, idiomatic, and figurative language (e.g., personification, similes, metaphors, symbolism), and examine how it is used to describe people, feelings, and objects; |
| LA.4.2.1.8 | - recognize that vocabulary and language patterns have changed in literary texts from the past to the present; and |
| LA.4.2.1.9 | - select a balance of age and ability appropriate fiction materials to read (e.g., novels, mysteries, mythology, poetry), based on teacher recommendations, to continue building a core foundation of knowledge. |

### English Language Proficiency Standards

| *Beginning:* The student will: | *Intermediate:* The student will: | *Advanced:* The student will: |
|---|---|---|
| - identify the features of the stories by following teacher directed prompts,<br>- describe the elements of plot, setting, character development and problem/resolution orally and/or by acting out through puppetry, the elements of the story, and<br>- understand the author's language choices by orally identifying figurative language and giving examples of personification in poetry | - draw, act-out, point, illustrate or circle the basic characteristics or features of a literary form,<br>- describe and explain the elements of plot, setting, character development and problem/resolution orally, and<br>- describe and explain the author's use of figurative language by identifying examples of personification, similes, metaphors, and alliteration in poetry. | - read and distinguish among the common forms of literature by making a chart (e.g., Venn Diagram) that illustrates the similarities and differences between present-day stories, fables, drama, etc.,<br>- describe and explain the elements of plot structure, setting, character development and problem/resolution through the use of a story map, and<br>- describe and explain how an author's language choices help to develop mood and meaning by identifying examples of personification, similes, metaphors, and alliteration in poetry and provide student made examples. |

| Nonfiction | **Standard**: The student identifies, analyzes, and applies knowledge of the elements of a variety of nonfiction, informational, and expository texts to demonstrate an understanding of the information presented. |
|---|---|

| | The student will: |
|---|---|
| LA.4.2.2.1 | - locate, explain, and use information from text features (e.g., table of contents, glossary, headings, charts, graphs, diagrams, illustrations); |
| LA.4.2.2.2 | - use information from the text to answer questions related to explicitly stated main ideas or relevant details; |
| LA.4.2.2.3 | - organize information to show an understanding of main ideas within a text through charting, mapping, or summarizing; |
| LA.4.2.2.4 | - identify and explain the functions and characteristics of a variety of types of text (e.g., reference, children's newspapers, practical/functional texts); and |
| LA.4.2.2.5 | - select a balance of age and ability appropriate nonfiction materials to read (e.g., biographies and topical areas, such as animals, science, history), based on teacher recommendations, to continue building a core foundation of knowledge. |

| **English Language Proficiency Standards** | | |
|---|---|---|
| *Beginning:* The student will: | *Intermediate:* The student will: | *Advanced:* The student will: |
| - locate and use information from text features (e.g., table of contents, glossary, headings, charts, graphs, diagrams, illustrations)<br>- identify information from the text to answer questions related to explicitly stated main ideas or relevant details<br>- sequence information to show an understanding of main ideas within a text<br>- identify the functions and characteristics of a variety of types of text (e.g., reference, children's newspapers, practical/functional texts)<br>- select a balance of age appropriate non-fiction materials to read (e.g., biographies and topical areas, such as animals, science, history), based on building a core foundation of knowledge. | - locate and explain the information from text features (e.g., table of contents, glossary, headings, charts, graphs, diagrams, illustrations)<br>- use information from the text to answer questions related to explicitly stated main ideas or relevant details<br>- organize information to show an understanding of main ideas within a text through charting, mapping, or summarizing<br>- identify and explain the functions and characteristics of a variety of types of text (e.g., reference, children's newspapers, practical/functional texts)<br>- select a balance of age- and ability-appropriate non-fiction materials to read (e.g., biographies and topical areas, such as animals, science, history), based on teacher recommendations, to continue building a core foundation of knowledge. | - locate, explain, and use information from text features (e.g., table of contents, glossary, headings, charts, graphs, diagrams, illustrations)<br>- use information from the text to answer questions related to explicitly stated main ideas or relevant details<br>- organize information to show an understanding of main ideas within a text through charting, mapping, or summarizing<br>- identify and explain the functions and characteristics of a variety of types of text (e.g., reference, children's newspapers, practical/functional texts)<br>- select a balance of age- and ability-appropriate non-fiction materials to read (e.g., biographies, and topical areas, such as animals, science, history), based on teacher recommendations, to continue building a core foundation of knowledge. |

# Grade 4: Writing Process

| Prewriting | Standard: The student will use prewriting strategies to generate ideas and formulate a plan. |
|---|---|
| | The student will prewrite by: |
| LA.4.3.1.1 | - generating ideas from multiple sources (e.g., text, brainstorming, graphic organizer, drawing, writer's notebook, group discussion) based upon teacher-directed topics and personal interests; |
| LA.4.3.1.2 | - determining the purpose (e.g., to entertain, to inform, to communicate, to persuade) and the intended audience of a writing piece; and |
| LA.4.3.1.3 | - organizing ideas using strategies and tools (e.g., technology, graphic organizer, KWL chart, log) to make a plan for writing that prioritizes ideas and addresses the main idea and logical sequence. |

| English Language Proficiency Standards | | |
|---|---|---|
| *Beginning:* The student will prewrite by selecting illustrations that depict the main and the related ideas presented in the story and through the use of brainstorming, webbing, and graphics organizers generate a plan for the writing process. | *Intermediate:* The student will prewrite by: generating a plan for the writing process based on personal experience and organizing the thought process through brainstorming, webbing, etc. | Advanced: The student will pre-write bypreparing a writing plan or outline for a proposed project based on selected readings discussed in cooperative learning groups and organizing the thought process through brainstorming, webbing, etc. |

| Drafting | Standard: The student will write a draft appropriate to the topic, audience, and purpose. |
|---|---|
| | The student will draft writing by: |
| LA.4.3.2.1 | - using a prewriting plan to focus on the main idea with ample development of supporting details that shows an understanding of facts and/or opinions; |
| LA.4.3.2.2 | - organizing information into a logical sequence and combining or deleting sentences to enhance clarity; and |
| LA.4.3.2.3 | - creating interesting leads through the use of quotations, questions, or descriptions. |

| English Language Proficiency Standards | | |
|---|---|---|
| *Beginning:* The student will draft writing by filling in blanks of missing letters in words, or missing words in simple sentences to articulate complete words or sentences. | *Intermediate:* The student will draft writing by forming simple sentences using cause-effect transitions and supporting details, which describe or provide facts and/or opinions in order to retell a complete story that includes beginning, middle and end | Advanced: The student will draft writing by using a prewritten plan to focus on the main idea by using cause-effect transitions and supporting details which describe or provide facts and/or opinions in order to retell a complete story that includes beginning, middle and end. |

| Revising | Standard: The student will revise and refine the draft for clarity and effectiveness. |
|---|---|
| | The student will revise by: |
| LA.4.3.3.1 | - evaluating the draft for development of ideas and content, logical organization, voice (e.g., formal or informal), point of view, word choice, and sentence variation; |
| LA.4.3.3.2 | - creating clarity by deleting extraneous or repetitious information and organizing and connecting related ideas (e.g., order of importance, chronological order, compare/contrast, repetition of words for emphasis); |
| LA.4.3.3.3 | - creating precision and interest by expressing ideas vividly through varied language techniques (e.g., imagery, simile, metaphor, sensory language) and modifying word choices using resources and reference materials (e.g., dictionary, thesaurus); and |
| LA.4.3.3.4 | - applying appropriate tools or strategies to evaluate and refine the draft (e.g., peer review, checklists, rubrics). |

### English Language Proficiency Standards

| | | |
|---|---|---|
| *Beginning:* The student will revise the draft by using illustrations or by rearranging ideas and supporting details for a more logical coherence and time-order sequence. | *Intermediate:* The student will revise the draft by:<br><br>- adding specific details through the addition of dialogue, vivid images, including figurative speech and quotes<br>- creating clarity by deleting extraneous information and organizing related ideas with teacher and/or peer assistance. | Advanced: The student will revise the draft by:<br><br>- developing interesting lead and thoughtful conclusion; by developing engaging narrative or expository details through the use of personal reflections, observations and anecdotes and through the use of illustrations and example<br>- deleting extraneous or repetitious information;<br>- organizing and connecting related ideas<br>- expressing ideas vividly through the use of imagery, including simile, metaphor, and sensory language, and maintain consistent voice. |

| Editing for Language Conventions | Standard: The student will edit and correct the draft for standard language conventions. |
|---|---|
| | The student will edit for correct use of: |
| LA.4.3.4.1 | - spelling, using spelling rules, orthographic patterns, and generalizations (e.g., r-controlled, diphthong, consonant digraphs, vowel digraphs, silent e, plural for words ending in -y, doubling final consonant, i before e, irregular plurals, CVC words, CCVC words, CVCC words, affixes) and using a dictionary, thesaurus, or other resources as necessary; |
| LA.4.3.4.2 | - capitalization for proper nouns, including titles used with someone's name, initials, and words used as names (e.g., Uncle Jim, Mom, Dad, Jr.); |
| LA.4.3.4.3 | - punctuation, including end punctuation, apostrophes, commas, colons, quotation marks in dialogue, and apostrophes in singular possessives; |
| LA.4.3.4.4 | - present and past verb tense, noun-pronoun agreement, noun-verb agreement, subjective and objective pronouns, demonstrative pronouns and conjunctions; |
| LA.4.3.4.5 | - subject/verb and noun/pronoun agreement in simple and compound sentences; and |
| LA.4.3.4.6 | - end punctuation for declarative, interrogative, imperative, and exclamatory sentences. |

| English Language Proficiency Standards | | |
|---|---|---|
| Beginning: The student will edit writing for correct use of spelling, capitalization and word spacing with teacher's assistance. | Intermediate: The student will edit writing for correct use of standard English conventions, including correct punctuation, and correct usage of present and past verb tense with teacher's assistance. | Advanced: The student will edit writing for:<br>- correct use of standard English conventions, including correct punctuation and capitalization.<br>- correct usage of basic present and past verb tense and noun-verb agreement<br>- correct usage of spelling rules and language resources if necessary. |

| Publishing | Standard: The student will write a final product for the intended audience. |
|---|---|
| | The student will: |
| LA.4.3.5.1 | - prepare writing using technology in a format appropriate to audience and purpose (e.g., manuscript, multimedia); |
| LA.4.3.5.2 | - use elements of spacing and design to enhance the appearance of the document and add graphics where appropriate; and |
| LA.4.3.5.3 | - share the writing with the intended audience. |

| English Language Proficiency Standards | | |
|---|---|---|
| *Beginning:* The student will:<br>- prepare writing using technology in a format to the intended audience<br>- share the writing with the intended audience | *Intermediate:* The student will:<br>- prepare writing using technology in a format appropriate to the intended audience<br>- share the writing with the intended audience. | *Advanced:* The student will:<br>- prepare writing using technology including graphics in a format appropriate to the intended audience<br>- share the writing with the intended audience. |

## Grade 4: Writing Applications

| Creative | Standard: The student develops and demonstrates creative writing. |
|---|---|
| | The student will: |
| LA.4.4.1.1 | - write narratives based on real or imagined ideas, events, or observations that include characters, setting, plot, sensory details, a logical sequence of events, and a context to enable the reader to imagine the world of the event or experience; and |
| LA.4.4.1.2 | - write a variety of expressive forms (e.g., short story, poetry, skit, song lyrics) that employ figurative language (e.g., simile, metaphor, onomatopoeia, personification), rhythm, dialogue, characterization, plot, and/or appropriate format. |

| English Language Proficiency Standards | | |
|---|---|---|
| *Beginning:* The student will develop or illustrate a short narrative based on real or imagined ideas, events or observations that include characters, setting and plot and a logical sequence of events with teacher assistance, and | *Intermediate:* The student will:<br>- write simple narratives based on real or imagined ideas, events, or observations that includes characters, setting, plot sensory details and a logical sequence of<br>- Write a variety of forms (e.g. short story, simple poetry, ski t or song lyrics) that employ basic figurative language, rhythm, dialogue, characterization, plot and/or appropriate format with teacher assistance. | *Advanced:* The student will:<br>- write narratives based on real or imagined ideas, events, or observations that includes characters, setting, plot sensory details and a logical sequence of events to enable the reader to imagine the world events or experiences, and<br>- write a variety of expressive forms(e.g. short story, poetry, skit, song lyrics) that employ increasingly detailed figurative language rhythm, dialogue, characterization, plot and/or appropriate format. |

| Informative | Standard: The student develops and demonstrates technical writing that provides information related to real-world tasks. |
|---|---|
| | The student will: |
| LA.4.4.2.1 | - write in a variety of informational/expository forms (e.g., summaries, procedures, recipes, instructions, graphs/tables, experiments, rubrics, how-to manuals); |
| LA.4.4.2.2 | - record information (e.g., observations, notes, lists, charts, map labels, legends) related to a topic, including visual aids as appropriate; |
| LA.4.4.2.3 | - write informational/expository essays that contain introductory, body, and concluding paragraphs; |
| LA.4.4.2.4 | - write a variety of communications (e.g., friendly letters, thank-you notes, formal letters, messages, invitations) that have a clearly stated purpose and that include the date, proper salutation, body, closing and signature; and |
| LA.4.4.2.5 | - write simple directions to familiar locations using cardinal directions, landmarks, and distances, and create an accompanying map. |

### English Language Proficiency Standards

| *Beginning:* The student will: | *Intermediate:* The student will: | *Advanced:* The student will: |
|---|---|---|
| - write or illustrate In a variety of simple informational/expository forms;<br>- record or illustrate information related to a topic, including visual aids as appropriate;<br>- write or illustrate simple variety of communications(e.g. friendly letters, thank you notes, formal letters, messages, invitations) that have a clearly stated purpose and<br>- write or illustrate simple directions to familiar location. | - write in a variety of technical/ informational forms;<br>- record information related to a topic, including visual aids as appropriate;<br>- write simple informational/expository essays that contain introduction, body and conclusion paragraphs.<br>- write a variety of communications(e.g. friendly letters, thank you notes, formal letters, messages, invitations) that have a clearly stated purpose, and includes all the parts of letter writing; and<br>- write or illustrate simple directions to familiar location using cardinal directions, landmarks, and distances. | - write  in a variety of informational/ expository forms;<br>- record information related to a topic, including visual aids as appropriated;<br>- write informational/expository essays that contain introduction, body and conclusion paragraphs.<br>- write a variety of communications (e.g. friendly letters, thank you notes, formal letters, messages, invitations) that have a stated purpose, and includes all the parts of letter writing; and<br>- write or illustrate simple directions to familiar location using cardinal directions, landmarks, and distances, and create an accompanying map. |

| Persuasive | **Standard**: The student develops and demonstrates persuasive writing that is used for the purpose of influencing the reader. |
|---|---|
| | The student will: |
| LA.4.4.3.1 | - write persuasive text (e.g., essay, written communication) that establish and develop a controlling idea, supporting arguments for the validity of the proposed idea with detailed evidence; and |
| LA.4.4.3.2 | - include persuasive techniques (e.g., word choice, repetition, emotional appeal). |

| **English Language Proficiency Standards** | | |
|---|---|---|
| *Beginning:* The student will write a simple persuasive paragraph using simple persuasive vocabulary with guided assistance of the teacher | *Intermediate:* The student will:<br><br>- write a simple persuasive paragraph that establishes a basic controlling idea; including supporting arguments using persuasive techniques, (e.g., word choice, repetition, emotional appeal, with teacher guidance),<br>- establish and develop a simple controlling idea that includes persuasive techniques, including word choices and repetition. | *Advanced:* The student will write a simple persuasive paragraph that establishes and develops a controlling idea, including detailed supporting arguments using persuasive techniques (e.g., word choice, repetition, emotional appeal) |

## Grade 4: Communication

| Penmanship | **Standard**: The student engages in the writing process and writes to communicate ideas and experiences. |
|---|---|
| LA.4.5.1.1 | The student will demonstrate legible cursive writing skills. |

| **English Language Proficiency Standards** | | |
|---|---|---|
| *Beginning:* The student will write by copying cursive letters and symbols of the alphabet. | *Intermediate:* The student will write in legible cursive by using letters to make words and simple sentences | *Advanced:* The student will write in legible cursive by using sentences and paragraphs to communicate ideas and experiences. |

| Listening and Speaking | **Standard**: The student effectively applies listening and speaking strategies. |
|---|---|

| | The student will: |
|---|---|
| LA.4.5.2.1 | - listen to information presented orally and show an understanding of key points; |
| LA.4.5.2.2 | - plan, organize, and give an oral presentation and use appropriate voice, eye, and body movements for the topic, audience, and occasion; |
| LA.4.5.2.3 | - listen attentively to speakers and takes notes as needed to ensure accuracy of information; |
| LA.4.5.2.4 | - ask questions of speakers, using appropriate tone and eye contact; and |
| LA.4.5.2.5 | - make formal and informal oral presentations for a variety of purposes, audiences, and occasions, demonstrating appropriate language choices, body language, eye contact, gestures, and appropriate use of available technologies. |

| **English Language Proficiency Standards** |||
|---|---|---|
| *Beginning:* The student will: <br> - draw scenes or characters that match those in a teacher-read reading selection, <br> - engage in simple conversations at the appropriate age, developmental, grade and language proficiency levels with peers to express an interest in the school or home experiences of other students | *Intermediate:* The student will: <br> - orally describe the procedures in performing the given tasks, <br> - make formal and informal oral presentations by engaging in conversations with peers at the appropriate age, developmental, grade and language proficiency levels to discuss their school or home experiences, and <br> - adjust oral language when communicating by delivering a given statement in such a way to imply various emotions (happiness, sadness) and adjust oral language when communicating with different audiences | *Advanced:* The student will: <br> - perform the given task, such as following a recipe, constructing a craft, or playing a board game, <br> - make formal and informal oral presentations for a variety of purposes and occasions <br> - demonstrate appropriate body language, eye contact, and gestures by engaging in conversations with peers at the appropriate age, developmental, grade and language proficiency levels in social and academic environments <br> - adjust oral language when communicating with different audience's purposes or occasions. |

## Grade 4: Information and Media Literacy

| Informational Text | **Standard**: The student comprehends the wide array of informational text that is part of our day to day experiences. |
|---|---|
| LA.4.6.1.1 | The student will read informational text and text features (e.g., format, graphics, legends, illustrations, diagrams) to organize information for different purposes (e.g., being informed, following multi-step directions, creating a report, conducting interviews, preparing to take a test, performing a task). |

| **English Language Proficiency Standards** |||
|---|---|---|
| *Beginning:* The student will recognize that various informational texts are used to relay information that is part of our day to day experiences. | *Intermediate:* The student will identify various informational texts that are used to relay information that is part of our day to day experiences. | *Advanced:* The student will use prior knowledge to comprehend various informational texts that is part of our day to day experiences. |

| Research Process | | Standard: The student uses a systematic process for the collection, processing, and presentation of information. |
|---|---|---|
| | The student will: | |
| LA.4.6.2.1 | - select a topic for inquiry, refine a predetermined search plan; | |
| LA.4.6.2.2 | - apply evaluative criteria (e.g., readability, currency, accuracy) for selecting and using a variety of appropriate resources, gather and record information, noting the difference between opinions and fact; | |
| LA.4.6.2.3 | - communicate information in a report that includes main idea(s) and relevant details, with visual supports; and | |
| LA.4.6.2.4 | - record basic bibliographic data and present quotes using ethical practices (e.g., avoids plagiarism). | |

### English Language Proficiency Standards

| *Beginning:* The student will: | *Intermediate:* The student will: | *Advanced:* The student will: |
|---|---|---|
| - select a topic for inquiry by using available reading software that provides the opportunity to react to pictures, moving images or illustrations to improve reading skills and obtaining new information while interacting with the software;<br>- with teacher or peer assistance, identifies criteria for selecting appropriate reference resources to conduct research by using illustrations and pictures from different resources;<br>- evaluate information by drawing, pointing, locating or through the student's own words, where a particular piece of information can be found by identifying the source or location of the information on data;<br>- communicate information by matching pictures with their technological; and<br>- record basic bibliographic data | - select a topic for inquiry by creating a information/picture file by collecting pamphlets, newspapers, magazine articles and pictures;<br>- identify evaluative criteria for selecting appropriate reference resources to conduct research by presenting orally on a given topic using illustrations and/or pictures from different resources;<br>- compare and contrast through illustration what is factual and/or fictional within and among the selections;<br>- communicate information in a simple report that includes main ideas and supporting details with visual support, and<br>- record basic data, facts and bibliographical information, and demonstrates an understanding of the ownership of text and illustrations. | - select a topic for inquiry, formulate questions, and refine a predetermined search plan by conducting research in the library to find specific information using age appropriate library resources;<br>- identify and apply evaluative criteria for selecting and using a variety of appropriate reference resources to conduct research by presenting orally, on a given topic using a variety of resources;<br>- read, record, and evaluate information, opinions, and facts to answer search questions,<br>- recording bibliographic data two or more age and topic appropriate reading selections,<br>- communicate information in a written report using visual support that includes main ideas and relevant; and<br>- record basic data, facts and bibliographical information, and demonstrates an understanding of the ownership of text and illustrations. |

| Media Literacy | Standard: The student develops and demonstrates an understanding of media literacy as a life skill that is integral to informed decision making. |
|---|---|

| | The student will: |
|---|---|
| LA.4.6.3.1 | - examine how ideas are presented in a variety of print and nonprint media and recognize differences between logical reasoning and propaganda; and |
| LA.4.6.3.2 | - recognize and identify production elements (e.g., graphics, sound effects, music) used to create media messages and create a media message for a specific purpose. |

### English Language Proficiency Standards

| Beginning: The student will recognize that ideas are presented in a variety of print and non-print media depending upon intended audience and purpose | Intermediate: The student will: <br> - recognize the various media sources available to gather information effectively <br> - understand that media literacy, including logical reasoning and propaganda is an integral part of informed decision making. | Advanced: The student will: <br> - compare the effectiveness of various examine how ideas are presented in a variety of print and non-print media sources <br> - recognize the difference between local reasoning and propaganda <br> - use production elements (e.g., graphics, sound effects) to create media messages. |
|---|---|---|

<br>

| Technology | Standard: The student develops the essential technology skills for using and understanding conventional and current tools, materials and processes. |
|---|---|

| | The student will: |
|---|---|
| LA.4.6.4.1 | - use appropriate available technologies to enhance communication and achieve a purpose (e.g., video, presentations); and |
| LA.4.6.4.2 | - determine and use appropriate digital tools (e.g., word processing, multimedia authoring, web tools, graphic organizers) for publishing and presenting a topic. |

### English Language Proficiency Standards

| Beginning: The student will use age appropriate and effective keyboarding by using available multimedia resources, including reading software and interactive books that provides the opportunity to react to pictures, moving images or illustrations. | Intermediate: The student will: <br> - use age appropriate and effective keyboarding by using available multimedia resources, including reading software and interactive books that provides the opportunity to react to pictures, moving images or illustrations to improve reading skills and obtaining new information while interacting with the software and orally describe what was learned, <br> - determine and use appropriate digital tools for orally presenting a topic or writing a simple report. | Advanced: The student will: <br> - use age appropriate and effective keyboarding and word processing skills by using available multimedia resources, including reading software and interactive books that provides the opportunity to react to pictures, moving images or illustrations to improve reading skills and obtaining new information while interacting with the software. <br> - Determine and use appropriate digital tools for publishing and presenting a topic. |
|---|---|---|