

Diocese of Bridgeport – ELA Standards – Grade 4



LITERATURE

<u>STANDARD</u>		<u>SKILLS</u>
L 4.1	Read and comprehend complex literary and informational texts independently and proficiently.	<ul style="list-style-type: none"> • Use combined knowledge of all letter/sound correspondences, syllabication patterns, and morphology (roots, affixes) to read accurately unfamiliar multisyllabic words in and out of context • Read grade-level text with purpose and understanding • Read grade-level prose and poetry orally with accuracy and expression • Follow written directions • Use punctuation correctly to make sense of what is read • Use context to confirm or self-correct for word recognition or understanding • Read grade-level text independently (silently) with sufficient accuracy and fluency to support comprehension
L 4.2	Use a variety of strategies to comprehend, interpret and evaluate text.	<ul style="list-style-type: none"> • Apply appropriate strategies before, during, and after reading to construct meaning • Make and confirm/revise predictions • Make and justify inferences • Access prior knowledge and experiences to make sense of a text • Develop and defend multiple responses to literature • Read ahead or reread texts, create mental pictures, use graphic organizers, outlines • Develop and defend multiple responses to literature; referring to the text as the basis for those connections • Summarize and/or paraphrase efficiently • Monitor own comprehension • Demonstrate understanding of figurative language, word relationships and nuances in word meanings
L 4.3	Analyze the structure of fiction texts; determine central ideas or themes and analyze their development; summarize the key supporting details and ideas; analyze the use of literary devices.	<ul style="list-style-type: none"> • Discuss themes and make and support judgments about the text • Understand inferred themes in literary works • Determine the theme of a story, drama or poem using details from the text • Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the it • Make inferences and draw conclusions about implicit and explicit information in texts and refer to the details and examples in that text to support those ideas • Describe in depth the main plot – beginning, middle, and end • Identify the plot structure - rising and falling action, climax • Begin to identify the plot structure - inciting incident and resolution • Describe the characterization in depth - character traits, motivations, feelings, point of view • Describe the setting in depth • Describe the conflict and resolution in depth • Describe the steps in a process in depth • Describe cause and effect in depth • Distinguish between reality and fantasy • Read and recognize the difference among the different types of poetry • Identify and compare/contrast repetition, rhythm, rhyme • Explain the meanings of simple similes and metaphors in context • Identify and compare/contrast exaggeration, pun, irony

<p>L 4.4</p>	<p>Read informational texts to acquire new information and to respond to the needs and demands of society; preparing students for high school and beyond.</p>	<ul style="list-style-type: none"> • Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs with the text • Refer to details & examples in a text when explaining what the text says explicitly and when drawing inferences from the text • Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence and cause/effect • Make connections between the text and personal experience and the world at large • Locate information to assist in solving problems • Collect data and facts from a variety of sources • Distinguish between fact and opinion • Interpret information presently visually, orally or quantitatively (in charts, graphs, diagrams, time lines, animations, or other interactive elements) and explain how the information contributes to an understanding of the text
<p>L 4.5</p>	<p>Read a variety of genres closely to determine what the texts says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text to build an understanding of the many dimensions of the human experience.</p>	<ul style="list-style-type: none"> • Explain events, procedures, ideas or concepts in a historical, scientific, or technical text, including what happened and why • Reflect on what is read and make connections to their own lives, the world or other literary pieces • Compare and contrast the treatment of similar themes and topics (good v evil, etc.) and patterns of events (the quest, etc.) in stories, myths and traditional literature from different cultures • Connect the texts with real life situations, other texts, the world, or personal experience to ensure deep understanding • Choose books and reading material to read for pleasure • Read silently
<p>L 4.6</p>	<p>Define and appropriately apply content-related vocabulary words to enrich comprehension and communication skills; clarify the meaning of unknown words by using context clues.</p>	<ul style="list-style-type: none"> • Recognize basic vocabulary words by sight and meaning • Relate new vocabulary words to familiar words to continually extend scope of reading • Recognize grade appropriate high frequency words automatically • Use context clues to determine the meaning of words or phrases (definitions, examples, restatements) • Acquire and use grade-appropriate general academic and content-specific vocabulary words and phrases • Begin to distinguish between literal and non-literal language • Use reference materials (dictionary, thesaurus, glossary) to determine the meaning, pronunciation and derivations of unknown words • Demonstrate understanding of synonyms, antonyms, homophones, homographs
<p>L 4.7</p>	<p>Assess how author's point of view or purpose shapes the content and style of a text.</p>	<ul style="list-style-type: none"> • Identify the literary devices an author uses to engage a reader (author's craft) • Explain how an author uses reasons and evidence to support particular points in a text • Identify and support author's purpose • Indentify point of view - 1st and 3rd person, limited and omniscient • Distinguish between business and friendly letters
<p>L 4.8</p>	<p>Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches authors take.</p>	<ul style="list-style-type: none"> • Compare/contrast the most important points presented by two texts on the same theme • Compare/contrast two or more versions of the same story by different authors or from different cultures • Compare/contrast a firsthand and secondhand account of the same event or topic; describe the differences • Integrate information from two texts on the same topic in order to speak or write about the subject knowledgeably
<p>L 4.9</p>	<p>Evaluate electronic information sources and make decisions about the accuracy and relevance of such information; become responsible digital citizens.</p>	<ul style="list-style-type: none"> • Use digital reference materials - spell check, thesaurus • Access websites with teacher or parent guidance • Use text features and search tools (key words, sidebars, hyperlinks) to locate information relevant to the topic efficiently • Find and evaluate information found using digital sources

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4.10

Demonstrate an understanding of the personal choices and moral consequences in literature and apply these to their own life; read to learn more about his/her relationship with God, their faith and traditions.

- Students will read prayers aloud as part of a prayer service or liturgy for the class or school
- Students will read stories that model Gospel values
- Students will read Gospel stories and restate the message of Jesus

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WRITING

STANDARD

SKILLS

<p>W 4.1</p>	<p>Use a variety of strategies in written language to inform, persuade, explain, and to share real or imagined experiences in order to communicate effectively to different audiences for different reasons.</p>	<ul style="list-style-type: none"> • Write at various times every day - journal writing • Take notes in various content areas and categorize information • Demonstrate understanding that a paragraph is a group of sentences about a main idea • Sequence sentences in a story according to logic and time • Create appropriate titles for stories • Write in response to a prompt • Consider the audience when writing • Record reactions to material read • Adhere to the main topic in a story • Write paragraphs that compare and contrast ideas or opinions
<p>W 4.2</p>	<p>Understand and use proper grammar and usage conventions in all written expression.</p>	<ul style="list-style-type: none"> • Write complete sentences using nouns, verbs, pronouns and adjectives • Write complete sentences using correct punctuation and capitalization • Use effective adjectives and adverbs to enhance meaning and details • Choose strong verbs to enhance meaning and details • Use appropriate linking words and phrases to connect ideas (also, another, and, more, but) • Use appropriate linking words and phrases to connect opinions and reasons (therefore, since, for example, because) • Understand and avoid plagiarism
<p>W 4.3</p>	<p>Develop and strengthen writing by prewriting, drafting, revising, editing, rewriting, publishing and presenting.</p>	<ul style="list-style-type: none"> • Utilize pre-writing skills - choosing a topic, identify purpose and audience, organize ideas, gather information, outline details • Create a first draft - introduction, background, follow the plan, include details, conclusion • Utilize revising skills to improve work - share writing for feedback and give feedback to others, evaluate and revise the draft, conference with teacher/peers, make spelling and usage revisions • Print/exhibit/present the finished work
<p>W 4.4</p>	<p>Gather relevant information from multiple sources, including the internet, assess the credibility of each source and integrate the information while avoiding plagiarism. Use technology to produce and publish writing and to interact and collaborate with others; become responsible global citizens.</p>	<ul style="list-style-type: none"> • Recall relevant information from experiences or gather relevant information from print and digital sources • Provide a list of resources • Use technology, including the internet, to communicate written documents • Demonstrate command of keyboarding skills - type a minimum of one page in a single setting • Save written work electronically; create electronic portfolios • Enter and edit text in electronic documents • Practice responsible use of technology when writing

W 4.5	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	<ul style="list-style-type: none"> • Conduct and write about a research project that builds knowledge through investigation about a topic • Formulate questions for research devise a plan for research that includes information sources • Extract relevant information and record it in an organized format • Write an interpretation of what was read and explain it with evidence from the text • Introduce a topic clearly and group related information together • Develop the topic with facts, definitions, concrete details, quotations, or other examples/information related to the topic • Link ideas within categories of information using effective words and phrases - <i>another, for example, also, because</i> • Write a response to literature that makes a connection between stories and/or personal life experiences
W 4.6	Produce clear and coherent writing whereby development, organization, and style are appropriate to task, purpose and audience.	<ul style="list-style-type: none"> • Write a narrative that includes character development, setting and sequential events • Write a summary of a story or book read or create a book report • Write a friendly letter/email and define their parts • Write a business letter/email • Create original poems - cinquains, haikus, limericks, etc. • Write petitions for use in the classroom or school services - Prayer of the Faithful • Create original prayers
W 4.7	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured sequences.	<ul style="list-style-type: none"> • Write a story in sequential order - beginning, middle, end • Write a narrative that includes character development, setting, sequential events and provides a conclusion that follows from the narrated experiences or events
W 4.8	Write persuasively to support positions on relevant topics or texts, using valid reasoning and sufficient evidence.	<ul style="list-style-type: none"> • Write opinion pieces on topics or texts and support that point of view with reasons and information • Provide reasons that are supported by facts and details

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SPEAKING AND LISTENING

	<u>STANDARD</u>	<u>SKILLS</u>
SL 4.1	Communicate orally using Standard English.	<ul style="list-style-type: none"> • Speak in complete sentences and make eye contact when speaking • Ask and answer relevant questions - both prepared and spontaneous questions • Increase control of grammar in speech
SL 4.2	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	<ul style="list-style-type: none"> • Speak clearly in all classroom situations; enhance interpersonal skills • Read orally with appropriate accuracy, expression, style and attention to phrasing and punctuation • Adjust volume, pitch, tone, rate, fluency, and phrasing to fit the audience appropriately • Differentiate between contexts that call for formal English and situations where informal discourse is appropriate
SL 4.3	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively and orally.	<ul style="list-style-type: none"> • Demonstrate effective listening skills: Focus on the speaker, make eye contact, full active listening (do not interrupt, eliminate distractions) • Follow multi-step directions accurately; verbally summarize directions • Take notes to manage and record information • Demonstrate the ability to paraphrase what was heard • Listen and constructively critique informal presentations • Express opinions about characters, plot, setting, etc. from a story he/she just heard • Respond with understanding to the comments of others • Identify main ideas, details, and sequence of events presented • Identify the musical elements of speech - onomatopoeia, rhyme, rhythm
SL 4.4	Prepare for and participate effectively in a range of conversations and collaboration with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	<ul style="list-style-type: none"> • Clarify and support ideas with elaborations and examples • Participate in conversations and discussions; small group/large group, peer to peer; teacher-student conferences • Connect own experiences with those of the speaker • Use appropriate oral language to express opinions, participate in discussions, express needs and desires, and make connections with others or their personal experiences • Recognize different perspectives/ points of view • Come to discussions prepared, having read or studied required material, explicitly drawing on that preparation and other information known about the topic to explore ideas under discussion • Pose and respond to specific questions to clarify or follow-up on information, and make comments that contribute to the discussion and link to the remarks of others

SL 4.5	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	<ul style="list-style-type: none"> • Share work and formal reports orally • Role play, pantomime, and act out plays to communicate or interpret situations • Give precise directions and accurate information • Participate in class discussions about problems and offer solutions • Express personal feelings and opinions appropriately • Adapt tone, style, and content to respond to the topic and/or audience
SL 4.6	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	<ul style="list-style-type: none"> • Add audio recording and visual displays to presentations when appropriate to enhance the development of main ideas or themes • Present formal and informal oral reports using visuals across the curriculum • Make and record original news reports • Memorize and recite a poem or other short dramatic selection for presentation
SL 4.7	Listen with courtesy and reverence and participate actively during liturgy and prayer time.	<ul style="list-style-type: none"> • Participate in responses to prayers during Mass • Recite memorized prayers • Participate in classroom/school prayers with thoughtfulness and reverence • Listen with reverence to Scripture reading during Mass and prayer services • Participate in lectoring during prayer services and/or Mass

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GRAMMAR AND MECHANICS

<p>GM 4.1</p>	<p>Demonstrate command of the conventions of Standard English grammar and usage when speaking or writing.</p>	<ul style="list-style-type: none"> • Recognize and use the four types of sentences - declarative, interrogative, imperative, exclamatory • Identify the parts of sentences and sentence structure - simple and complete subjects and predicates, direct objects, subjects of imperative sentences • Identify and use nouns - common, proper, singular, plural, collective, possessive, abstract • Identify and use pronouns - nominative and objective • Identify and use verbs - past, present, future, action, linking, helping (auxiliary) • Identify and use adjectives and adverbs - simple, comparative, superlative • Correctly use often confused words - <i>their, there, they're, to, too two</i>, etc. • Demonstrate proper use in subject and verb agreement, and agreement with adjectives and nouns (number) • Identify conjunctions, interjections, prepositions • ELL - relate their first language to the above listed outcomes to increase competency in English
<p>GM 4.2</p>	<p>Demonstrate command of the conventions of Standard English capitalization and punctuation when writing.</p>	<ul style="list-style-type: none"> • Continue to demonstrate competency in using the following: <ul style="list-style-type: none"> -correct punctuation the four types of sentences -developmentally appropriate spelling -initial capitalization -capitalization of proper nouns -sequencing -paragraph indentation • Use commas and quotation marks to identify direct speech in a text • Use a comma before a coordinating conjunction in a compound sentence
<p>GM 4.3</p>	<p>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>	<ul style="list-style-type: none"> • Produce complete sentences, and recognize and correct fragments, run-ons or other incomplete sentences • Differentiate between contexts that call for formal English and situations where informal discourse is appropriate

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SPELLING

<u>STANDARD</u>		<u>SKILLS</u>
S 4.1	Understand the importance of correct spelling.	<ul style="list-style-type: none">• Correctly spell everyday vocabulary and sight words• Proofread for spelling• Use technology to check and correct spelling• Use word study strategies in spelling
S 4.2	Understand and apply the sound-symbol relationship.	<ul style="list-style-type: none">• Correctly form plurals and possessives• Identify and correctly use homophones, synonyms and antonyms• Spell verbs in the present and past tense correctly• Recognize relationships between words - analogies
S 4.3	Correctly spell content-related vocabulary and sight words.	<ul style="list-style-type: none">• Spell grade-level words correctly, consulting references as needed• Consult a dictionary/glossary for unknown words• Use a thesaurus or related software to build vocabulary
S 4.4	Apply spelling skills across the curriculum.	<ul style="list-style-type: none">• Correctly spell core words in all areas of the curriculum

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HANDWRITING

<u>STANDARD</u>		<u>SKILLS</u>
H 4.1	Understand that legible handwriting is a tool of communication and a courtesy to those who are expected to read it.	<ul style="list-style-type: none">• Evaluate handwriting and self-correct written work• Produce neat, legible work across all content areas• Use appropriate header to label all written assignments
H 4.2	Achieve proficiency in manuscript and cursive writing to enable written communication.	<ul style="list-style-type: none">• Know and use correct hand position and posture• Review manuscript writing• Continue to use manuscript where appropriate (creating posters, labeling maps, completing forms, etc.)• Correctly space letters and words in written work• Produce neat, legible work across all content areas
H 4.3	Demonstrate proficiency in writing cursive and reading lettering.	<ul style="list-style-type: none">• Refine formation and letter connections• Produce correct formation of all cursive letters with the proper slant• Produce correct formation of all cursive letters without a model• Complete most written assignments in legible cursive• Decode and understand the legible cursive writing of others