

Frankfort School District 157c
English Language Arts Curricular Expectations
Grade: 4

• **Skills students should know and be able to do by the end of 4th grade**

Reading Foundation	Reading for Literature	Reading for Information	Writing	Speaking and Listening	Language
<ul style="list-style-type: none"> • Know and apply grade level phonics in decoding words • Know and apply word analysis skills in decoding words • Use combined knowledge of all letter sound correspondences, syllabication patterns, morphology (roots and affixes) to read accurately unfamiliar multisyllabic words in context • Read with sufficient accuracy and fluency to support comprehension • Read on-level text with purpose and understanding • Read on-level prose (novel, short story, magazine article) with accuracy, appropriate rate, and expression • Read on-level poetry with accuracy, appropriate rate, and expression • Use context to confirm and self-correct word recognition and understanding, rereading as necessary 	<ul style="list-style-type: none"> • Refer to details and examples in literature when explaining what the text says explicitly • Refer to details and examples in Literature when drawing inferences from the text. • Determine a theme of a story from details in a text • Summarize stories • Describe in depth a character using details in the text (character's thoughts, words, or actions) • Describe in depth a setting using details in the text • Describe in depth an event using details in the text • Determine the meaning of words and phrases as they are used in literature • Explain the major differences between prose (novel, short story, magazine article) • Make connections between a story or drama with a visual and oral presentation of a text (for example, make connections between the book and its movie) • Identify where the visual reflects specific descriptions or directions in the text • Identify where the oral presentation reflects specific descriptions or 	<ul style="list-style-type: none"> • Refer to details and examples in a nonfiction text when explaining what a text states explicitly • Refer to examples and details in a nonfiction text when drawing inferences • Determine and explain the main idea of a nonfiction text and explain how the main idea is supported by key details. • Summarize the text • Explain events, procedures, ideas, or concepts in a historical text including what happened and why based on specific information in the text • Explain events, procedures, ideas, or concepts in a scientific text including what happened and why based on specific information in the text • Explain events, procedures, ideas, or concepts in a technical text including what happened and why based on specific information in the text • Determine the meaning of general academic words or phrases in a nonfiction text relevant to a grade 4 topic or subject area • Determine the meaning of content specific words or phrases in a nonfiction text relevant to a grade 4 topic or subject area • Describe the overall (sequencing, cause/effect, problem/solution) of events in nonfiction text • Compare and contrast the first and second hand account of the same event or topic • Describe the differences in focus and in the information in a 1st and 2nd hand account of the same event or topic • Interpret and explain information 	<ul style="list-style-type: none"> • Write informative/explanatory texts to examine a topic and convey ideas and information clearly. • Introduce a topic clearly and group information in paragraphs and sections, include formatting (heading), illustrations, and multimedia when adding comprehension. • Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. • Link ideas within categories of information using words and phrases (another, for example, also, because). • Use precise language and content -specific vocabulary to inform about or explain the topic. • Provide a concluding statement or section related to the information or explanation presented. • Write narratives to develop real or imaginative experience or events using effective technique, descriptive details and clear event sequences. • Orient the reader by establishing a situation and introducing a narrator and/or characters. • Organize an event sequence that unfolds naturally. • Use dialogue and description to develop experiences and events or show the responses of character to situations. • Use a variety of transitional words and phrases to manage the sequence of events. • Use concrete words and phrases and sensory details to convey experiences and events precisely. • Provide a conclusion that follows from the narrative experiences or events. • Produce clear and coherent writing in which the development and organization are appropriate to task purpose and audience. • With guidance and support from peers and adults, develop and strengthen writing as 	<ul style="list-style-type: none"> • Engage in a range of collaborative discussions. • Come to discussions prepared. • Follow rules for discussions, and carry out assigned roles. • Pose and respond to questions, make comments that contribute to the discussion, and link to remarks of others. • Review key ideas and explain own ideas and understanding in light of discussion. • Give an oral presentation on a topic or text in narrative and expository form. • Understand when formal English is appropriate versus informal discourse. • Paraphrase parts of a text presented visually, quantitatively, and orally. • Identify reasons and evidence a speaker provides to support particular points. • Use audio recording and visual displays in presentations. 	<ul style="list-style-type: none"> • Use conventions of Standard English grammar when writing and speaking. • Form and use the progressive verb tenses. • Produce complete sentences. • Correctly use frequently confused words (e.g. to, too, two; there, their) • Use correct capitalization, punctuation, and spelling when writing. • Use correct capitalization. • Spell grade-appropriate words correctly, consulting references as needed. • Use knowledge of language and its conventions in all forms of communication. • Choose words and phrases to convey ideas precisely. • Choose punctuation for effect. • Understand when formal English is appropriate versus informal discourse. • Use strategies to understand the meaning of unknown words and phrases. • Use context clues to find the meanings of unknown words and phrases. • Demonstrate understanding of words using synonyms and antonyms. • Use grade appropriate vocabulary and apply it in all situations and academic topics. • Form and use prepositional phrases. • Use commas and quotation marks to mark direct quotations. • Use a comma before a coordinating conjunction. • Use Greek and Latin affixes and roots to find the meanings of unknown words.

	<p>directions in the text</p> <ul style="list-style-type: none"> • Compare and contrast similar themes, topics, and events in stories • Read and comprehend stories in grades 4-5 text complexity proficiently, with scaffolding as needed at the high end of the range. • Determine the meaning of words and phrases as they allude to significant characters and phrases found in mythology. • Compare and contrast events, themes, and topics in myths • Compare and contrast the pattern of events, themes, and topics in traditional literature from different cultures • Explain major differences between poems • Refer to the structural elements of poems (verse, rhythm, meter) when writing or speaking about a text • Read and comprehend poetry in the grades 4-5 text complexity proficiently, with scaffolding as needed at the high end of the range 	<p>presented visually (in charts, graphs, diagrams, timelines, animations, or interactive elements on webpages)</p> <ul style="list-style-type: none"> • Interpret and explain information presented orally (in charts, graphs, diagrams, timelines, animations, or interactive elements on webpages) • Interpret and explain information presented quantitatively (in charts, graphs, diagrams, timelines, animations, or interactive elements on webpages) • Explain how an author uses reasons and evidences to support particular points in a nonfiction text • Integrate information from two texts on the same topic in order to write and speak about the subject knowledgeably • By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts in the grades 4-5 text complexity proficiently, with scaffolding as necessary at the high end of the range • Refer to examples and details in a nonfiction text when drawing inferences 	<p>needed by planning, revising, and editing.</p> <ul style="list-style-type: none"> • With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others. • Demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single setting. • Conduct short research project that builds knowledge through investigation of different aspects of a topic. • Recall relevant information from experiences or gather relevant information from print or digital sources. • Take notes and categorize information • Provide a list of sources • Draw evidence from literary or informational texts to support analysis, reflection and research. • Apply grade 4 reading strands to literature (eg: Describe in depth a character, setting, or event in a story or drama) drawing on specific details in the text (eg: a character's thoughts, words or actions) • Apply grade 4 reading strands to informational texts (eg: explain how an author uses reasons and evidence to support particular points in a text) • Write routinely over extended time frames for research, reflection, and revision and shorter time frames for a range of discipline-specific tasks, purposes, and audiences. • Write opinion pieces on topics supporting a point of view with reasons and information. • Introduce a topic/text clearly and state an opinion. • Create an organizational structure in which related ideas are grouped to support the writer's purpose. • Provide reasons that are supported by facts and details. • Link opinions and reasons using words and phrases (such as: for instance, in order to, in addition). • Provide a concluding statement or section related to the opinion presented. 		<ul style="list-style-type: none"> • Use print and digital reference sources to find pronunciation and meaning of words and phrases. • Order adjectives in the proper place within a sentence. • Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <p>5a. Explain the meaning of simple similes and metaphors in context.</p> <p>5b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p>
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