



# Archdiocese of Washington Catholic Schools

## Academic Standards

### English/Language Arts

## 4<sup>th</sup> GRADE

### **Standard 1 – READING: Word Recognition, Fluency, and Vocabulary Development**

Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, word parts (*un-*, *re-*, *-est*, *-ful*), and context clues (the meaning of the text around a word). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.

#### **Word Recognition**

4.1.1 Read aloud grade-level-appropriate narrative text (stories) and expository text (information) with fluency and accuracy and with appropriate timing, changes in voice, and expression.

#### **Vocabulary and Concept Development**

- 4.1.2 Apply knowledge of synonyms (words with the same meaning), antonyms (words with opposite meaning), homographs (words that are spelled the same but have different meanings), and idioms (expressions that cannot be understood just by knowing the meanings of the words in the expression, such as *couch potato*) to determine the meaning of words and phrases.
- 4.1.3 Use knowledge of root words (*nation*, *national*, *nationality*) to determine the meaning of unknown words within a passage.
- 4.1.4 Use common roots (*meter* = *measure*) and word parts (*therm* = *heat*) derived from Greek and Latin to analyze the meaning of complex words (*thermometer*).
- 4.1.5 Use a thesaurus to find related words and ideas.
- 4.1.6 Distinguish and interpret words with multiple meanings (*quarters*) by using context clues (the meaning of the text around a word).
- 4.1.7 Use context to determine the meaning of unknown words.



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#### **Standard 2 – READING: Reading Comprehension**

Students read and understand grade-level-appropriate material. They use a variety of comprehension strategies, such as asking and responding to essential questions, making predictions, and comparing information from several sources to understand what is read. At Grade 4, in addition to regular classroom reading, students read a variety of grade-level-appropriate narrative (story) and expository (informational and technical) texts, including classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information.

#### **Structural Features of Informational and Technical Materials**

4.2.1 Use the organization of informational text to strengthen comprehension.

Example: Read informational texts that are organized by comparing and contrasting ideas, by discussing causes for and effects of events, or by sequential order and use this organization to understand what is read. Use graphic organizers, such as webs, flow charts, concept maps, or Venn diagrams to show the organization of the text.

4.2.8 Identify informational texts written in narrative form (sometimes with undeveloped characters and minimal dialogue) using sequence or chronology.

#### **Comprehension and Analysis of Grade-Level-Appropriate Text**

4.2.2 Use appropriate strategies when reading for different purposes.

Example: Read and take notes on an informational text that will be used for a report. Skim a text to locate specific information. Use graphic organizers to show the relationship ideas in the text.

4.2.3 Make and confirm predictions about text by using prior knowledge and ideas presented in the text itself, including illustrations, titles, topic sentences, important words, foreshadowing clues (clues that indicate what might happen next), and direct quotations.

Example: While reading a mystery, such as *Encyclopedia Brown: Boy Detective* by Donald Sobol, predict what is going to happen next in the story. Confirm or revise the predictions based on further reading. After reading an informational text, such as *Camouflage: A Closer Look* by Joyce Powzyk, use information gained from the text to predict what an animal might do to camouflage itself in different landscapes.

4.2.4 Evaluate new information and hypotheses (statements of theories or assumptions) by testing them against known information and ideas.

Example: Compare what is already known and thought about ocean life to new information encountered in reading, such as in the book *Amazing Sea Creatures* by Andrew Brown.

4.2.5 Compare and contrast information on the same topic after reading several passages or articles.

Example: Read several fictional and informational texts about guide dogs, such as *A Guide Dog Puppy Grows Up* by Carolyn Arnold, *Buddy: The First Seeing Eye Dog* by Eva Moore, and *Follow My Leader* by James B. Garfield, and compare and contrast the information presented in each.

4.2.6 Distinguish between cause and effect and between fact and opinion in informational text.

4.2.7 Follow multiple-step instructions in a basic technical manual.

Example: Follow directions to learn how to use computer commands or play a video game.

4.2.9 Recognize main ideas and supporting details presented in expository (informational texts).



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#### **Standard 3 – READING: Literary Response and Analysis**

Students read and respond to a wide variety of significant works of children’s literature. They identify and discuss the characters, theme (the main idea of a story), plot (what happens in a story), and the setting (where the story takes place) of stories that they read.

#### **Structural Features of Literature**

- 4.3.1 Describe the differences of various imaginative forms of literature, including fantasies, fables, myths, legends, and fairy tales.

Example: Show how fables were often told to teach a lesson, as in Aesop’s fable, *The Grasshopper and the Ant*. Discuss how legends were told to explain natural history, as in the stories about *Johnny Appleseed*. Use a graphic organizer to compare the two types of literature.

#### **Narrative Analysis of Grade-Level-Appropriate Text**

- 4.3.2 Identify the main events of the plot, including their causes and the effects of each even on future actions, and the major theme from the story action.

Example: After reading *Sarah, Plain and Tall* by Patricia MacLachlan, discuss the causes and effects of the main event of the plot, when the father in the story acquires a new wife. Describe the effects of this event, including the adjustments that the children make to their new stepmother and that Sarah makes to living on the prairie. Plot the story onto a story map, and write a sentence identifying the theme.

- 4.3.3 Use knowledge of the situation, setting, and a character’s traits, motivations, and feelings to determine the causes for that character’s actions.

Example: After reading *The Sign of the Beaver* by Elizabeth George Speare, tell how the Native American character’s actions are influenced by his being in a setting with which he is very familiar and feels comfortable, as opposed to the reactions of another character, Matt.

- 4.3.4 Compare and contrast tales from different cultures by tracing the adventures of one character type. Tell why there are similar tales in different cultures.

Example: Read a book of trickster tales from other countries, such as *The Barefoot Book of Trickster Tales* retold by Richard Walker. Describe the similarities in these tales in which a main character, often an animal, outwits other animals, humans, or forces in nature. Then, tell how these tales are different from each other.

- 4.3.5 Define figurative language, such as similes, metaphors, hyperbole, or personification, and identify its use in literary works.

- Simile: a comparison that uses *like* or *as*
- Metaphor: an implied comparison
- Hyperbole: an exaggerative for effect
- Personification: a description that represents a thing as a person

Example: Identify a simile, such as *Twinkle, twinkle little star...like a diamond in the sky*. Identify a metaphor, such as *You were the wind beneath my wings*. Identify an example of hyperbole, such as *Cleaner than clean, whiter than white*. Identify an example of personification, such as *The North Wind told the girl that he would blow so hard it would be impossible to walk up the steep hill*.

- 4.3.6 Determine the theme.

- 4.3.7 Identify the narrator in a selection and tell whether the narrator or speaker is involved in the story.



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#### **Standard 4 – WRITING: Writing Process**

*Students write clear sentences and paragraphs that develop a central idea. Students progress through the stages of the writing process, including prewriting, drafting, revising, and editing multiple drafts.*

##### **Organization and Focus**

- 4.4.1 Discuss ideas for writing. Find ideas for writing in conversations with others and in books, magazines, newspapers, school textbooks, or on the Internet. Keep a list or notebook of ideas.
- 4.4.2 Select a focus, an organizational structure, and a point of view based upon purpose, audience, length, and format requirements for a piece of writing.
- 4.4.3 Write informational pieces with multiple paragraphs that:
  - provide an introductory paragraph.
  - establish and support a central idea with a topic sentence at or near the beginning of the first paragraph.
  - include supporting paragraphs with simple facts, details, and explanations.
  - present important ideas or events in sequence or in chronological order.
  - provide details and transitions to link paragraphs.
  - conclude with a paragraph that summarizes the points.
  - use correct indentation at the beginning of paragraphs.
- 4.4.4 Use common organizational structures for providing information in writing, such as chronological order, cause and effect, or similarity and difference, and posing and answering a question.

##### **Research and Technology**

- 4.4.5 Quote or paraphrase information sources, citing them appropriately.
- 4.4.6 Locate information in reference texts by using organizational features, such as prefaces and appendixes.
- 4.4.7 Use multiple reference materials and online information (the Internet) as aids to writing.
- 4.4.8 Understand the organization of almanacs, newspapers, and periodicals and how to use those print materials.
- 4.4.9 Use a computer to draft, revise, and publish writing, demonstrating basic keyboarding skills and familiarity with common computer technology.

##### **Evaluation and Revision**

- 4.4.10 Review, evaluate, and revise writing for meaning and clarity.
- 4.4.11 Proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of frequent errors.
- 4.4.12 Revise writing by combining and moving sentences and paragraphs to improve the focus and progression of ideas.



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#### **Standard 5 – WRITING: Writing Application** **(Different Types of Writing and Their Characteristics)**

At Grade 4, students are introduced to writing informational reports and responses to literature. Students continue to write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of Standard English and the drafting, research, and organizational strategies outline in Standard 4 – Writing Process. Writing demonstrates and awareness of the audience (intended reader) and purpose for writing.

In addition to producing the difference writing forms introduced in earlier grades, such as letters, Grade 4 students use the writing strategies outlined in Standard 4 – Writing Process to:

##### 4.5.1 Write narratives (stories) that:

- include ideas, observations, or memories of an event or experience.
- provide a context to allow the reader to imagine the world of the event or experience.
- use concrete sensory details.

Example: Prepare a narrative on how and why immigrants come to the United States. To make the story more realistic, use information from an older person who may remember firsthand the experience of coming to America.

##### 4.5.2 Write responses to literature that:

- demonstrate an understanding of a literary work.
- support judgments through references to both the text and prior knowledge.

Example: Use information from a variety of sources, such as speakers, books, newspapers, media sources, and the Internet, to provide facts and details for a report on life in your town when it was first settled or for a report about the water cycle.

##### 4.5.4 Write summaries that contain the main ideas of the reading selection and the most significant details.

Example: Write a book review, including enough examples and details about the plot, character, and setting of the book to describe it to a reader who is unfamiliar with it.

##### 4.5.5 Use varied word choices to make writing interesting.

Example: Write stories using descriptive words in place of common words; for instance, use *enormous*, *gigantic*, or *giant* for the word *big*.

##### 4.5.6 Write for different purposes (information, persuasion) and to a specific audience or person.

Example: Write a persuasive report for your class about your hobby or interest. Use charts or pictures, when appropriate, to help motivate your audience to take up your hobby or interest.

#### **Research Application**

##### 4.5.3 Write or deliver a research report that has been developed using a systematic research process (defines the topic, gathers information, determines credibility, reports findings) and that:

- includes information from a variety of sources (books, technology, multimedia) and documents sources (titles and authors).
- demonstrates that information that has been gathered has been summarized.
- organizes information by categorizing it into multiple categories (such as solid, liquid, and gas or reduce, reuse, and recycle) or includes information gained through observation.



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#### **Standard 6 – WRITING: Written English Language Convention**

Students write using Standard English conventions appropriate to this grade level.

##### **Handwriting**

4.6.1 Write smoothly and legibly in cursive, forming letters and words that can be read by others.

##### **Sentence Structure**

4.6.2 Use simple sentences (*Dr. Vincent Stone is my dentist.*) and compound sentences (*His assistant cleans my teeth and Dr. Stone checks for cavities.*) in writing.

4.6.3 Create interesting sentences, by using words that describe, explain, or provide additional details and connections, such as adjectives, adverbs, appositives, participial phrases, prepositional phrases, and conjunctions.

- Adjectives: *brown* eyes, *younger* sisters
- Adverbs: *We walked slowly.*
- Appositives: noun phrases that function as adjectives, such as *We played the Cougars, the team from Newport.*
- Participial phrases: verb phrases that function as adjectives, such as *The man walking down the street saw the delivery truck.*
- Prepositional phrases: *in the field, across the room, over the fence*
- Conjunctions: *and, or, but*

##### **Grammar**

4.6.4 Identify and use in writing regular verbs (*live/lived, shout/shouted*) and irregular verbs (*swim/swam, ride/rode, hit/hit*), adverbs (*constantly, quickly*), and prepositions (*through, beyond, between*).

##### **Punctuation**

4.6.5 Use parentheses to explain something that is not considered of primary importance to the sentence, commas in direct quotations (*He said, "I'd be happy to go."*), apostrophes to show possession (*Jim's shoes, the dog's food*) and apostrophe's in contractions (*can't, didn't, won't*).

4.6.6 Use underlining, quotation marks, or italics to identify titles of documents.

- When writing by hand or by computer, use quotation marks to identify the titles of articles, short stories, poems, or chapters of books.
- When writing on a computer italicize the following, when writing by hand underline them: the titles of books, names of newspapers and magazines, works of art, and musical compositions.

##### **Capitalization**

4.6.7 Capitalize names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations, when appropriate.

##### **Spelling**

4.6.8 Spell correctly roots (bases of words, such as *unnecessary, cowardly*), inflections (words like *care/careful/caring* or words with more than one acceptable spelling like *advisor/adviser*), suffixes and prefixes (*-ly, -ness, mis-, un-*), and syllables (word parts each containing a vowel sound, such as *sur-prise* or *e-col-o-gy*).



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#### **Standard 7 – LISTENING AND SPEAKING: Listening and Speaking Skills, Strategies, and Applications**

*Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation (raising and lowering voice). Students deliver brief oral presentations about familiar experiences or interests that are organized around a coherent thesis statement (a statement of topic). Students use the same Standard English conventions for oral speech that they use in their writing.*

##### **Comprehension**

- 4.7.1 Ask thoughtful questions and respond orally to relevant questions with appropriate elaboration.
- 4.7.2 Summarize major ideas and supporting evidence presented in spoken presentations.
- 4.7.3 Identify how language use (sayings and expressions) reflects regions and cultures.
- 4.7.4 Give precise directions and instructions.
- 4.7.15 Connect and relate experiences and ideas to those of a speaker.

##### **Organization and Delivery of Oral Communication**

- 4.7.5 Present effective introductions and conclusions that guide and inform the listener's understanding of important ideas and details.
- 4.7.6 Use traditional structures for conveying information, including cause and effect, similarity and difference, and posing and answering a question.
- 4.7.7 Emphasize points in ways that help the listener or viewer to follow important ideas and concepts.
- 4.7.8 Use details, examples, anecdotes (stories of a specific event), or experiences to explain or clarify information.
- 4.7.9 Engage the audience with appropriate words, facial expressions, and gestures.

##### **Analysis and Evaluation of Oral Media Communication**

- 4.7.10 Evaluate the role of the media in focusing people's attention on events and in forming their opinions
- 4.7.16 Distinguish between the speaker's opinions and verifiable facts.

##### **Speaking Applications**

- 4.7.11 Make narrative (story) presentations that:
  - relate ideas, observations, or memories about an event or experience.
  - provide a context that allows the listener to imagine the circumstances of the event or experience.
  - provide insight into why the selected event or experience should be of interest to the audience.
- 4.7.12 Make information presentations that:
  - focus on one main topic
  - include facts and details that help listeners to focus.
  - incorporate more than one source of information (including speakers, books, newspapers, television broadcasts, radio reports, or Web sites).



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- 4.7.13 Deliver oral summaries of articles and books that contain the main ideas of the event or article and the most significant details.
- 4.7.14 Recite brief poems (two or three stanzas long), soliloquies (sections of plays in which characters speak out loud to themselves), or dramatic dialogues, clearly stating words and using appropriate timing, volume, and phrasing.
- 4.7.17 Make descriptive presentations that use concrete sensory details to set forth and support unified impressions of people, places, things, or experiences.