

Reading

Literature



Note:
These are
end-of-year
expectations
for...

Fourth Grade

Key Ideas & Details

I can...

- use the details and examples in the text to explain or infer meaning.
- define inference and explain how a reader uses details and examples from a text to reach logical conclusions.
- read closely and find answers explicitly in text.
- read closely and find answers that require an inference.
- analyze an author's words and refer to details and examples needed to support both explicit and inferential questions.
- determine the main idea of what I read and explain to my teacher or a peer using details from the text.
- create a summary of the information without telling every detail.
- analyze in a text to determine a theme.
- define summary.
- write a summary using details from the text.
- use specific events and ideas from the informational reading that I do to explain what happened and why.
- identify characters, setting, and events in a story or drama.
- can locate sections of a text where characters, settings, or events.

Craft & Structure

I can...

- make meaning of words and phrases, when reading about characters in a myth, by using clues found within the story.
- use various strategies to determine the meaning of words and phrases.
- recognize words in a text that allude (*refer*) to characters found in mythology and use my knowledge of mythology to determine meaning.
- tell my teacher to a friends about the different parts of poems and plays that I read.
- recognize that poems, drama, and prose use different structural elements.
- identify common structural elements of poems and dramas.
- refer to the structural elements of a poem or drama when explaining their differences.
- compare and contrast the points of view from which different stories are narrated, including the difference between first- and third-person.
- determine a narrator's or speaker's point of view in the story
- compare and contrast the point of view in different stories.

<p>Integration of Knowledge</p>	<p>I can...</p> <ul style="list-style-type: none"> ● make connections between different text types. ● recognize when a visual or oral presentation is based on a text. ● identify where a text gives specific descriptions and directions that a visual or oral presentation uses. ● determine similarities and differences between a written text and its visual or oral representation. ● compare and contrast stories and myths from different text cultures. ● discuss how themes and events are similar from one story to another. ● define a theme. ● identify similar themes, topics, and patterns of events found in stories, myths, and traditional literature from different cultures treat the same theme, topic, or pattern of events.
<p>Range of Reading and Level of Text Complexity</p>	<p>I can...</p> <ul style="list-style-type: none"> ● read and understand stories at my grade level. ● read a variety of literature, including stories, dramas, and poetry at my grade level.
<p>Informational Text</p>	
<p>Key Ideas & Details</p>	<p>I can...</p> <ul style="list-style-type: none"> ● use the details and examples in the text to explain or infer meaning. ● define inference and explain how a reader uses direct quotes from a text to read a logical conclusion (<i>“based on what I’ve read, it’s most likely true that...”</i>) ● read closely to find answers explicitly in text (right there answers). ● read closely and find answers that require an inference. ● analyze an author’s words and find details and examples to support both explicit and inferential questions. ● determine the main idea of what I read and explain to my teacher or a peer using details from the text. ● define main idea. ● define summary. ● write a summary stating the key points of a text. ● use specific events and ideas from the informational reading that I do to explain what happened and why. ● identify events, procedures, ideas, and/or concepts in different types of text.
<p>Craft & Structure</p>	<p>I can...</p> <ul style="list-style-type: none"> ● determine the main idea of what I read and explain to my teacher or a peer using details from the text. ● identify general academic words and phrases in a text. ● use various strategies to determine the meaning of general academic and domain specific words and phrases in a text. ● locate and use resources to assist me in determining the meaning of unknown words. ● describe the sequence of events, cause and effect of problem and solution in informational text that I read. ● identify and explain different structures used in informational text. <p>I can...</p>

<p>Craft & Structure (continued)</p>	<ul style="list-style-type: none"> ● determine the overall structure found in an informational text. ● describe how events, ideas, concepts, or information are structured in a text. ● compare and contrast a firsthand account and a secondhand account of the same historical event or topic. ● describe the differences of these two accounts. ● explain how a firsthand and secondhand focus affects the information provided.
<p>Integration of Knowledge</p>	<p>I can...</p> <ul style="list-style-type: none"> ● recognize that authors use various formats when presenting information. ● interpret the nonfiction features and explain how the information helps my understanding of the text. ● locate the reasons and evidence used to support particular points in a text. ● explain how the reasons and evidence support the particular points in a text. ● locate information from two texts on the same topic. ● determine which pieces of information best support my topic. ● integrate information from two texts to display my knowledge of the topic when writing or speaking.
<p>Range of Reading and Level of Text Complexity</p>	<p>I can...</p> <ul style="list-style-type: none"> ● read and understand informational texts at my grade level. ● read a variety of informational texts at and below my grade level without support, including history/social studies, science, and technical texts. ● read a variety of informational texts at the high end of my grade level with support. ● reread text to find more information or clarify ideas.
<p>Foundational Skills</p>	
<p>Phonics and Word Recognition</p>	<p>I can...</p> <ul style="list-style-type: none"> ● use word-decoding strategies to read unfamiliar words. ● recognize that letters and combinations of letters make different sounds. ● use my knowledge of consonant blends, long-vowel patterns and short vowel patterns to decode words. ● analyze the structure of words by finding compound words, roots, prefixes, suffixes, and syllables. ● use my analysis of word structure to help me decode unfamiliar multisyllabic words.
<p>Fluency</p>	<p>I can...</p> <ul style="list-style-type: none"> ● read with purpose and understanding. ● read grade-level text fluently and show comprehension through voice, timings, and expression. ● recognize when a word I have read does not make sense within the text. ● self-correct misread or misunderstood words using context clues. ● reread with corrections when necessary. ● read prose and poetry aloud with accuracy, rate, and expression. ● use context to know if I am reading accurately and can self-correct when necessary.

Writing

<p>Text Types & Purposes: Opinion</p>	<p>I can...</p> <ul style="list-style-type: none"> ● determine my opinion or point of view on a topic or text. ● include my opinion within the introduction of the topic when writing an argument. ● organize my ideas when writing an argument. ● support my opinion with facts and details when writing an argument. ● link opinion with facts and details when writing an argument ● link opinion and reasons when writing an argument. ● write a concluding statement or paragraph to support my opinion when writing and argument.
<p>Text Types & Purposes: Informative/ Explanatory</p>	<p>I can...</p> <ul style="list-style-type: none"> ● select a topic and gather information to share with my audience. ● define common formatting structures and determine the best structure that will allow me to organize my information. ● introduce an informational topic clearly and organized information in paragraphs and sections. ● include informational topic clearly and organized information in paragraphs and sections. ● include informational text features and multimedia to help my reader to better understand my message. ● use facts, definitions, details, quotations and examples to develop an informational piece. ● use link ideas when writing an informational piece. ● use topic specific language and vocabulary to better inform my reader. ● write a concluding statement or paragraph to support my opinion when writing an argument.
<p>Text Types & Purposes: Narrative</p>	<p>I can...</p> <ul style="list-style-type: none"> ● introduce my reader to the topic by clearly identifying the characters, setting, plot, narrator, sensory details, and sequence of events. ● define narrative and describe the basic parts of plot. ● orient (<i>set the scene for</i>) the reader by introducing the narrator, characters, and the event/situation that starts the story in motion. ● describe experiences and events through character dialogue helping my reader to better understand. ● use a variety of transitional words and phrases to organize the sequence of events. ● specific words or phrases and sensory details to describe experiences and events in narrative writing. ● write a logical conclusion when writing a narrative piece.

Writing (continued)

<p>Production & Distribution</p>	<p>I can...</p> <ul style="list-style-type: none"> ● identify the writing style that best fits my task, purpose, and audience. ● use organizational/formatting structures (<i>graphic organizers</i>) to develop my writing ideas. ● compose a clear and logical piece of writing that demonstrates my understanding of a specific writing style. <p>When someone helps me, I can...</p> <ul style="list-style-type: none"> ● use prewriting strategies to formulate ideas. ● recognize that a well-developed piece of writing requires more than one draft. ● apply revision strategies. ● edit my writing by checking for errors in capitalization, punctuation, grammar, spelling, etc. ● prepare multiple drafts using revisions and edits to develop and strengthen my writing. ● develop and strengthen my writing by planning, revising, and editing. ● use technology to produce and publish my writing. ● use technology (<i>e.g. email, blogs, Skype, etc.</i>) to communicate with others. ● choose credible websites on the Internet that will help me compose, edit, and publish my writing. ● use proper keyboarding skills to compose and prepare my writing for publication. ● write a minimum of one page in one sitting.
<p>Research to Build and Present Knowledge</p>	<p>I can...</p> <ul style="list-style-type: none"> ● define research and explain how research is different from other types of writing. ● focus on my research around a question / topic that is provided to determine my own research worthy question. ● gather a variety of information about my research topic. ● recall and gather important information from print and digital sources. ● take notes and organize information and list the sources that I have used. ● sort the information from my notes into provided categories. ● prepare a list of sources used during my research. ● define textual evidence (<i>"word for word" support</i>). ● determine textual evidence that supports my analysis, reflection, and/or research.
<p>Range of Writing</p>	<p>I can...</p> <ul style="list-style-type: none"> ● write for extended periods of time for many tasks, purposes, and audiences. ● choose my writing structure to fit my task, purpose, and/or audience. ● write for a variety of reasons.

Speaking & Listening

<p>Comprehension and Collaboration</p>	<p>I can...</p> <ul style="list-style-type: none"> ● quote accurately from the text to explain or infer meaning. ● use the details and examples in the text to explain or infer meaning. ● use the details and examples in the text from what I read to explain the meaning of the text. ● use details from the text to explain what I read. ● can listen and retell important information. ● identify information from a text being read aloud. ● identify information that is presented in different formats. ● paraphrase the information gathered to determine the main idea and support details. ● identify the points being made by the speaker ● determine the reasons and evidence a speaker uses to support particular points.
<p>Presentation of Knowledge and Ideas</p>	<p>I can...</p> <ul style="list-style-type: none"> ● present on a topic in an organized manner, using details to support my topic. ● speak clearly at an understandable pace while presenting my information. ● use multimedia and visual representations to help support my topics. ● identify main ideas or theme in my presentation that could be enhanced. ● choose the appropriate way to express my thoughts (<i>formal or informal register</i>) during presentations. ● determine speaking tasks or situations that will require a formal structure. ● compose a formal speech that demonstrates a command of Grade 4 Language standards.

Language Standards

<p>Conventions of Standard English</p>	<p>I can...</p> <ul style="list-style-type: none"> ● use relative pronouns to join clauses together. (e.g. “<i>This is the house that Jack built.</i>” versus “<i>This is a house. Jack built this house.</i>”) ● use relative pronouns when referring to something or someone that has been mentioned (e.g. <i>The girls whose mother lives next door to us work at the hospital.</i>) ● use correct verb tense when speaking and writing (there are six tenses). <ul style="list-style-type: none"> ○ <i>I am studying Math.</i> ○ <i>I will be studying Math.</i> ○ <i>I was studying Math.</i> ○ <i>I have been studying Math.</i> ○ <i>I had been studying Math.</i> ○ <i>I will have been studying Math.</i> ● use verb phrases correctly to express a need or for something to be considered. (e.g. <i>We must go to the grocery store. We might go to the zoo.</i>) ● correctly use list of adjectives when describing a noun when I speak or in my writing. (e.g. <i>I need to buy a dozen, large, brown eggs at the store. The delicious, right, Washington apples were ready for picking.</i>) ● use prepositional phrases to add details and clarity when I speak in my writing. (e.g. <i>She is on the computer. David walk down the ramp. Sherri ate at the kitchen.</i>) ● create complete sentences and six sentences that may be incomplete or run-on. ● correctly use homophones when I speak and in my writing. ● correctly use capitalization rules when writing. ● correctly use commas and quotation marks to show when someone is talking. ● correctly use a comma before conjunctions to correctly bring to related thoughts together. ● spell grade level words correctly and use a spelling reference when needed. ● choose appropriate words and phrases to express my ideas clearly. ● choose punctuation to help me to effectively express my ideas. ● decide when I need to communicate in a more formal manner and when more casual communication with friends or in a small group is appropriate.
<p>Vocabulary Acquisition and Use</p>	<p>I can...</p> <ul style="list-style-type: none"> ● use context clues to understand a meaning of a new word. ● understand words with suffixes and prefixes added to them. ● use root/base words to figure out new words. ● use dictionaries or the Internet to find the meanings of words and phrases.