

# 4th Grade Literacy Standards and Benchmarks

## Literature

### Listen to and Read Literary Text

**Listen to text and read text to make connections and respond to a wide variety of literature of varying complexity.**

- LA.04.LI.01** Listen to text and read text at or above grade level to make connections and respond to a wide variety of significant works of literature, including poetry, fiction, non-fiction, and drama, from a variety of cultures and time periods.
- LA.04.LI.02** Demonstrate listening comprehension of more complex literary text through class and/or small group interpretive discussions.

### Literary Text

#### Demonstrate General Understanding

- LA.03.LI.13** Identify and/or summarize sequence of events, main ideas, and supporting details in literary selections.
- LA.04.LI.03** Identify and/or summarize sequence of events, main ideas, and supporting details in literary selections.
- LA.04.LI.04** Identify the main problem or conflict of the plot, and explain how it is resolved.

#### Develop an Interpretation

- LA.04.LI.05** Make and confirm predictions about text using ideas presented in the text itself.
- LA.04.LI.06** Use knowledge of the situation and setting and of a character's traits and motivations to determine the causes for that character's actions.
- LA.04.LI.07** Identify the main idea of a passage when it is not explicitly stated.
- LA.04.LI.08** Draw inferences or conclusions about a text based on explicitly stated information.

#### Examine Content and Structure

- LA.04.LI.09** Recognize that certain words (buzz, clang) and rhyming patterns can be used in a selection to imitate sound (onomatopoeia).
- LA.04.LI.10** Compare and contrast tales from different cultures, and tell why there are similar tales in diverse cultures.
- LA.04.LI.11** Differentiate among various imaginative forms of literature (e.g., fantasies, fables, myths, and fairy tales).

## Reading

### Decoding and Word Recognition

**Analyze words, recognize words, and learn to read grade-level text fluently across the subject areas.**

- LA.04.RE.01** Read aloud grade-level narrative text and informational text fluently and accurately with effective pacing, intonation, and expression; by the end of fourth grade, read aloud unpracticed grade-level text at a rate of 118 wcpm (words correct per minute).
- LA.04.RE.02** Read or demonstrate progress toward reading at an independent and instructional reading level appropriate to grade level.

### Informational Text

#### Demonstrate General Understanding

CODE Identification:

EXAMPLE: LA.00.RE.01 LA= Language Arts..00=Grade (KDG)..RE=Reading...01= First indicator

**LA.04.RE.20** Identify and/or summarize sequence of events, main ideas, facts, supporting details, and opinions in informational and practical selections.

**LA.04.RE.21** Identify key facts and information after reading two passages or articles on the same topic.

### **Develop an Interpretation**

**LA.04.RE.22** Make and confirm predictions about text by using prior knowledge and ideas presented in the text itself, including illustrations, titles, topic sentences, and important words.

**LA.04.RE.23** Draw inferences or conclusions about an author's meaning supported by facts and events from the text.

**LA.04.RE.24** Identify the main idea of a passage when it is not explicitly stated.

### **Examine Content and Structure**

**LA.04.RE.25** Determine the author's purpose, and relate it to details in the text.

**LA.04.RE.26** Distinguish between cause-and-effect and between fact and opinion in expository text.

**LA.04.RE.27** Recognize text that is written primarily to persuade, and distinguish between informational and persuasive text.

**LA.04.RE.28** Identify and analyze text that uses sequential or chronological order.

**LA.04.RE.29** Distinguish text that is biographical and autobiographical.

## **Listen to and Read Informational and Narrative Text**

**Listen to, read, and understand a wide variety of informational and narrative text across the subject areas at school and on own, applying comprehension strategies as needed.**

**LA.04.RE.03** Listen to, read, and understand a wide variety of informational and narrative text, including classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information.

**LA.04.RE.04** Make connections to text, within text, and among texts across the subject areas.

**LA.04.RE.05** Demonstrate listening comprehension of more complex text through class and/or small group interpretive discussions across the subject areas.

**LA.04.RE.06** Match reading to purpose--location of information, full comprehension, and personal enjoyment.

**LA.04.RE.07** Use a variety of comprehension strategies as needed--re-reading, self-correcting, clarifying, monitoring, summarizing, class & group discussions, generating and responding to essential questions, predicting, and comparing information from several sources.

**LA.04.RE.08** Clearly identify specific words or wordings that are causing comprehension difficulties and use strategies to correct.

## **Read to Perform a Task**

**Find, understand, and use specific information in a variety of texts across the subject areas to perform a task.**

**LA.04.RE.16** Read textbooks, biographical sketches, letters, diaries, directions, procedures, catalogs, magazines, and informational books.

**LA.04.RE.17** Locate information in titles, tables of contents, chapter headings, illustrations, captions, glossaries, indexes, graphs, charts, diagrams, and tables to aid understanding of grade-level text.

**LA.04.RE.18** Find information in specialized materials (e.g., atlas, magazine, catalog).

**LA.04.RE.19** Use structural features found in informational text (e.g., headings and subheadings) to strengthen comprehension.

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## Vocabulary

**Increase word knowledge through systematic vocabulary development; determine the meaning of new words by applying knowledge of word origins, word relationships, and context clues; verify the meaning of new words; and use them accurately across contents.**

- LA.04.RE.09** Understand, learn, and use new vocabulary that is introduced and taught directly through informational text, literary text, and instruction across the subject areas.
- LA.04.RE.10** Develop vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud across the subject areas.
- LA.04.RE.11** Determine meanings of words using contextual and structural clues. (See appendix CoL pg 92)
- LA.04.RE.12** Distinguish and interpret words with multiple meanings (i.e., quarter) by using context clues.
- LA.04.RE.13** Apply knowledge of synonyms, antonyms, homographs, and idioms to determine the meaning of words and phrases. (See appendix CoL pg 92)
- LA.04.RE.14** Use knowledge of root words to determine the meaning of unknown words within a passage (nation, national, nationality; direct, direction, directional).
- LA.04.RE.15** Use common roots (meter=measure) and word parts (therm=heat) derived from Greek and Latin, and use this knowledge to analyze the meaning of complex words (thermometer).(See appendix WTW 272 & 274)

## Speaking and Listening

### Analysis

**Evaluate the significance and accuracy of information and ideas presented in oral, visual, and multi-media communications across the subject areas.**

- LA.04.SL.10** Identify and discuss the use of cadence, repetitive patterns, and onomatopoeia for intent and effect.

### Listening

**Listen critically and respond appropriately across the subject areas.**

- LA.04.SL.07** Ask thoughtful questions and respond orally to questions with appropriate discussion.
- LA.04.SL.08** Summarize major ideas and supporting evidence presented in spoken messages and formal presentations.
- LA.04.SL.09** Follow detailed directions and instructions.

### Speaking

**Communicate supported ideas orally, visually, and through multi-media forms appropriate to topic, context, audience, and purpose ; organized in clear sequence, making connections and transitions.**

- LA.04.SL.01** Present effective introductions and conclusions that guide and inform the listener's understanding of important ideas and evidence.
- LA.04.SL.02** Emphasize points in ways that help the listener or viewer to follow important ideas and concepts.
- LA.04.SL.03** Use details, examples, anecdotes (stories of a specific event), or experiences to clarify information.
- LA.04.SL.04** Use a variety of descriptive words that help to convey a clear message.
- LA.04.SL.05** Use correct grammar most of the time.
- LA.04.SL.06** Use volume, pitch, phrasing, pace, modulation, gestures, and eye contact appropriately, to enhance meaning and to engage the audience.

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# Writing

## Conventions

### Capitalization

- LA.04.WR.20** Capitalize names of books, magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations, when appropriate.

### Grammar

- LA.04.WR.16** Correctly use:
- regular verbs (live/lived, shout/shouted)
  - irregular verbs (swim/swam, ride/rode, hit/hit)
  - adverbs (slowly, quickly, fast, -ally)
  - coordinating conjunctions (and, or, but)
  - prepositions (over, under, through, between)

### Handwriting

- LA.04.WR.21** Write smoothly and legibly in cursive and manuscript, forming letters and words that can be read by others.
- LA.04.WR.22** Read cursive.

### Punctuation

- LA.04.WR.17** Correctly use:
- quotation marks around the exact words of a speaker and titles of articles, poems, songs, short stories, and chapters in books
  - apostrophes to show possession (Troy's shoe, the cat's food)
  - apostrophes in contractions (can't, didn't, won't)
- LA.04.WR.18** Use underlining, quotation marks, or italics to identify titles of documents.
- LA.04.WR.19** Correctly write plural possessive nouns (girls' hats).

### Spelling

- LA.04.WR.15** Spell correctly:
- syllables (word parts each containing a vowel sound, such as sur-prise or e-col-o-gy)
  - roots (bases of words, such as un necessary, coward ly)
  - homophones (to/too/two, hear/here, plain/plane, aisle/isle/I'll, caught/cot). (See appendix CoL pg 93)
  - inflections (words like care/careful/caring)
  - suffixes and prefixes (-ly, -ness, mis-, un-)

## Planning, Evaluation, and Revision

### Pre-write, draft, revise, edit, and publish across the subject areas.

- LA.04.WR.01** Use a variety of strategies to prepare for writing, such as brainstorming, making lists, mapping, outlining, grouping related ideas, using graphic organizers, and taking notes.
- LA.04.WR.02** Discuss ideas for writing with classmates, teachers, and other writers, and develop drafts alone and collaboratively.
- LA.04.WR.03** Identify audience and purpose.

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- LA.04.WR.04 Choose the form of writing that best suits the intended purpose--personal letter, letter to the editor, review, poem, report, or narrative.
- LA.04.WR.05 Use the writing process--prewriting, drafting, revising, editing, and publishing successive versions.
- LA.04.WR.06 Focus on a central idea, excluding loosely related, extraneous, and repetitious information.
- LA.04.WR.07 Use a rubric to review, evaluate, and revise writing for meaning and clarity. (6 Traits)
- LA.04.WR.08 Revise drafts by combining and moving sentences and paragraphs to improve the focus and progression of ideas.
- LA.04.WR.09 Edit and proofread one's own writing, as well as that of others, using the writing conventions, and, for example, an editing checklist or list of rules with specific examples of corrections of specific errors.

## Research Report Writing

**Investigate topics of interest and importance across the subject areas, selecting appropriate media sources, using effective research processes, and demonstrating ethical use of resources and materials.**

- LA.04.WR.28 Use multiple reference materials (e.g., dictionary, encyclopedia, online information) as aids to writing.
- LA.04.WR.29 Use note-taking skills.
- LA.04.WR.30 Locate information in reference texts by using organizational features (e.g., prefaces, appendixes).
- LA.04.WR.31 Understand the organization of almanacs, newspapers, and periodicals and how to use those print materials.
- LA.04.WR.32 Use a computer to draft, revise, and publish writing, demonstrating basic keyboarding skills.

## Writing

**Communicate supported ideas across the subject areas, including relevant examples, facts, anecdotes, & details appropriate to audience and purpose that engage reader interest ; organize information in clear sequence, making connections and transitions.**

- LA.04.WR.10 Select a focus and a point of view based upon purpose and audience.
- LA.04.WR.11 Write multi-paragraph compositions that:
  - Present important ideas or events in sequence or chronological order.
  - Provide an inviting introductory paragraph.
  - Include supporting paragraphs with simple facts, details, and explanations.
  - Provide details and transitions to link paragraphs.
  - Conclude with a paragraph that summarizes the points.
  - Use correct indentation.
  - Establish and support a central idea with a topic sentence at or near the beginning of the first paragraph.
- LA.04.WR.12 Use words that describe, explain, or provide additional details and connections.
- LA.04.WR.13 Use simple sentences and compound sentences in writing.
- LA.04.WR.14 Create interesting sentences using a variety of sentence patterns by selecting words that describe, explain, or provide additional detail and connections.

## Writing Applications

### Expository Writing

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**LA.04.WR.24** Write responses to literature:  
Demonstrate an understanding of the literary work.  
Support interpretations through references to both the text and prior knowledge.

**LA.04.WR.25** Write informational reports:  
Include facts and details for focus.  
Develop the topic with simple facts, details, examples, and explanations.  
Ask and then address a central question about an issue or event.  
Use more than one source of information, including speakers, books, newspapers, other media sources, and online information.

### **Narrative Writing**

**LA.04.WR.23** Write personal narratives:  
Provide a context to allow the reader to imagine the world of the event or experience.  
Use concrete sensory details.  
Include ideas, observations, or memories of an event or experience.  
Provide insight into why the selected event or experience is memorable.

### **Summaries, Business Letters, Job Applications and Resumes, Technical Writing (4-CIM)**

**LA.04.WR.27** Write summaries that contain the main idea of the reading selection.