

Poudre School District

LANGUAGE ARTS ESSENTIAL STANDARDS for FOURTH GRADE

If no specific skills are listed under a benchmark, then skills are taught to mastery at another level.

STANDARD 1: READING

Students read and understand a variety of materials

1.1 BENCHMARK: COMPREHENSION SKILLS

Students will use a variety of comprehension skills in reading (e.g., preview, predict, compare and contrast, self-monitor, summarize)

- Use skimming and scanning to aid comprehension
- Use self-monitoring strategies to aid comprehension
- Understand supporting details
- Use bold, italics, underlining, subtitles and quotations to aid comprehension

1.2 BENCHMARK: PRIOR KNOWLEDGE

Make connections between texts and prior knowledge and identify knowledge needed before reading about topic

- Make connections between texts

1.3 BENCHMARK: READING PURPOSE

Adjust reading strategies for different purposes

1.4 BENCHMARK: WORD RECOGNITION STRATEGIES

Use a variety of word recognition skills and resources

- Use a variety of word recognition skills and sources

1.5 BENCHMARK: VOCABULARY

Use information from reading to increase vocabulary and enhance language usage

- Use prefixes, suffixes and roots to determine word meaning
- Use new vocabulary in other contexts

STANDARD 2: WRITING AND SPEAKING

Students write and speak for a variety of purposes and audiences

2.1 BENCHMARK: GENRE

Write and speak in a variety of genres

- Write **narrative texts** with characters, setting (time & place), problem/solution
- Write **narrative, expository, and descriptive texts**

2.2 BENCHMARK: AUDIENCE AND PURPOSE

Write and speak for a variety of audiences and purposes

- Write and speak using appropriate voice for formal and informal **purposes**
- Focus writing on the specified topic according to **purpose**

2.3 BENCHMARK: WRITING PROCESS

Use the steps of the writing process (e.g., plan, draft, revise, edit, share)

- Revise drafts by adding, elaborating, deleting, combining, and rearranging **text**
- Edit drafts using more complex **editing** marks, e.g., paragraphing, transpose, insert apostrophe, etc.

*Skills listed on this document should be mastered at the grade level where they appear.

2.4 BENCHMARK: DEVICES AND WORD CHOICE

Use a variety of devices (e.g., figure of speech, symbolism, dialect, vocabulary) to convey meaning

- Use adverbs
- Create **plot** in writing

2.5 BENCHMARK: ORGANIZATION

Use a variety of strategies to organize written and oral presentations (e.g., lists, outlining, cause/effect, comparison/contrast)

- Use paragraph structure, including indenting
- Take notes from a variety of sources
- Use chronological sequencing
- Use appropriate transitions to organize ideas within paragraphs

2.6 BENCHMARK: PRODUCT PRESENTATION

Use appropriate strategies to publish writing

- Use word processing to create a legible document

STANDARD 3: LANGUAGE STRUCTURE

Students write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization and spelling

3.1 BENCHMARK: GRAMMAR AND USAGE

Use conventions of grammar and usage in writing and speaking

- Use irregular plurals correctly
- Know and use modifiers (e.g., comparative and superlative adjectives and adverbs)
- Form irregular verbs correctly (e.g., begin, began, begun; lie, lay, lain)
- Indicate paragraphs in writing by indenting

3.2 BENCHMARK: SENTENCE STRUCTURE

Use correct sentence structure in writing

- Use a variety of **sentence** beginnings including introductory clauses

3.3 BENCHMARK: PUNCTUATION

Use conventions of punctuation in writing

- Use apostrophes to show singular possession
- Use end-of-**sentence** punctuation correctly in dialogue
- Use commas for items in a series and before quotation marks in dialogue

3.4 BENCHMARK: CAPITALIZATION

Use conventions of capitalization in writing

- Capitalize proper nouns and proper adjectives (Hawaiian climate)
- Capitalize geographic names (Boston, Tokyo)

3.5 BENCHMARK: SPELLING

Use conventions of spelling in writing

- Spell frequently used words using phonics rules and exceptions
- Identify age-appropriate root words, prefixes and suffixes

STANDARD 4: THINKING AND VIEWING

Students apply thinking skills to their reading, writing, speaking, listening and viewing

4.1 BENCHMARK: THINKING AND ANALYTICAL SKILLS

Use thinking and analytical skills in writing, reading, speaking, listening and viewing

- Draw conclusions and make inferences
- Determine **author's purpose**

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4.2 BENCHMARK: PROBLEM SOLVING

Use reading, writing, speaking, listening and viewing to define and solve problems

- Identify problems and generate possible solutions

4.3 BENCHMARK: OPINIONS

Recognize, express and support opinions orally and in writing

- Form and express opinions in response to written texts

4.4 BENCHMARK: AUTHOR'S POINT OF VIEW

Know the purpose, perspective and historical and cultural influences of a speaker, author or director

- Recognize differences between characters and setting in different texts

4.5 BENCHMARK: EVALUATION

Use a variety of criteria to evaluate information (e.g. reliability, accuracy, relevancy)

- Use simple checklists to revise and evaluate work

STANDARD 5: RESEARCH

Students read to locate, select, and make use of relevant information from a variety of media, reference and technological sources

5.1 BENCHMARK: RESOURCES

Understand the structure, organization and use of resources to gather information for research

- Know how pull-down menus organize electronic information
- Understand what computer icons represent
- Understand the function of key word searches
- Use passwords, entry menu features, pull-down menus, icons, and key word searches

5.2 BENCHMARK: ORGANIZATION OF INFORMATION

Use a variety of strategies to organize information

- Take simple notes from relevant sources (e.g., guest speakers, periodicals, on-line searches)

5.3 BENCHMARK: DOCUMENTATION

Document information sources

- Give credit for research information by author and title of resources

5.4 BENCHMARK: RESEARCH PRODUCTS

Communicate the results of research

STANDARD 6: LITERATURE AND CULTURE

Students read and recognize literature as a record of human experience

6.1 BENCHMARK: LITERARY TERMINOLOGY

Recognize and use literary terminology

- Identify main characters and supporting characters in a story
- Understand how characters change
- Compare characters within or between texts

6.2 BENCHMARK: READING GENRES

Read a variety of literary and informational texts

- Read and respond to myths
- Read and respond to content-area reading

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6.3 BENCHMARK: CULTURE

Read to learn about culture

- Know similarities and differences among stories
- Understand ways in which stories reflect the ethnic background of the author and the culture in which they were written

6.4 BENCHMARK: LITERARY ANALYSIS

Use a variety of strategies to understand and analyze texts

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