

# ENGLISH LANGUAGE ARTS/READING

## GRADE FOUR

### STANDARDS

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#### ***Nevada Grades K-12 Content Standards***

- 1.0 Students know and use word analysis skills and strategies to comprehend new words encountered in text and to develop vocabulary.
- 2.0 Students use reading process skills and strategies to build comprehension.
- 3.0 Students read literary text to comprehend, interpret, and evaluate authors, cultures, and times.
- 4.0 Students read expository and persuasive texts to comprehend, interpret, and evaluate for specific purposes.
- 5.0 Students write a variety of texts using the writing process.
- 6.0 Students write a variety of texts that inform, persuade, describe, evaluate, entertain, or tell a story and that are appropriate to audience and purpose.
- 7.0 Students listen to and evaluate oral communications for content, style, speaker's purpose, and audience appropriateness.
- 8.0 Students speak using organization, style, tone, voice, and media aids appropriate to audience and purpose. Students participate in discussions to offer information, clarify ideas, and support a position.

### ESSENTIAL CONCEPTS, SKILLS, AND EXPERIENCES

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#### **WORD ANALYSIS: CONTENT STANDARD 1.0**

Students know and use word analysis skills and strategies to comprehend new words encountered in text and to develop vocabulary.

*All indicators include both literary and expository text.*

*All indicators are based on grade-appropriate text and skills.*

*All indicators are used to aid comprehension.*

*At a minimum, students will maintain previously-learned skills and attain the following:*

#### **PHONICS AND STRUCTURAL ANALYSIS (SEE CHART IN RESOURCE SECTION)**

*It is expected that students will:*

- (4) 1.3 A. decode words in text using phonics and structural analysis through
  1. base words [PS/NS 1.4.3]
  2. suffixes [PS/NS 1.4.3]
  3. prefixes [PS/NS 1.4.3]
  4. compound words [PS/NS 1.4.3]
  5. short/long vowels [NS 1.4.3]
  6. digraphs (e.g., vowel, consonant) [NS 1.4.3]

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7. diphthongs [NS 1.4.3]
  8. blends [NS 1.4.3]
  9. word families [NS 1.4.3]
  10. spelling patterns [NS 1.4.3]
  11. syllables [NS 1.4.3]
  12. r-controlled vowels
- B. decode multisyllabic words using syllabication rules and patterns
- C. self-correct decoding errors

### VOCABULARY DEVELOPMENT

*It is expected that students will:*

- (4) 1.4
- A. comprehend, build, and extend vocabulary using
    1. homophones [PS/NS 1.4.4]
    2. synonyms [PS/NS 1.4.4]
    3. antonyms [PS/NS 1.4.4]
    4. context clues (e.g., definitions, examples) [PS/NS 1.4.4]
    5. structural analysis (e.g., regular/irregular plurals, singular/plural possessives, comparatives/superlatives, contractions) [PS/NS 1.4.4]
    6. syntax [NS 1.4.4]
    7. parts of speech [NS 1.4.4]
    8. homographs [PS/NS 1.4.4]
    9. homonyms
    10. content area words
    11. compound words
    12. prefixes and suffixes
  - B. apply alphabetic order to locate words in resources [NS 1.4.4]
  - C. identify connotative and denotative meaning in text [NS 1.4.4]
  - D. use resources to find and/or confirm meaning of unknown words encountered in text (e.g., glossary, dictionary, thesaurus) [NS 1.4.4]
  - E. use resources to confirm word origins with assistance (e.g., Greek and Latin derived roots, affixes) [NS 1.4.4]
  - F. build vocabulary using
    1. pictures [NS 1.4.4]
    2. symbols [NS 1.4.4]
    3. classification and categorizing
  - G. develop vocabulary through meaningful experiences (e.g., listen to and discuss selections read aloud, wide reading, discussion of word meaning, interactive activities, examples and non-examples)

### FLUENCY AND COMPREHENSION

*It is expected that students will:*

- (4) 1.5
- A. apply knowledge of high frequency words in text to build fluency and comprehension [PS/NS 1.4.5]
  - B. read silently and/or aloud fluently with a focus on

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1. prosody [PS/NS 1.4.5]
  2. accuracy [PS/NS 1.4.5]
  3. automaticity [PS/NS 1.4.5]
  4. reading rate (see fluency chart in Resource Section) [PS/NS 1.4.5]
- C. identify content-specific vocabulary in text [NS 1.4.5]
- D. participate actively in reading from a variety of literary genres and expository selections (e.g., stories, plays, poetry, biographies, myths, articles, manuals, encyclopedia, realistic fiction, electronic resources)
1. read silently daily
  2. read assigned and self-select books appropriate to purpose and reading ability
  3. read to locate information and solve problems
- E. read and understand a variety of literary and expository text
- F. participate in differentiated, small-group instruction regularly

### **READING STRATEGIES: CONTENT STANDARD 2.0**

Students use reading process skills and strategies to build comprehension.

*All indicators include both literary and expository text.*

*All indicators are based on grade-appropriate text and skills.*

*All indicators are used to aid comprehension.*

*At a minimum, students will maintain previously-learned skills and attain the following:*

### **BEFORE-READING STRATEGIES (SEE CHART IN RESOURCE SECTION)**

*It is expected that students will:*

- (4) 2.1 A. select before-reading strategies appropriate to text and purpose to
1. preview text (e.g., author/illustration, key vocabulary, text features) [PS/NS 2.4.1]
  2. access prior knowledge [PS/NS 2.4.1]
  3. build background knowledge [PS/NS 2.4.1]
  4. set purpose for reading (e.g., entertain, skim for content, answer questions) [PS/NS 2.4.1]
  5. make predictions [PS/NS 2.4.1]
  6. determine reading rate [PS/NS 2.4.1]
  7. determine text type (e.g., literary, informational, persuasive, functional) [PS/NS 2.4.1]
  8. choose appropriate graphic organizer

### **DURING-READING STRATEGIES (SEE CHART IN RESOURCE SECTION)**

*It is expected that students will:*

- (4) 2.2 A. select during-reading strategies appropriate to text and purpose to
1. use self-correcting strategies (e.g., self-question, reread, use context clues) [PS/NS 2.4.2]
  2. make, confirm, and revise predictions [PS/NS 2.4.2]

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3. understand and use key vocabulary [PS/NS 2.4.2]
4. identify main idea and supporting details [PS/NS 2.4.2]
5. make inferences [PS/NS 2.4.2]
6. know when meaning is lost
7. adjust reading rate [PS/NS 2.4.2]
8. apply knowledge of text type [PS/NS 2.4.2]
9. clarify understanding of text (e.g., take notes, generate questions, discuss, check other sources)
10. make connections to personal experiences and knowledge
11. visualize/create mental images
12. use appropriate graphic organizer

### **AFTER-READING STRATEGIES (SEE CHART IN RESOURCE SECTION)**

*It is expected that students will:*

- (4) 2.3 A. select after-reading strategies appropriate to text and purpose to
1. recall details/facts [PS/NS 2.4.3]
  2. restate main ideas [PS/NS 2.4.3]
  3. organize information (e.g., graphic organizer, outline) [PS/NS 2.4.3]
  4. record information [PS/NS 2.4.3]
  5. synthesize text [PS/NS 2.4.3]
  6. evaluate text (e.g., draw conclusions, make inferences) [PS/NS 2.4.3]
  7. evaluate the effectiveness of reading strategies [PS/NS 2.4.3]
  8. connect, compare, and contrast story elements

### **LITERARY TEXT: CONTENT STANDARD 3.0**

Students read literary text to comprehend, interpret, and evaluate authors, cultures, and times.

*All indicators include literary text.*

*All indicators are based on grade-appropriate text and skills.*

*All indicators are used to aid comprehension.*

*At a minimum, students will maintain previously-learned skills and attain the following:*

### **SETTING AND PLOT**

*It is expected that students will:*

- (4) 3.1 A. explain
1. setting [PS/NS 3.4.1]
  2. sequence of events [PS/NS 3.4.1]
  3. conflict [PS/NS 3.4.1]
  4. climax [PS/NS 3.4.1]
  5. resolution [PS/NS 3.4.1]
  6. turning point [PS/NS 3.4.1]
- B. identify how one event may cause another event [PS/NS 3.4.1]
- C. make inferences and draw conclusions about setting and plot based on evidence [PS/NS 3.4.1]
- D. describe internal and external conflict with assistance [NS 3.4.1]
- E. identify and discuss main plot and subplots with assistance [NS 3.4.1]

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### CHARACTERIZATION

*It is expected that students will:*

- (4) 3.2 A. describe physical and personality traits [PS/NS 3.4.2]
- B. describe the motivation for a character's actions [PS/NS 3.4.2]
- C. make inferences and draw conclusions about a character(s) based on evidence [PS/NS 3.4.2]
- D. identify the protagonist and antagonist with assistance [NS 3.4.2]

### THEME

*It is expected that students will:*

- (4) 3.3 A. explain the main idea supported by evidence [PS/NS 3.4.3]
- B. identify theme [PS/NS 3.4.3]
- C. identify a lesson learned based on events and/or a character's actions [PS/NS 3.4.3]

### POINT OF VIEW

*It is expected that students will:*

- (4) 3.4 A. identify first-person point of view [NS 3.4.4]
- B. identify third-person limited point of view [NS 3.4.4]
- C. identify third-person omniscient point of view with assistance [NS 3.4.4]

### LANGUAGE

*It is expected that students will:*

- (4) 3.5 A. explain how the author uses
  1. imagery [PS/NS 3.4.5]
  2. similes [PS/NS 3.4.5]
  3. metaphors [PS/NS 3.4.5]
  4. personification [PS/NS 3.4.5]
  5. alliteration [PS/NS 3.4.5]
  6. onomatopoeia
  7. idioms [NS 3.4.5]
  8. sensory words [NS 3.4.5]
  9. hyperbole [NS 3.4.5]
  10. dialect [NS 3.4.5]
  11. slang [NS 3.4.5]
  12. formal language [NS 3.4.5]
  13. informal language [NS 3.4.5]
- B. identify the effects of rhythm and rhyme on text [NS 3.4.5]

### TONE, MOOD, AND IRONY

*It is expected that students will:*

- (4) 3.6 A. identify words and phrases that reveal tone [PS/NS 3.4.6]
- B. explain how words and phrases create mood with assistance [NS 3.4.5]
- C. identify examples of irony with assistance [NS 3.4.5]

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### CULTURES AND TIME PERIODS

*It is expected that students will:*

- (4) 3.7 A. compare text from different
  - 1. cultures [PS/NS 3.4.7]
  - 2. time periods [PS/NS 3.4.7]
- B. explain the influence of historical events with assistance [NS 3.4.7]
- C. explain the influence of cultures with assistance [NS 3.4.7]
- D. explain the influence of time periods with assistance [NS 3.4.7]
- E. compare language, oral traditions, and literature that reflect customs and cultures

### PREDICTIONS

*It is expected that students will:*

- (4) 3.8 A. make and revise predictions based on evidence [PS/NS 3.4.8]
- B. confirm/negate predictions

### RESPONDING TO TEXT

*It is expected that students will:*

- (4) 3.9 A. use information to answer and generate specific questions (e.g., literal and inferential questions) [PS/NS 3.4.9]
- B. make connections to self, other text, and/or the world [NS 3.4.9]
- C. summarize information [NS 3.4.9]
- D. describe how author's purpose and writing style influence reader's response
- E. evaluate text (e.g., draw conclusions and make inferences) [PS/NS 2.4.3]
- F. recall details [PS/NS 2.4.3]
- G. restate main ideas [PS/NS 2.4.3]
- H. organize information (e.g., graphic organizer, outline) [PS/NS 2.4.3]
- I. synthesize text [PS/NS 2.4.3]
- J. connect, compare, and contrast story elements

### EXPOSITORY TEXT: CONTENT STANDARD 4.0

Students read expository and persuasive texts to comprehend, interpret, and evaluate for specific purposes.

*All indicators include expository text.*

*All indicators are based on grade-appropriate text and skills.*

*All indicators are used to aid comprehension.*

*At a minimum, students will maintain previously-learned skills and attain the following:*

### TEXT FEATURES

*It is expected that students will:*

- (4) 4.1 A. identify the purpose of and gain information from text features
  - 1. titles [PS/NS 4.4.1]
  - 2. text boxes (e.g., captions, labels) [PS/NS 4.4.1]

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3. illustrations [PS/NS 4.4.1]
  4. diagrams [PS/NS 4.4.1]
  5. graphs [PS/NS 4.4.1]
  6. charts [PS/NS 4.4.1]
  7. maps [PS/NS 4.4.1]
  8. headings [PS/NS 4.4.1]
  9. tables of contents [NS 4.4.1]
  10. glossaries [NS 4.4.1]
  11. indices [NS 4.4.1]
  12. appendices
  13. chapter headings
  14. timelines
- B. identify and explain the use of text features
1. bold-faced words [PS/NS 4.4.1]
  2. underlined words [PS/NS 4.4.1]
  3. italicized words [PS/NS 4.4.1]
  4. highlighted words [PS/NS 4.4.1]
  5. abbreviations [NS 4.4.1]
  6. acronyms [NS 4.4.1]
- C. identify the purpose of and gain information from multi-media sources (e.g., text, Internet, video streaming, podcasts)

### LANGUAGE

*It is expected that students will:*

- (4) 4.2
- A. explain
1. similes [PS/NS 4.4.2]
  2. metaphors [PS/NS 4.4.2]
  3. personification [PS/NS 4.4.2]
- B. identify words and phrases that reveal tone [PS/NS 4.4.2]
- C. identify
1. dialect [NS 4.4.2]
  2. slang [NS 4.4.2]
  3. alliteration [NS 4.4.2]
  4. informal and formal language [NS 4.4.2]
  5. idioms [NS 4.4.2]
- D. explain how analogies are used with assistance [NS 4.4.2]
- E. explain how language clarifies ideas and concepts [NS 4.4.2]
- F. identify persuasive and propaganda techniques [NS 4.4.2]
- G. identify, with assistance, how language creates
1. persuasion [NS 4.4.2]
  2. propaganda [NS 4.4.2]
- H. explain how an author uses concrete examples to explain abstract ideas with assistance [NS 4.4.2]

### ORGANIZATIONAL AND STRUCTURAL PATTERNS

*It is expected that students will:*

- (4) 4.3
- A. describe a main idea based on evidence [PS/NS 4.4.3]

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- B. identify theme [PS/NS 4.4.3]
- C. describe sequential and/or chronological order [PS/NS 4.4.3]
- D. explain a cause and its effect on events and/or relationships [PS/NS 4.4.3]
- E. explain a problem and its solution [PS/NS 4.4.3]
- F. distinguish theme from topic [NS 4.4.3]
- G. describe the importance of sequential and/or chronological order with assistance [NS 4.4.3]
- H. analyze a cause and its effect on events and/or relationships in a text with assistance [NS 4.4.3]
- I. compare events with assistance [NS 4.4.3]
- J. trace the development of an author's argument, viewpoint, or perspective with assistance [NS 4.4.3]

### **CULTURES AND TIMES**

*It is expected that students will:*

- (4) 4.4 A. compare text from different
  - 1. cultures [PS/NS 4.4.4]
  - 2. time periods [PS/NS 4.4.4]
- B. explain the influence of historical events and cultures with assistance [NS 4.4.4]
- C. compare language, oral traditions, and literature that reflect customs and cultures

### **RESPONDING TO TEXT**

*It is expected that students will:*

- (4) 4.5 A. use information to answer and generate specific questions [PS/NS 4.4.5]
- B. make connections to self, other text, and/or the world [PS/NS 4.4.5]
- C. summarize information [NS 4.4.5]
- D. develop hypotheses based on information with assistance [NS 4.4.5]
- E. identify author's purpose for writing
- F. recall details/facts [PS/NS 2.4.3]
- G. restate main ideas [PS/NS 2.4.3]
- H. organize information (e.g., graphic organizer, outline) [PS/NS 2.4.3]
- I. record information [PS/NS 2.4.3]
- J. synthesize text [PS/NS 2.4.3]
- K. evaluate text (e.g., draw conclusions and make inferences) [PS/NS 2.4.3]

### **PREDICTIONS, INFERENCES, AND CONCLUSIONS**

*It is expected that students will:*

- (4) 4.6 A. make and revise predictions based on evidence [PS/NS 4.4.6]
- B. make inferences and draw conclusions based on evidence [PS/NS 4.4.6]
- C. distinguish between fact and opinion [PS/NS 4.4.6]
- D. analyze the accuracy of facts with assistance [NS 4.4.6]

## ENGLISH LANGUAGE ARTS/READING GRADE FOUR (continued)

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- E. read and organize information from multiple sources for a variety of purposes
- F. confirm/negate predictions

### **DIRECTIONS**

*It is expected that students will:*

- (4) 4.7 A. read and follow directions to complete tasks or procedures [NS 4.4.7]

### **EFFECTIVE WRITING: CONTENT STANDARD 5.0**

Students write a variety of texts using the writing process.

*All indicators are based on grade-appropriate text and skills.*

*At a minimum, students will maintain previously-learned skills and attain the following:*

### **PREWRITING**

It is expected that students will:

- (4) 5.1 A. use prewriting strategies, both independently and collaboratively with peers, to plan written work (e.g., graphic organizers, brainstorming) [PS/NS 5.4.1]
- B. consider audience and purpose
- C. consider format
- D. explore a topic to plan written work [PS/NS 5.4.1]
- E. choose and narrow a topic to organize ideas (e.g., lists, graphic organizers, outlines, note taking) [PS/NS 5.4.1]
- F. ask questions to expand knowledge

### **DRAFTING**

*It is expected that students will:*

- (4) 5.2 A. draft multiple-paragraph papers, both independently and collaboratively with peers, about a single topic that address
  - 1. audience and purpose [PS/NS 5.4.2]
  - 2. an introduction [PS/NS 5.4.2]
  - 3. supporting details [PS/NS 5.4.2]
  - 4. transitions [PS/NS 5.4.2]
  - 5. a conclusion [PS/NS 5.4.2]
- B. participate in daily writing activity (e.g., journals, learning logs, summaries, lists, computer generated documents)
- C. use pattern and structure rules to correctly spell (e.g., plurals: ~s, ~es, ~ies, ~ves; inflectional suffixes: ~ed, ~ing, ~er, ~est)

### **REVISING (EVALUATING AND REFINING)**

*It is expected that students will:*

- (4) 5.3 A. revise drafts, both independently and collaboratively with peers, for
  - 1. audience and purpose [PS/NS 5.4.3]

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2. focused ideas [PS/NS 5.4.3]
  3. coherence, unity, consistency, and logical progression of ideas
  4. organization [PS/NS 5.4.3]
  5. relevant details [PS/NS 5.4.3]
  6. voice [PS/NS 5.4.3]
  7. word choice (e.g., exact/precise words, vivid words) [PS/NS 5.4.3]
  8. sentence fluency [PS/NS 5.4.3]
- B. create and revise drafts using word processing skills
  - C. add, delete, consolidate, clarify, and rearrange text
  - D. share writing with others and consider making revisions based upon feedback (e.g., peer review, teacher conference)
  - E. revise using a writing rubric

### EDITING FOR MECHANICS

*It is expected that students will:*

- (4) 5.4
- A. edit punctuation, both independently and collaboratively with peers, for
    1. end punctuation [NS 5.4.4]
    2. commas (e.g., cities and states, salutations, closings, items in a series, dates, “yes” and “no” as an answer to a question, quotations, compound sentences) [PS/NS 5.4.4]
    3. quotation marks (e.g., dialogue of a speaker) [PS/NS 5.4.4]
    4. apostrophes (e.g., contractions, singular/plural possessives) [PS/NS 5.4.4]
    5. colons (e.g., between hours and minutes) [PS/NS 5.4.4]
    6. abbreviations and initials [NS 5.4.4]
  - B. edit capitalization, both independently and collaboratively with peers, for
    1. beginnings of sentences [NS 5.4.4]
    2. months [NS 5.4.4]
    3. days of the week [NS 5.4.4]
    4. proper nouns [NS 5.4.4]
    5. initials [PS/NS 5.4.4]
    6. titles [NS 5.4.4]
    7. abbreviations [PS/NS 5.4.4]
    8. cities and states [PS/NS 5.4.4]
    9. salutations/closings [PS/NS 5.4.4]
    10. main and subtopics in an outline
  - C. edit paragraphs and compositions, both independently and collaboratively with peers, to ensure correct spelling
    1. high frequency words [PS/NS 5.4.4]
    2. content words [PS/NS 5.4.4]
    3. patterned words (e.g., less common blends, digraphs, double consonants, silent consonants, variations of long and short vowels, difficult consonant spellings) [NS 5.4.4]

### EDITING FOR USAGE OF WORDS

*It is expected that students will:*

- (4) 5.5
- A. edit, both independently and collaboratively with peers, for correct use of

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1. nouns [PS/NS 5.4.5]
2. pronouns [PS/NS 5.4.5]
3. verbs [PS/NS 5.4.5]
4. adjectives (e.g., comparative/superlative) [PS/NS 5.4.5]
5. adverbs [PS/NS 5.4.5]
6. subject/verb agreement [PS/NS 5.4.5]
7. verb tenses (e.g., past, present, future) [PS/NS 5.4.5]
8. pronoun/antecedent agreement [PS/NS 5.4.5]
9. clauses [PS/NS 5.4.5]
10. phrases [PS/NS 5.4.5]
11. possessives (singular/plural and proper nouns and pronouns)
12. conjunctions
13. prepositions; prepositional phrases

### EDITING FOR SENTENCE STRUCTURE

*It is expected that students will:*

- (4) 5.6
- A. edit sentences, both independently and collaboratively with peers, for
    1. complete sentences (e.g., declarative, interrogative, imperative, exclamatory) [PS/NS 5.4.6]
    2. combining sentences [PS/NS 5.4.6]
    3. compound sentences [PS/NS 5.4.6]
    4. complex sentences [PS/NS 5.4.6]
    5. transitions
  - B. edit sentences, both independently and collaboratively with peers, for elimination of
    1. fragments [PS/NS 5.4.6]
    2. run-ons [PS/NS 5.4.6]

### PUBLISHING

*It is expected that students will:*

- (4) 5.7
- A. prepare a legible final draft to display or share [PS/NS 5.4.7]
    1. form cursive letters correctly
    2. adhere to margins and indentations
    3. use basic word processing skills
  - B. select a publishing format appropriate to the audience and purpose with assistance [NS 5.4.7]

### TYPES OF WRITING: CONTENT STANDARD 6.0

Students write a variety of texts that inform, persuade, describe, evaluate, entertain, or tell a story and that are appropriate to audience and purpose.

*All indicators are based on grade-appropriate skills.*

*At a minimum, students will maintain previously-learned skills and attain the following:*

### EXPOSITORY

*It is expected that students will:*

- (4) 6.1
- A. write multiple-paragraph, expository papers that include

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1. a beginning, a middle, and an end [PS/NS 6.4.1]
  2. a thesis statement [PS/NS 6.4.1]
  3. appropriate topic sentences [PS/NS 6.4.1]
  4. supporting details from a variety of sources [PS/NS 6.4.1]
  5. transitions [PS/NS 6.4.1]
  6. a concluding statement [PS/NS 6.4.1]
- B. write to a given prompt (e.g., to inform, to explain, to describe, to persuade)

### **NARRATIVE/DESCRIPTIVE**

*It is expected that students will:*

- (4) 6.2 A. write multiple-paragraph narrative/descriptive papers about experiences and/or events appropriate to audience and purpose that include
1. logical sequence [PS/NS 6.4.2]
  2. characters [PS/NS 6.4.2]
  3. setting [PS/NS 6.4.2]
  4. plot [PS/NS 6.4.2]
  5. dialogue [PS/NS 6.4.2]
  6. figurative language [NS 6.4.2]
  7. concrete sensory details [NS 6.4.2]
- B. write to a given prompt (e.g., to entertain, to describe, to tell a story)

### **POETRY**

*It is expected that students will:*

- (4) 6.3 A. write poetry (e.g., acrostic, couplet, haiku, cinquain, free verse) [NS 6.4.3]
- B. become familiar with vocabulary related to poetry (e.g., line, stanza, verse, rhythm, rhyme)
- C. distinguish between poetry and prose

### **RESPONSES TO LITERATURE**

*It is expected that students will:*

- (4) 6.4 A. write responses to literary text that demonstrate an understanding of
1. setting [PS/NS 6.4.4]
  2. character development [PS/NS 6.4.4]
  3. motivation [PS/NS 6.4.4]
- B. summarize information from literary text [NS 6.4.4]

### **RESPONSES TO EXPOSITORY TEXT**

*It is expected that students will:*

- (4) 6.5 A. write responses to expository text that use specific details from text [PS/NS 6.4.5]
- B. write responses to expository text that analyze the elements of exposition and their effects on text with assistance (e.g., cause and effect, compare and contrast) [NS 6.4.5]
- C. summarize information from literary text

## ENGLISH LANGUAGE ARTS/READING GRADE FOUR (continued)

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### PERSUASIVE

*It is expected that students will:*

- (4) 6.6 A. write persuasive essays and compositions, with assistance, that include
  1. a thesis statement [PS/NS 6.4.6]
  2. supporting evidence [PS/NS 6.4.6]
  3. relevant evidence [PS/NS 6.4.6]
- B. write persuasive paragraphs that include supporting evidence [NS 6.4.6]

### PERSONAL AND PROFESSIONAL COMMUNICATION

*It is expected that students will:*

- (4) 6.7 A. write friendly letters following an established format [PS/NS 6.4.7]
- B. write business/professional (formal) letters using an established format [PS/NS 6.4.7]
- C. write a variety of communications in appropriate formats with assistance (e.g., emails, reports) [NS 6.4.7]
- D. address envelopes

### DIRECTIONS

*It is expected that students will:*

- (4) 6.8 A. write directions to complete tasks or procedures [NS 6.4.8]

### RESEARCH

*It is expected that students will:*

- (4) 6.9 A. write research papers by
  1. formulating and recording questions based on areas of interest [NS 6.4.9]
  2. identifying and collecting information [NS 6.4.9]
  3. recording information from sources (e.g., library resources, media, technology) [PS/NS 6.4.9]
  4. paraphrasing and summarizing information [NS 6.4.9]
  5. organizing collected information (e.g., note-taking, using graphic organizers, outlining, paraphrasing) [NS 6.4.9]
  6. documenting sources [PS/NS 6.4.9]
- B. demonstrate an understanding of the difference between original works and plagiarized works with assistance [NS 6.4.9]

### LISTENING: CONTENT STANDARD 7.0

Students listen to and evaluate oral communications for content, style, speaker's purpose, and audience appropriateness.

*All indicators are based on grade-appropriate skills.*

*All indicators are used to aid comprehension.*

*At a minimum, students will maintain previously-learned skills and attain the following:*

## ENGLISH LANGUAGE ARTS/READING GRADE FOUR (continued)

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### MESSAGE

*It is expected that students will:*

- (4) 7.1 A. listen for a variety of purposes including
1. gaining information [PS/NS 7.4.1]
  2. being entertained [PS/NS 7.4.1]
  3. understanding and following multi-step directions [PS/NS 7.4.1]
  4. solving problems
- B. listen for and identify
1. main idea [NS 7.4.1]
  2. purpose [NS 7.4.1]
  3. messages [NS 7.4.1]
  4. mood [NS 7.4.1]
  5. tone [NS 7.4.1]
- C. listen to and summarize ideas and supporting details [NS 7.4.1]
- D. listen to and distinguish fact from opinion [NS 7.4.1]
- E. listen for and identify persuasive techniques with assistance [NS 7.4.1]
- F. paraphrase and/or explain what has been said by a speaker

### CONTENT AND DELIVERY

*It is expected that students will:*

- (4) 7.2 A. listen to and evaluate content of oral communications (e.g., verbal, non-verbal) [PS/NS 7.4.2]
- B. listen to and evaluate oral communication with assistance for
1. delivery [NS 7.4.2]
  2. point of view [NS 7.4.2]
  3. ideas [NS 7.4.2]
- C. listen to a variety of oral presentations (e.g., informational accounts)

### VOCABULARY DEVELOPMENT

*It is expected that students will:*

- (4) 7.3 A. expand vocabulary through listening [NS 7.4.3]

### LANGUAGE

*It is expected that students will:*

- (4) 7.4 A. listen for and identify dialect and slang [NS 7.4.4]
- B. listen for and identify the use of formal and informal language [NS 7.4.4]
- C. listen for and identify social and academic language [NS 7.4.4]

### CONVERSATION AND GROUP DISCUSSIONS

*It is expected that students will:*

- (4) 7.5 A. listen to and evaluate constructive feedback [PS/NS 7.4.5]

## ENGLISH LANGUAGE ARTS/READING GRADE FOUR (continued)

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- B. provide constructive feedback [PS/NS 7.4.5]
- C. actively listen to a speaker [NS 7.4.5]
- D. listen to and participate in conversations [NS 7.4.5]
- E. focus attention to solve problems by indentifying, synthesizing, and evaluating data with assistance [NS 7.4.5]

### **SPEAKING: CONTENT STANDARD 8.0**

Students speak using organization, style, tone, voice, and media aids appropriate to audience and purpose. Students participate in discussions to offer information, clarify ideas, and support a position.

*All indicators are based on grade-appropriate skills.*

*At a minimum, students will maintain previously-learned skills and attain the following:*

### **GIVING DIRECTIONS**

*It is expected that students will:*

- (4) 8.1 A. give multi-step directions to complete tasks [NS 8.4.1]
- B. ask questions to clarify directions [NS 8.4.1]

### **LANGUAGE**

*It is expected that students will:*

- (4) 8.2 A. use precise language to describe
  - 1. feelings [NS 8.4.2]
  - 2. experiences [NS 8.4.2]
  - 3. observations [NS 8.4.2]
  - 4. ideas [NS 8.4.2]
- B. use specific vocabulary and apply Standard English to communicate ideas [NS 8.4.2]

### **PRESENTATIONS**

*It is expected that students will:*

- (4) 8.3 A. use public speaking techniques to deliver presentations with appropriate
  - 1. prosody [PS/NS 8.4.3]
  - 2. volume [PS/NS 8.4.3]
  - 3. eye contact [PS/NS 8.4.3]
  - 4. enunciation [PS/NS 8.4.1]
  - 5. posture [PS/NS 8.4.3]
  - 6. expressions (e.g., verbal and non-verbal) [PS/NS 8.4.3]
  - 7. audience [PS/NS 8.4.3]
  - 8. purpose [PS/NS 8.4.3]
- B. communicate information by
  - 1. maintaining a clear focus [PS/NS 8.4.3]
  - 2. following a logical sequence [PS/NS 8.4.3]
  - 3. illustrating information with media aids [PS/NS 8.4.3]

## ENGLISH LANGUAGE ARTS/READING GRADE FOUR (continued)

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- C. communicate statements that express an opinion [NS 8.4.3]
- D. defend a position using evidence [NS 8.4.3]
- E. read aloud and/or recite (e.g., literary, expository, and original works)

### **GROUP DISCUSSIONS**

*It is expected that students will:*

- (4) 8.4
  - A. contribute to conversations and discussions about a given topic (e.g., share ideas and opinions) [NS 8.4.4]
  - B. respond to questions to clarify and extend ideas [NS 8.4.4]
  - C. ask relevant questions to clarify information [NS 8.4.4]
  - D. take a leadership role in conversations and discussions with assistance [NS 8.4.4]
  - E. distinguish between relevant and irrelevant information with assistance [NS 8.4.4]