

FOURTH GRADE LITERACY

By the end of Fourth Grade a student will be able to

PHONICS/WORD STUDY

- Use a variety of decoding strategies including
 - structural analysis (prefixes, suffixes, and root words)
 - syllabication
 - context clues

VOCABULARY

- Develop vocabulary using the following strategies:
 - categorize words by their relationships
 - infer word meanings from roots, prefixes, and suffixes
 - use antonyms and synonyms to define words
 - use a dictionary, glossary and index
 - use word origins to predict meaning
 - determine the meaning of a word in context when it has multiple meanings
 - identify common idioms and analogies (hit the ground running)
 - use graphic organizers for word meaning

FLUENCY

- Read grade level materials with accuracy, expression and understanding
- Read 120 words per minute fluently using leveled reading materials

COMPREHENSION

- Comprehend a wide variety of reading material to
 - make logical predictions and ask questions about the text
 - use information from the text to verify predictions
 - connect the text to previous experiences and/or previously read text
 - Develop questions to deeper thinking before, during and after reading
 - Visualize to create mental images
 - Infer meanings not stated
 - Determine importance of information to develop critical literacy
 - Synthesize information to extend new thinking
- Read informational text to
 - determine the author's purpose

- identify the main idea (even when not explicitly stated), supporting details and opinions
- distinguish between cause-and-effect and fact and opinion
- identify key facts and information after reading two passages on the same topic
- infer cause/effect relationships

- Read fiction to
 - describe the theme
 - identify and describing the main problem/conflict of the plot, and explaining how it is resolved
 - summarize the main points of the story
 - use information from the story to determine the cause of the character's actions
 - infer a character's traits and motives
 - compare/contrast the characters, themes, and problems/solutions in two stories
- Use graphic organizers to
 - summarize
 - make comparisons
 - present materials in charts, maps, graphs

WRITING

- Use prewriting strategies:
 - webbing
 - brainstorming
 - listing
 - note taking
 - outlining
 - graphic organizers
- Know the purpose of extended response to text and be able to
 - identify important information found in the text
 - use information to interpret the text and make connections to other situations
- Know the purpose of narrative, expository, and persuasive writing and be able to:
 - support a main idea with a topic sentence at or near the beginning of the paragraph
 - include supporting paragraphs with facts, details, and explanations
 - present ideas in sequence and provide transitions to link paragraphs

WRITING continued

- include at least three details/examples to support the main idea
- conclude with a paragraphs that identifies the main points
- use a writing style that includes:
 - appropriate word choice
 - variety of sentence structures, simple, compound and complex
- Revise for effective style and clarity of meaning
 - Ideas
 - Organization
 - Voice
 - Sentence fluency (including variety of use a writing style that includes: structure)
 - Word choices (rich and clarifying language)
- Edit for effective writing mechanics/conventions
 - Capitalization
 - Punctuation including use of commas
 - Spelling including correct spelling of previously taught words
 - Grammar and usage
 - Paragraphing

