

Jackson Area Catholic Schools

Language Arts Academic Standards for Fourth Grade

Reading

Word Recognition and Word Study

Word Recognition

- R.WS.04.01** The student will explain how to use word structure, sentence structure, and prediction to aid in decoding words and understanding the meanings of words encountered in context.
- R.WS.04.02** The student will read frequently encountered words, decode unknown words, and decide meaning, including multiple meaning words (e.g., letter/sound, rhymes, base words, affixes, and syllabication).
- R.WS.04.03** The student will automatically recognize frequently encountered words in print with the number of words that can be read fluently increasing steadily across the school year.
- R.WS.04.04** The student will know the meanings of words encountered frequently in grade-level reading and oral language contexts.
- R.WS.04.05** The student will acquire and apply strategies to construct meaning, self-monitor, and identify unknown words or word parts (e.g., engage actively in reading a variety of genres, self-monitor and correct in narrative and informational texts, and use a thesaurus).

Fluency

- R.WS.04.06** The student will fluently read beginning grade-level text and increasingly demanding text as the year proceeds.
- R.WS.04.06a* The student will model the teacher's expression and fluency while reading aloud.
- R.WS.04.06b* The student will choral read a passage to practice fluency.
- R.WS.04.06c* The student will recognize and use appropriate pauses when reading punctuation signals.

Reading (Word Recognition and Word Study) Cont.

Vocabulary

R.WS.04.07 The student will in context, determine the meaning of words and phrases including similes, metaphors, content vocabulary, and literary terms using strategies and resources including context clues, semantic feature analysis, and a thesaurus.

Narrative Text

R.NT.04.01 The student will describe the shared human experience depicted in classic, multicultural, and contemporary literature recognized for quality and literary merit.

R.NT.04.02 The student will identify and describe the structure, elements, and purpose of a variety of narrative genre including poetry, myths, legends, fantasy, and adventure.

R.NT.04.03 The student will analyze characters' thoughts and motivation through dialogue, various character roles, and functions including hero, anti-hero, or narrator; know first person point of view and identify conflict and resolution.

R.NT.04.04 The student will explain how authors use literary devices including flash-forward and flashback to depict time, setting, conflicts, and resolutions to enhance the plot and create suspense.

Informational Text

R.IT.04.01 The student will identify and describe the structure, elements, features, and purpose of a variety of informational genre including autobiography/biography, personal essay, almanac, and newspaper.

R.IT.04.02 The student will identify and describe informational text patterns including compare/contrast, cause/effect, and problem/solution.

R.IT.04.03 The student will explain how authors use text features including appendices, headings, subheadings, marginal notes, keys and legends, figures, and bibliographies to enhance the understanding of key and supporting ideas.

R.IT.04.04 The student will collaboratively construct a timeline reflecting significant events in the life of the person from the text.

Comprehension

- R.CM.04.01** The student will connect personal knowledge, experience, and understanding of the world to themes and perspectives in text through oral and written responses.
- R.CM.04.02** The student will read a variety of grade level narrative and informational texts, short stories, novels, poetry, periodicals, and reference materials.
- R.CM.04.03** The student will analyze the theme and main idea using literary devices, such as graphic organizers.
- R.CM.04.04** The student will apply significant knowledge from grade-level science, social studies, and mathematics texts.
- R.CM.04.05** The student will use a variety of comprehension strategies: predicting, sequencing, drawing conclusions, comparing and contrasting, cause and effect, summarizing fact and opinion, main idea, and details.

Metacognition

- R.MT.04.01** The student will self-monitor comprehension when reading or listening to text by automatically applying and discussing the strategies used by mature readers to increase comprehension including: predicting, constructing mental images, visually representing ideas in text, questioning, rereading or listening again if uncertain about meaning, inferring, summarizing, and engaging in interpretive discussions.
- R.MT.04.02** The student will plan, monitor, regulate, and evaluate skills, strategies, and processes to construct and convey meaning (e.g., decoding unknown words) and use graphic organizers to deepen their understanding of compare/contrast, and sequential organizational patterns.

Critical Standards

- R.CS.04.01** The student will develop, discuss, and apply individual and shared standards using student/class created rubrics and begin to assess the quality, accuracy, and relevance of their own writing and the writing of others.

Reading Attitude

R.AT.04.01 The student will be enthusiastic about reading and do substantial reading and writing on their own.

R.AT.04.02 The student will develop and demonstrate a Catholic/Christian philosophy through summary and discussion of literature.

Writing

Writing Genre

- W.GN.04.01** The student will write a cohesive narrative piece such as a myth, legend, fantasy, or adventure creating relationships among setting, characters, theme, and plot.
- W.GN.04.02** The student will write poetry based on reading a wide variety of grade-appropriate poetry.
- W.GN.04.03** The student will write an informational comparative piece that demonstrates understanding of central and supporting ideas using an effective organizational pattern (e.g., compare/contrast) and informational text features.
- W.GN.04.04** The student will use the writing process to produce and present a research project using a teacher-approved topic; find and narrow research questions; use a variety of resources; take notes; and organize relevant information to draw conclusions.
- W.GN.04.05** The student will produce a variety of text including journals, stories, newspaper articles, and learning logs.
- W.GN.04.06** The student will summarize text.

Writing Process

- W.PR.04.01** The student will set a purpose, consider audience, and replicate authors' styles and patterns when writing a narrative or informational piece.
- W.PR.04.02** The student will apply a variety of pre-writing strategies for both narrative and informational writing (e.g., graphic organizers such as outlines, maps, webs, Venn diagrams) in order to generate, sequence, and structure ideas (e.g., plot, setting, conflicts/resolutions, definition/description, or chronological sequence).
- W.PR.04.03** The student will draft focused ideas using a variety of drafting techniques composing coherent and mechanically sound paragraphs when writing compositions.
- W.PR.04.03a** The student will learn to improve their writing by expanding sentences, trimming sentences, writing sentences in order through word choice.

Writing (Writing Process) Cont.

- W.PR.04.04** The student will revise drafts based on constructive and specific oral and written responses to writing by identifying sections of the piece to improve sequence and flow of ideas (e.g., arranging paragraphs, connecting main and supporting ideas, transitions).
- W.PR.04.05** The student will proofread and edit writing using appropriate resources (e.g., dictionary, spell check, grammar check, grammar references, writing references) and grade-level checklists both individually and in groups.

Personal Style

- W.PS.04.01** The student will exhibit personal style and voice to enhance the written message (e.g., in narrative text: strong verbs, figurative language, sensory images; in informational text: precision, established importance, transitions).

Grammar and Usage

- W.GR.04.01** The student will identify and use in writing nouns: common/proper, singular/plural, possessives, and subject/direct object.
- W.GR.04.02** The student will identify and use in writing pronouns: singular/plural, subject/object, and personal/possessive.
- W.GR.04.03** The student will identify and use in writing verbs: action, being, linking, phrases, simple tenses, regular/irregular, and agreement with subject.
- W.GR.04.04** The student will identify and use in writing adjectives: descriptive, limiting, and comparing.
- W.GR.04.05** The student will identify and use in writing adverbs: kinds and comparisons.
- W.GR.04.06** The student will identify and use in writing prepositions: prepositions and prepositional phrases.
- W.GR.04.07** The student will identify and use correctly in writing: the period, the comma, the apostrophe, exclamation mark, question mark, quotation marks, and capital letters.
- W.GR.04.08** The student will use correct sentence structure: subject/predicate, complete sentence, compound sentence, and sentence combining.

Writing (Grammar and Usage) Cont.

W.GR.04.09 The student will identify and use sentence types: declarative, interrogative, imperative, and exclamatory.

Spelling

W.SP.04.01 The student will in the context of writing, correctly spell frequently encountered words (e.g., roots, inflections, prefixes, suffixes, multi-syllabic); for less frequently encountered words, use structural cues (e.g., letter/sound, rimes, morphemic) and environmental sources (e.g., word walls, word lists, dictionaries, spell checkers).

W.SP.04.02 The student will correctly spell words on spelling tests, independently in written work, and content related vocabulary words.

W.SP.04.03 The student will develop dictionary skills.

Handwriting

W.HW.04.01 The student will complete designated work in cursive.

W.HW.04.02 The student will use in all assignments correct letter formation including size, shape, slant, spacing, and neatness.

Writing Attitude

W.AT.04.01 The student will be enthusiastic about writing and learning to write.

W.AT.04.02 The student will demonstrate through writing an understanding of their Catholic/Christian faith in relation to literature read and/or other given topics.

Speaking

Conventions

- S.CN.04.01** The student will use common grammatical structures correctly when speaking including appositives, participial phrases, adjectives, adverbs, and prepositional phrases to express ideas in more complex sentences.
- S.CN.04.02** The student will adjust their use of language to communicate effectively with a variety of audiences and for different purposes including community-building, appreciation, invitations, and cross-curricular discussions.
- S.CN.04.03** The student will speak effectively using facial expressions, hand gestures, and body language in narrative and informational presentations.
- S.CN.04.04** The student will present in standard American English if it is their first language. (Students whose first language is not English will present in their developing version of standard American English.)
- S.CN.04.05** The student will be aware that language differs from region to region of the country and is a function of logistics and cultural group membership. (They can provide examples of language differences in the United States.)
- S.CN.04.06** The student will speak clearly, use an appropriate rate, agreeable tone, audible volume, and proper inflection.
- S.CN.04.07** The student will, if appropriate, use a visual aid to enhance oral delivery.

Discourse

- S.DS.04.01** The student will engage in interactive, extended discourse to socially construct meaning in book clubs, literature circles, partnerships, or other conversation protocols.
- S.DS.04.02** The student will discuss narratives (e.g., fantasy, myths, legends, adventures, poetry), conveying the story grammar (e.g., various character roles, plot, story level theme) and emphasizing facial expressions, hand gestures, and body language.
- S.DS.04.03** The student will respond to multiple text types by reflecting, making connections, taking a position, and/or showing deep understanding.

Speaking (Discourse) Cont.

- S.DS.04.04** The student will plan and deliver presentations focusing on a key question using an informational organizational pattern (e.g., descriptive, problem/solution, cause/effect); supportive facts and details reflecting and emphasizing facial expressions, hand gestures, and body language.
- S.DS.04.05** The student will respond to oral, visual, written, and electronic texts, and compare their responses to those of their peers.
- S.DS.04.06** The student will read and write fluently and creatively, speak confidently, and listen/interact appropriately.
- S.DS.04.07** The student will recognize and use texts as models and employ varied techniques to construct text, convey meaning, and express feelings to influence an audience. Examples include effective introductions and conclusions, different points of view, and rich descriptions.

Listening and Viewing

Conventions

- L.CN.04.01** The student will ask substantive questions of the speaker that will provide additional elaboration and details.
- L.CN.04.02** The student will listen to or view critically while demonstrating appropriate social skills of audience behaviors (e.g., eye contact, attentive, supportive) in small and large group settings.
- L.CN.04.03** The student will distinguish between and explain how verbal and non-verbal strategies enhance understanding of spoken messages and promote effective listening behaviors.
- L.CN.04.04** The student will recognize and analyze the various roles of the communication process (e.g., to persuade, critically analyze, flatter, explain, dare) in focusing attention on events and in shaping opinions.
- L.CN.04.05** The student will listen without interrupting and will give conscious attention to the speaker.
- L.CN.04.06** The student will tune out distracting sounds and will hear whole thoughts.
- L.CN.04.07** The student will listen to and take directions, assignments, and notes.

Response

- L.RP.04.01** The student will listen to or view knowledgeably and discuss a variety of genre and compare their responses to those of their peers.
- L.RP.04.02** The student will select, listen to or view knowledgeably, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.
- L.RP.04.03** The student will respond to multiple text types listened to or viewed knowledgeably, by discussing, illustrating, and/or writing in order to clarify meaning, make connections, take a position, and/or show deep understanding.
- L.RP.04.04** The student will combine skills to reveal strengthening literacy (e.g., viewing then analyzing in writing, listening then giving an opinion orally).
- L.RP.04.05** The student will respond to and summarize the major ideas and evidence presented in spoken messages and formal presentations.

Listening (Response) Cont.

- L.RP.04.06** The student will respond to the questions asked of them, providing appropriate elaboration and details.
- L.RP.04.07** The student will listen to auditory text and employ strategies to construct meaning.
- L.RP.04.08** The student will be able to summarize, predict, generate questions distinguish between fact and fiction, and discuss with peers.

Research

Strategies

- RS.S.04.01** The student will research issues using multiple varied resources to discriminate importance and synthesize key ideas.
- RS.S.04.02** The student will identify and use various reference materials, including atlases, almanacs, and the Internet.
- RS.S.04.03** The student will utilize available technology and tools.