

Understanding the Standards – Grade 4

In fourth grade, there is an increased emphasis on reading comprehension by comparing literary and informational texts. The student will apply comprehension strategies to monitor their understanding and to think critically about the grade level texts read. Collaborative conversations and writing about reading continue as an extension to expand students' understanding of what they read. The student will read a variety of genres with a focus on realistic and historical fiction across cultures. The student will expand vocabulary using knowledge of roots, affixes, synonyms, antonyms, and homophones. The fourth-grade student continues to write in a variety of forms and purposes across content. Student writing in fourth grade gets more complex, and the student will use organizational structures to convey their message through writing. Working in diverse teams as both a facilitator and a contributor, the student will continue to increase communication and collaboration skills. The student will deliver multimodal presentations and begin to examine media messages. The student will demonstrate comprehension of the research process by evaluating the relevance and reliability of information collected to create a research product. Additionally, the student will continue to understand the difference between plagiarism and using their own words.

Foundations for Reading

4.FFR.3 Phonics and Word Analysis: The student will apply grade level phonics and word analysis skills to decode (read) unfamiliar words in grade level text.

- A. Use knowledge of syllabication and syllable types to decode and encode words.
- B. Use knowledge of morphology (suffixes, prefixes, root/base) to decode words.
- C. Read grade-level high-frequency words, including decodable and irregular words, with automaticity and accuracy.

4.FFR.3 Phonics and Word Analysis: The student will apply grade level phonics and word analysis skills to decode (read) unfamiliar words in grade level text.

- *Phonics is the instruction in the relationship between letters and the sounds they represent. (Honig et al, pg. 170)*
- *The purpose of phonics and word analysis is to allow students to read grade level text fluently. See 4.DSR for additional information.*
- Phonetic principles include decoding (reading) and encoding (spelling).
 - Decoding is the ability to read a word from print to speech using grapheme-phoneme (letter to sound) correspondences.
 - Encoding is the ability to spell a word from speech to print using phoneme-grapheme (sound-letter) correspondences.
- Word analysis in fourth grade includes multiple strategies. Strategies for reading multisyllabic words may include:
 - Review known words parts, or meaningful morphemes, smallest unit of meaning.

- Root – the most basic form of a word from which other words are formed. Many English words are derived from Greek and Latin roots. Students must be taught common Greek and Latin roots in order to read and understand complex text.
 - e.g. – *struct* – *to build*, and *form* – *to shape*
- Base – can always stand alone as independent word.
 - e.g. – *activity*, *action*, *acted*, *react* are all words containing the base word “*act*”
- o Review the word for affixes.
- o Affixes (prefixes/suffixes)
 - Prefix – added to the beginning of the word to make a new word.
 - Suffix – added to the end of the word to change the meaning, or grammatical function of the word.
- o Review the word for vowels and count the number of syllables. Use knowledge of syllable types to predict vowel sound. Syllabication is the division of a multisyllabic word into separate syllables with each syllable containing one vowel sound.
- o Recognize syllable types:
 - Closed syllables end in a consonant(s) and the vowel sound is short. (e.g. *hap*-pen**, *tab*-let**)
 - Open syllables end in a single vowel sound and the vowel is long. (e.g. – *o*-pen*, *mo*-tion*)
 - Vowel-Consonant-e syllables contains a long vowel sound, spelled with one vowel letter followed by one consonant and a silent e. (e.g. *while**, *com-plete**)
 - Vowel Team syllables can contain long vowel sounds, short vowel sounds, and diphthong sound spelled with a vowel combination (e.g. *chief**, *pur-suit**, *crawl**, *play*-ing*)
 - Vowel R syllables contains a letter combination made up of a vowel followed by the letter –r that stands for a unique vowel sound (e.g. *mir*-ror**, *far*-ther**, *start**, *cir*-cus*)
 - Cle syllables – a final, separate syllable containing a consonant followed by the letters le (e.g. *ta-ble**, *bi-cy-cle**)
- The process that students use to learn phonetically regular words is the same process that students learn to read phonetically irregular words. The careful analysis of each letter-sound correspondence is necessary for students to read grade-level, high frequency words accurately and automatically.
 - o Regular words are words that have a predictable grapheme-phoneme correspondence.
 - o Irregular words are those that cannot be readily decoded because they contain a grapheme-phoneme correspondence that is unique to that word or a few words. Some words are permanently irregular such as *people*, *therefore*, *Wednesday*.

Developing Skilled Readers and Building Reading Stamina

4.DSR The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.

- A. Read a variety of grade-level complex texts with accuracy, automaticity, appropriate rate, and meaningful expression in successive readings to support comprehension. Monitor while reading to confirm or self-correct word recognition and understanding, as necessary (**Reading Fluency, K-12**).
- B. Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the lower range of the grades 4-5 band (See the Quantitative and Qualitative Analysis charts for determining complexity in the Appendix.) (**Text Complexity, 2-12**).

- C. When responding to texts through discussion and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (**Textual Evidence, K-12**).
- D. Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.). Use this background knowledge as context for new learning (**Deep Reading on Topics to Build Knowledge and Vocabulary K-12**).
- E. Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to common organizational text structures, summarizing, asking questions of the text, and others (**Reading Strategies 3-12**).

***Note: These standards will be applied when students are reading, writing, collaborating, and researching as described in the remaining standards.**

4.DSR The student will build knowledge and comprehension skills from reading and listening to a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts and reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.

- Reading comprehension is the product of listening comprehension and decoding, otherwise known as The Simple View of Reading, SVR (Gough and Tunmer, 1986). This standard addresses competencies for both sides of the SVR equation.
- This standard is intended to acknowledge the complex nature of comprehension. Reading comprehension is not a single ability (Catts and Kamhi, 2017).
- Comprehension is the combination of three factors: the reader, the text, and the activity. (RAND 2002)
 - The ‘reader’ brings a set of skills such as prior knowledge and experiences. They also bring their word reading ability and their language ability. Before reading, students can activate their prior knowledge. If prior knowledge is lacking, teachers can build background knowledge to facilitate the ability to link knowledge to events represented in the text.
 - The ‘text’ includes factors that can affect understanding such as the subject matter, text complexity, structure, and clarity of text coherence, how the ideas within the text fit together. When students know the structure of a text, they are able to utilize the predictable patterns to retain key details for later recall.
 - The ‘activity’ refers to the purpose for reading. Why are we reading? Is it to learn, to enjoy a story, or to strengthen an opinion? Before reading, teachers can provide a purpose or help students set a purpose for reading to help make sense of text and retain details for later recall.
- Fluency is the ability to read a text reasonably accurate, at an appropriate rate with suitable expression that leads to accurate and deep comprehension and motivation. (Hasbrouck & Glaser, 2019)
- Reasonably accurate means that the student should be able to read 95%-98% of the words correctly. (Hasbrouck, 2024)
- Appropriate rate means students reading should sound like speech, (Stahl and Kuhn, 2002)
- Suitable expression means the student’s reading should sound like speech with pitch, tone, volume, phrasing, etc. (Stahl and Kuhn, 2002)
- There are two types of text students in fourth grade should be exposed to. Each has as specific purpose and goal for reading development.

- o *Read Alouds* are texts that are above a student's grade level and are used to stretch students' listening comprehension. They support growth in complex sentence structure and vocabulary.
- o *Grade level* texts are texts that fall within the grade 4 text complexity band. Teachers should refer to the Quantitative and Qualitative Analysis charts in the Appendix for the grades 4-5 band. Engaging with complex texts is important for students learning new concepts and increase exposure to high level vocabulary, language, and content. Students may have differing levels of readiness for grade-level, complex texts. Teachers can provide scaffolds as needed to support all students reading grade level texts.
- Fourth grade students should be introduced to wide reading across text sets centered on a topic and containing different genres. Focus on one topic across multiple genres will allow students to build background knowledge, strengthen vocabulary and deepen their understanding of the topic through exposure to related vocabulary, and topic related texts.
- Fourth grade students should be taught to use reading (*sense-making*) strategies (e.g. comprehension monitoring, predicting, visualizing, questioning, making connections) through well planned explicit instruction by the teacher. Teachers can encourage students to monitor breakdowns in their comprehension by modeling how to pay attention and react to the text, as well as the text structure, when the text is not making sense.
 - o Strategies should not be isolated from the text reading and lesson, but rather incorporated to encourage students actively thinking while reading.
 - o "Strategy instruction must be incremental and follow a series of steps that result in a gradual release of responsibility" (Shanahan, 2010)

Reading and Vocabulary

4.RV The student will systematically build vocabulary and word knowledge based on grade-four content and texts.

4.RV.1 Vocabulary Development and Word Analysis

- A. Develop general academic language and content specific vocabulary by listening to, reading, and discussing a variety of texts relevant to a grade four topic or subject area.
- B. Discuss meanings of complex words and phrases acquired through conversations and literature.
- C. Determine the meaning of complex words using frequently occurring root words and inflectional affixes (e.g. *-s*, *-ing*, *-ed*).
- D. Use the context of a sentence to apply knowledge of homophones.
- E. Apply knowledge of morphology, synonyms, and antonyms to determine the meaning of complex words.
- F. Develop breadth of vocabulary knowledge by listening to and reading high quality, complex text.
- G. Distinguish shades of meaning among verbs and adjectives.
- H. Use strategies to infer word meanings.
- I. Use glossaries, beginning dictionaries, and thesauruses, both print and digital, to determine or clarify the meaning of words and phrases.
- J. Use newly learned words and phrases in discussions and speaking activities.

4.RV The student will systematically build vocabulary and word knowledge based on grade-four content and texts read or heard.

- Reading comprehension is the product of listening comprehension and decoding, otherwise known as The Simple View of Reading, SVR (Gough and Tunmer, 1986). This standard addresses competencies for the language comprehension side of the SVR equation.
- Vocabulary is the single most important indicator of later reading success, once children have learned decoding. (Moats & Tolman, 2019) The richer a student's vocabulary, the richer their reading comprehension.
- As stated in Standard 4.DSR, reading multiple texts centered around a topic, or a text set, allows students to build knowledge and vocabulary. Text sets also allow student multiple opportunities to hear related words and build knowledge networks. This is essential for students' long term comprehension success.
- Grade four content corresponds with the social studies and science standards in fourth grade. Teachers can leverage texts in these areas to reinforce vocabulary and build knowledge.
- Word learning happens both incidentally and explicitly.
 - Vocabulary can be acquired incidentally, or through indirect exposure to words, by engaging in rich oral language experiences, read alouds, and students' reading.
 - An important component of four grade is explicit vocabulary instruction. The first step is selecting words that are critical to the understanding of the texts. This instruction includes giving a student friendly definition, providing examples and non-examples of the word in context, and allowing students to use the word in speaking and writing.
- Teachers should be intentional about which words they select to explicitly teach. These could include general academic language, and content-specific vocabulary words.
 - *General Academic Language* – words that are not necessarily common in conversational language, but more likely to be used in the classroom in academic reading, writing and conversation (e.g. *summarize, evaluate*).
 - *Content-Specific Vocabulary* – words that are unique to the content being covered and require explicit instruction in order for content understanding to be obtained (e.g. *migration, hibernation*).
- Fourth grade students should be able to understand the meaning of grade level unknown words by using words parts and morphology to understand word relationships (e.g. *root words, inflectional endings, homophones, synonyms, antonyms*).
 - *Root words* - the most basic form of a word from which other words are formed. Many English words are derived from Greek and Latin roots (e.g. – *struct – to build, and form – to shape*)
 - *Inflectional endings* – a morpheme added to a word to change the grammatical meaning (e.g. *adding -ed which means the action occurred in the past*).
 - *Affix-* a morpheme added to a root word that changes its meaning.
 - *Prefixes* are meaningful word parts that come at the beginning of a word. For example, how the prefix *dis-* changes the meaning in the word *dislike*.
 - *Suffixes* are meaningful word parts that come at the end of a word. For example, how the suffix *-less* changes the meaning in the word *useless*.
 - *Homophones* – words that have the same pronunciation, but different meanings (e.g. *flu, flew*).
 - *Synonyms* – words that have similar meanings, (e.g. *sad/gloomy*).
 - Synonyms allow students to discuss shades of meaning, allowing them to build word gradients to determine complex word meanings and develop richer vocabulary (e.g. *eat, consume, gobble, devour*).
- *Antonyms* – words that have opposite meanings (e.g. *quiet/noisy*)
 - Antonyms allow students to discuss degrees of meaning, allowing them to place words in a continuum (e.g. *enormous, large, average, small, tiny*).
- Fourth grade students can use their knowledge of word relationships when inferring the meaning of complex words.
- Infer – to make a well-informed guess using surrounding clues, or hints about the meaning of the word.

- When students use vocabulary in their speaking and writing, knowledge of the word is solidified.

Reading Literary Text

4.RL The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of grade-level complex literary texts read to include fantasy, humor, poetry, realistic fiction, historical fiction, biography, autobiography, and folklore/tall tales, with a focus on poetry, realistic fiction, and historical fiction.

4.RL.1 Key Ideas and Plot Details

- A. Summarize the theme of stories, dramas, or poetry, including the thematic topics (e.g., courage, loyalty, family) and how characters respond to challenges.
- B. Describe the central conflict and explain the resolution using an understanding of text structure and events from the plot as evidence.
- C. Analyze characters in-depth, drawing on specific details from the text, including their words, actions, or a character's thoughts.

4.RL.1 Key Ideas and Plot Details

- Recognizing theme enriches comprehension and appreciation of literature, strengthens understanding of plot, and fosters critical thinking and effective communication skills. In fourth grade, students will expand their understanding of theme, the central message of a story, by summarizing the theme through examining the conflict of a narrative and how the characters respond, whether successfully or unsuccessfully, to the challenges they face throughout the story. Summarizing requires students to determine the important plot events of a story and succinctly articulate (say or write) those important details.
- In fourth grade, students are expected to describe central conflicts and resolutions through generalizing how narrative text structures reveal plot, or conflict development, and continuing to cite plot events as textual evidence. While students are not expected to know the names of specific plot events, fourth graders are expected to recognize the distinctive pattern of organization for narrative texts known as plot. (See 4.W.1.A) Students are expected to know that narratives are organized around a central conflict (See 4.W.1.B). Thus, fourth grade students should understand that narratives are organized by a sequence of events (plot), which tracks the development of, and character response to a central conflict of a story.
- In previous grades, students learned to describe character's attributes (i.e, traits, motivations, or feelings) and development throughout a story (See 2.RL.1C and 3.RL.1.C). In fourth grade, students will analyze characters by examining their words, actions, and thoughts. Students are expected to use these specific details as evidence for a character's identified attributes. Fourth graders should recognize that the character will likely change, or evolve, throughout the story. In their analysis, students should identify which attributes change or remain static citing similarities or differences of these specific details from the beginning to the end of the story.

4.RL.2 Craft and Style

- A. Determine how an author uses language (dialogue, sensory language, and dialect), characters, and settings to advance the plot.

- B. Identify the characteristics of different genres of literary texts (e.g., drama, poems, stories) and refer to the structural elements of each.
- C. Identify the narrator of a story and the speaker of a poem.
- D. Differentiate between first-and third-person point of view.

4.RL.2 Craft and Style

- Fourth graders will examine how the changes in character's words, actions, and thoughts or change to the setting (time and place) impact plot development. Fourth grade students will expand their understanding of how an author's use of language impacts the plot. Students will consider how conversations between characters (dialogue), descriptive language intended to evoke a sensory response in the reader (which likely effects a character's traits, motivations, and feelings), and the inclusion of dialects impact a story and the advancement of plot.
- While all narrative texts contain plot, different genres of literary texts contain different characteristics and structures. Fourth grade students will expand their prior learning to include identifying the different structures for different genres. Students should be able to apply this understanding when identifying the differences between genres of literary texts using the characteristics and structures as supporting evidence.
- Students in fourth grade are expected to recognize from which character's perspective a story is being told, which includes a specific character by name or an unknown narrator/speaker. Fourth grade students should be able to articulate how they determined the narrator/speaker referencing specific details from the text.
- In fourth grade, students begin to differentiate between first-and-third-person point of view. Students should know that point of view is the perspective from which a story is told. Fourth grade students need to be able to articulate the differences between first-and-third-person point of view. Students will apply their understand of these differences by examining the use of pronouns in the narration of a literary text, and how characters and events are spoken about to differentiate between a story told in first-and-third-person point of view.
 - First person point of view- the narrator is a character in the story, telling the story from their own point of view.
 - Third person point of view- the narrator exists outside the events of the story.

4.RL.3 Integration of Concepts

- A. Set a purpose for reading by activating prior (experience) and background (content) knowledge.
- B. Compare and contrast details in paired literary and informational nonfiction texts including their treatment of similar themes, topics, and patterns of events.
- C. Explain the overall structure of stories, poems, and plays and how each successive part builds on earlier sections.

4.RL.3 Integration of Concepts

- Fourth grade students should always have a purpose for reading. Students can be provided with a purpose or set a purpose for themselves. Teachers and students should consider prior and background knowledge when setting a reading purpose. When experiencing multiple interactions with a single text, students should recognize how their purpose for reading may change, which impacts their comprehension.
- During third grade, students begin to compare and contrast details in paired literary and informational nonfiction texts including their treatment of similar themes, topics, and patterns of events (See 3.RL.3.B). Fourth grade students will continue to practice this skill. Students will synthesis information between connected texts to expand their understand and further develop their background knowledge and vocabulary. (See 4.DSR)

- Fourth graders will use their understanding of the structural elements used within stories, poems, and plays (See 4.RL.2.B) to explain how a specific literary text is organized and how the events provided in each part of the text builds on earlier sections (plot development).

Reading Informational Text

4.RI The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read.

4.RI.1 Key Ideas and Confirming Details

- A. Summarize the main idea of multi-paragraph texts and the specific paragraphs within them, explaining how key details support the main idea.
- B. Summarize events, procedures, ideas, or concepts in historical, scientific, or technical texts, including what happened and why.
- C. Distinguish between fact and opinion and explain how an author uses reasons and evidence to support opinions within texts.

4.RI.1 Key Ideas and Confirming Details

- In fourth grade students build on the foundation of identifying the main idea and details of a text in order to summarize the main idea of texts (including entire texts, multiple paragraphs within the text, or a specific paragraph from the text) and explain how key details included in the text support the main idea. As texts become more complex, students will be required to identify an implied main idea. Summarizing an implied main idea requires students to identify the most important key details and succinctly articulating (say or write) the common thread between this information. Fourth graders will justify the identified implied main idea by explaining how the supporting evidence, or key details, are related/connected.
- In fourth grade, students continue to summarize events, procedures, ideas, or concepts in historical, scientific, or technical texts. In order to summarize texts, students must determine and succinctly articulate (say or write) the most important information. When summarizing texts, fourth grade students will include information explaining what happened and why.
- Students in fourth grade will distinguish between facts and opinions within a text (See 2.RI.1.C) in order to explain how an author uses factual information (reasons and evidence) to support their opinions. As texts increase in complexity, students may need to infer the opinions (or perspective) of authors in the same way implied main ideas are inferred.

4.RI.2 Craft and Style

- A. Explain how authors select an organizational pattern (e.g., cause/effect, comparison/contrast, problem/solution) using transitional words and phrases to support their purpose and a reader's understanding of a text.
- B. Apply knowledge of text features and search tools in multiple print and digital sources to locate and categorize information efficiently and gain meaning.
- C. Explain the author's purpose for writing, including what the author wants to answer, explain, or describe based on the connections between particular sentences and paragraphs.

4.RI.2 Craft and Style

- During third grade, students began describing major structural differences between organizational patterns used in informational texts. These organizational patterns included cause/effect, compare/contrast, problem/solution, description, sequence, and chronological order (See 3.RI.2.A). Students will understand that organizational patterns show how information is related or connected throughout a text. Fourth grade students will explain how an author selects an organizational pattern based on their purpose and main idea. Fourth graders will explain how authors use transition words or phrases related to the selected organizational pattern, which supports their purpose and main idea as well as a reader's comprehension of a text.
- Fourth graders will continue to apply knowledge of text features and search tools (See 3.RI.2.B) in both print and digital texts to efficiently locate, categorize, and gain information or meaning of vocabulary.
- Students in fourth grade will understand that authors write informational texts in order to answer, explain, or describe something. Fourth graders will explain an author's main purpose for writing an informational text. Students should reference the relationship or connections between sentences and paragraphs when explaining the author's purpose.

4.RI.3 Integration of Concepts

- A. Use prior (experience) and background (content) knowledge as context for new learning.
- B. Compare and contrast multiple accounts of the same event or topic and describe the differences in focus and the information provided.
- C. Describe the relationship between a series of historical events, scientific concepts, or steps in technical procedures using words that pertain to comparison, sequence, or cause and effect.

4.RI.3 Integration of Concepts

- Students need know that when reading informational texts, the purpose is to expand their knowledge of topics.
- Fourth graders will continue to practice comparing and contrasting multiple accounts within or between texts on the same event or topic. Fourth grade students will describe how the focus of multiple accounts differ and presented different information. Students will recognize the reliability of information presented in an informational text by comparing and contrasting the focus of, and information included (or excluded) from within each of the multiple accounts.
- During third grade, students described the connections, or relationships, between a series of historical events, scientific ideas or concepts, or steps in a technical procedure presented in a text (See 3.RI.3.C). Fourth graders will continue to practice this skill. Students will extend this learning by using words pertaining to comparisons, sequence, and cause and effect within their descriptions of these connections based on what information was included in the text and how it was presented.

Foundations for Writing

4.FFW The student will print legibly in manuscript and cursive while applying grade level word knowledge to spell words correctly.

4.FFW.1 Handwriting

- A. Maintain legible printing.
- B. Maintain legible cursive.
- C. Sign his/her first and last name.

4.FFW.1 Handwriting

- In order for students to be effective writers they must master foundational writing skills such as handwriting. When foundational writing skills are fluent it allows students to focus on communicating their message with their readers.

4.FFW.2 Spelling

- A. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to spell accurately.
- B. Use phoneme/grapheme (sound/symbol) correspondences to decode (read) and encode (spell) grade-level high-frequency words with automaticity and accuracy.

4.FFW.2 Spelling

- Spelling is an essential component for students' literary success and supports students' development in both reading and writing.
- Teachers can leverage students' understanding of spelling single syllable words, to spell multisyllable words. Teachers can reinforce the reciprocal nature of decoding and encoding by using similar strategies to spell multiple syllabic words.
- Syllabication is the division of a multisyllabic word into separate syllables with each syllable containing one vowel sound.
 - o Syllable Types - The first five syllable types are all found in single syllable words.
 - Closed syllables end in a consonant or consonant cluster and the vowel sound is short *e.g., brag, jump, pic*nic**
 - Open syllables end in a single vowel and the vowel sound is long *e.g. he, hi, ba*by*
 - Vowel- Consonant-e syllables contain a long-vowel sound spelled with one vowel letter followed by one consonant and a silent e, *e.g. provide*, tadpole**
 - R-Controlled syllables contain a letter combination made up of a vowel followed by the letter -r that stands for a unique vowel sound, *e.g.- per*fect, snor*kel.*
 - Vowel Team syllables can contain a short vowel, long vowel, or diphthong sound spelled with a vowel combination, *e.g. canteen*, poi*son, complain*.*
 - Consonant-le syllables are a final, separate syllable containing a consonant followed by the letters le, *apple*, table**. *This is the only syllable type that cannot be in single syllable words.*
- Students should use their knowledge of affixes when spelling multisyllabic words. Refer to Foundations for Reading 4.FFR.3.
- Through careful analysis of phoneme-grapheme correspondences, students are able to recognize and apply known phonics patterns to unknown words.
- Irregular words are those that are not readily spelled because they contain a phoneme-grapheme correspondence that is unique to that word or a few words. Some words are permanently irregular such as *people, therefore, Wednesday*. Irregular words should still be taught based on phoneme-grapheme correspondences.

Writing

4.W The student will compose various works for diverse audiences and purposes, linked to grade four content and texts.

4.W.1 Modes and Purposes for Writing

- A. Recognize different forms of writing (narrative, expository, and opinion) have distinctive patterns of organization to support their purpose.

- B. Write personal or fictional narratives that are logically organized around a central problem or conflict.
- C. Write expository texts to examine a topic that develops the focus with facts, details, or other information and uses linking words to connect ideas.
- D. Write persuasive pieces on topics or texts, that express a clear opinion support by facts, details, and reasons.
- E. Write in response to text(s) read (including summaries, reflections, and descriptions) to demonstrate thinking with details, examples, and other evidence from the text, using linking words to connect ideas.

4.W.1 Modes and Purposes for Writing

- Teachers should leverage the reciprocal nature of reading and writing (e.g. reading mentor texts, examining characteristics of exemplars). By writing in response to grade level content and texts, fourth grade students continue to develop writing skills by writing narrative, expository, and opinion compositions. This will allow them to develop communication and critical thinking skills while deepening their knowledge of the various types and purposes for writing.
- Recognizing text structure is one comprehension strategy that can help students understand what they are reading. When students apply this knowledge to their writing, it helps them clearly express their ideas to the audience of the piece.
- Students should identify different forms of writing based on their distinctive patterns of organization.
 - o Narrative texts are organized in a pattern around a central problem or conflict.
 - Students should write narratives that entertain, share a personal experience, or alter an existing story by developing characters, plot and experiences.
 - Personal narratives tell a story about events from students' lives. Fictional narratives tell a story about characters, events or places that are imaginary.
 - o Expository texts examine a topic that includes facts, details and other information.
 - Expository texts follow a variety of structures (e.g. compare and contrast, cause and effect, problem and solution, etc.) See 4.RI
 - Students write expository texts to examine a concept, focusing on explaining idea and information logically using text structures.
 - o Persuasive texts express a clear opinion supported by facts, details, and reasons and attempts to convince the reader of that opinion.
 - o Students should also write in response to text to demonstrate their comprehension. Students should use the text as evidence for their thinking.

4.W.2 Organization and Composition

- A. Engage in writing as a process to compose well-developed paragraphs. This includes:
 - i. Providing an introduction that includes a clear topic sentence that connects to the central idea.
 - ii. Developing, selecting, and organizing ideas relevant to topic, purpose, and genre using precise language and topic-specific words and phrases, descriptive details, and sensory language.

- iv. Using transition words and prepositional phrases to vary sentence structure and link sentences.
- v. Providing a concluding statement or section.

4.W.2 Organization and Composition

- As students generate and organize ideas using the writing process (e.g., planning, drafting, revising, editing), they learn to develop and organize their ideas. Students should be given a variety of opportunities to plan (e.g., outline, brainstorm), draft (e.g., compose a written first draft anticipating mistakes and corrections), revise (e.g., add, remove, or rearrange ideas), and edit (e.g., proofread for grammar, punctuation, and spelling).
- In fourth grade, students should generate ideas, organize, write, and refine multi-paragraph texts, with a focus on elaboration and unity. Students should compose a clear topic sentence that focuses their topic by expressing the purpose of the text and establishing a central idea. Students should maintain an organized structure that incorporates evidence and that fits the form and topic. Students should elaborate clearly and support ideas with relevant facts, definitions, details, quotations, and examples.
- Students need to use transition words and prepositional phrases to vary sentence structure and link sentences.
 - Transition words (e.g. however, otherwise, in contrast, etc.) help provide sentence variety.
 - Prepositional phrases begin with a preposition (at, with, to, of, for, etc.)
- Fourth graders should include a concluding statement or conclusion paragraph that enhances the central idea by summarizing main points and adding closure for the reader.

4.W.3 Usage and Mechanics

- A. With guidance and support from peers and adults, develop and strengthen writing as needed by revising for quality of ideas, organization, sentence fluency, and word choice.
- B. Self-and-peer-edit writing for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English (See Language Usage for grade-level expectations).

4.W.3 Usage and Mechanics

- Fourth grade students will continue (See 3.W.3.A) to use guidance from peers and adults to support them in revising their writing. Students will focus on the following:
 - Word choice is the specific selection of words and phrases in writing that helps to convey a specific message and/or tone.
 - Sentence fluency is the way that words and phrases flow together cohesively. Students should expand, combine, and reduce sentences for meaning, audience, and style (see 4.LU.1)
- In fourth grade, students should have opportunities to self-and-peer edit writing, by finding and correcting errors in capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English.

Language Usage

4.LU The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations when informal discourse is more appropriate.

4.LU.1 Grammar

- A. Produce, expand, and rearrange simple and compound sentences, including prepositional phrases, when speaking and writing.

- B. Use coordinating (e.g., *and*, *but*), subordinating (e.g., *although*, *because*) conjunctions to join words and phrases in a sentence.
- C. Use adjectives to compare and describe noun or noun phrases with specificity when speaking and writing.
- D. Use modal words (e.g., *can*, *may*, *must*) to convey various conditions when speaking and writing.
- E. Use standard subject-verb agreement when speaking and writing.
- F. Use standard noun-pronoun agreement when speaking and writing.

4.LU.1 Grammar

- In 4th grade, students must use the conventions of Standard English when speaking and writing. This includes recognizing when to use formal English and when informal discourse may be more appropriate. These concepts are essential to speaking and writing effectively as students improve clarity and sophistication of communication.
- By 4th grade, students should be able to produce, expand, and rearrange simple and compound sentences (See 2.LU.1 A) In 4th grade students begin including prepositional phrases.
- Prepositional phrases begin with a preposition (at, with, to, of, for, etc.)
- Fourth graders will use coordinating (e.g., *for*, *and*, *nor*, *but*, *or*, *yet*, *so*) and subordinating (e.g., *since*, *when*, *after*, *because*, *if*) conjunctions to show the relationship between words and phrases in sentences.
 - Coordinating conjunctions show the relationship between related and equal ideas.
 - Subordinating conjunctions show the relationship between related but unequal ideas.
- Fourth graders will continue to practice using adjectives to compare and describe nouns and noun phrases. Using adjective to modify nouns allows students to be more precise and detailed when speaking and writing.
- By fourth grade, students have learned how to properly use regular and irregular verbs (See 2.LU.1.E and 3.LU.1.D). Fourth grade students will begin using modal words (i.e., *may*, *might*, *must*, *can*, *could*, *ought*, *shall*, *should*, *will*, and *would*).
 - Modal words are verbs used to express extra information about the necessity, intent, ability, or possibility of something happening. Students will learn how modal words change the meaning of a message and determine appropriate usage in their own writing.
 - Fourth graders should know that sentences' subjects and verbs must agree in number to provide clarity to listeners/readers. Students must be able to identify subjects and verbs in sentences and determine if the subject is singular or plural. The rigor of this standard increases as students begin working with compound sentences.
 - Students will understand that pronouns and the nouns being replaced must agree in number and person. To successfully determine if pronouns and nouns agree, students must correctly identify a pronoun and the noun it replaces, determine if the pronoun and noun are singular or plural.

4.LU.2 Mechanics

- A. Use commas in series, dates, addresses, and letters in writing.
- B. Use commas and quotation marks to indicate dialogue in writing.
- C. Use apostrophes to form contractions and to show possession in writing.
- D. Use conventional spelling for high-frequency and other studied words and grade level word analysis knowledge.
- E. Consult reference materials to check and correct spelling.

4.LU.2 Mechanics

- By fourth grade, students are using commas in the greeting and closing of letters (See 2.LU.2.B), and using commas when writing a series, date and address (See 3.LU.2.A)
- Fourth grade students will begin writing or editing dialogue to include proper usage of commas and quotation marks.
 - Students will understand that a comma is used to separate dialogue from its tag (e.g., *he said*).
 - Students will know that quotation marks are used to enclose the dialogue, or what the character says.
 - Fourth grade students should use commas and quotation marks in dialogue to include when the tag is found before, after, or between the dialogue.
- Fourth graders should also know to start a new paragraph when a new character begins speaking for clarity.
- Fourth grade students will continue to use apostrophes to form contractions and show possession in writing (See 3.LU.2)
- In fourth grade, students should consistently spell frequently used words correctly (See 4.WF.2) in order to enhance their writing and eliminate misunderstandings.
- Students may consult digital and print reference materials (e.g., dictionary, thesaurus, etc.) to check and/or correct their spelling. Correctly spelling words is important for writing because it allows for accuracy and supports students' communicating their ideas.

Communication and Multimodal Literacies

4.C The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.

4.C.1 Communication, Listening, and Collaboration

- A. Participate in a range of sustained collaborative discussions with diverse partners on grade four topics and texts. This includes:
- i. Listening actively and speaking using agreed-upon discussion rules.
 - ii. Respectfully building on others' ideas and clearly expressing their own.
 - iii. Asking and answering specific questions to clarify concepts, share, or follow up on information, make connections, and confirm new understanding(s).
 - iv. Using evidence, examples, or details to support opinions and conclusions.
 - v. Actively engaging throughout the collaboration

4.C.1 Communication, Listening, and Collaboration

- Effective oral communication and collaborative skills are important in building a community of learners that are able to process, understand, and interpret subject matter as a group. In fourth grade, students should continue to develop oral communication and collaboration skills as they work within their community of learners, processing, understanding, and interpreting content. This type of collaborative work will foster important skills needed for teamwork, critical thinking, and collective problem-solving. This means students should regularly engage in sustained collaborative discussions with peers about grade level texts and topics.
- When discussions follow clear guidelines that are agreed upon by the group, all students can contribute comfortably and know that their ideas will be heard as they work toward meeting the goals of the conversation. Students should listen actively through both verbal and nonverbal communication, including paying attention, contributing ideas, and showing respect.

- When students participate in respectful discussions and collaborative work, they listen to each other with the intent to understand, show value for other students' ideas, and ask questions to clarify meaning. Students should be able to paraphrase and summarize ideas being discussed and support those ideas with evidence, examples, and details.
 - This will ensure that students maintain focus on the topic and encourage depth of conversation and analysis. Students can communicate agreement and tactful disagreement with ideas, using carefully constructed responses.
 - Students will learn to communicate agreement and disagreement respectfully, as it allows them to explore alternative viewpoints and encourages continued contributions, and builds understanding.

4.C.2 Speaking and Presentation of Ideas

- A. Report orally on a topic or text, tell a story, or recount an experience in an organized manner. This includes:
- i. Using descriptive details and appropriate facts to support themes or central ideas.
 - ii. Speaking audibly with appropriate pacing, prosody, and voice level.
 - iii. Using language (formal or informal) and style as appropriate to the audience, topic, or purpose.
 - iv. Encouraging audience participation through planned interactions (e.g., questioning, discussion, gathered responses, and movement).

4.C.2 Speaking and Presentation of Ideas

- Effective speaking and the presentation of ideas are skills that are paramount in enabling a person to communicate successfully. In fourth grade, students should report orally on a topic.
- In order to clearly communicate information, students should present in an organized and concise manner, providing evidence to support their main ideas. Being able to communicate information clearly and logically allows students to ensure that their audience is engaged and understands their presentation.
- In order to select vocabulary, language and style that is appropriate, students should consider the audience, topic and purpose of oral presentations. Selecting appropriate language ensures effective communication and enhances audience engagement.
- Students should use verbal communications, such as appropriate volume, tone, and enunciation to support their presentation. Attention to verbal communication will ensure that a student's message is heard clearly by the audience, increasing understanding and engagement.

4.C.3 Integrating Multimodal Literacies

- A. Select, organize, and create engaging presentations that include multimedia components and visual displays.
- B. Strategically use two or more interdependent modes of communication to convey the intended message and enhance the development of main ideas or themes.

4.C.3 Integrating Multimodal Literacies

- Integrating multimodal literacies involves flexibility in the way information is received and helps explain information using different methods of communication. In fourth grade, students should use their media and

visual literacy skills to create multimodal content that clearly communicates the purpose of the presentation, using two or more communication modes to make meaning (e.g., still or moving images, gestures, spoken language, and written language).

- o By creating organized, engaging multimodal presentations, students are able to practice creative and critical thinking skills and offer flexibility in presentation style, while also increasing audience engagement, and comprehension of their topic and purpose.
- When crafting media messages, students should consider the goals and objectives of the overall message and how best to deliver the message to a specific audience. Crafting messages that target a specific audience ensures that the presentation's content is relevant and engaging.

4.C.4 Examining Media Messages

- A. Differentiate between auditory, visual, and written media messages (e.g., videos, podcasts, print advertisements) and their purposes (to explain, to inform, to persuade).
- B. Compare and contrast how ideas and topics are depicted (e.g., animation, famous images and words, music and sound, photo-editing) in a variety of media and formats.

4.C.4 Examining Media Messages

- Examining media messages encourages critical thinking, promotes knowledge of media literacy and cultivates careful scrutiny of media misinformation.
- As students enhance their communication skills, they should also examine media messages in a variety of formats in order to understand how they are constructed and to analyze their effectiveness.
- In interpreting the information in media, students should be able to explain how details work together to create a message about the topic.
- Fourth graders will examine how similarities (comparisons) and differences (contrasts) in ideas and topics are depicted in a variety of media and formats.
- As students develop the ability to interpret information in media, they will become strategic, active consumers of information.

Research

4.R The student will conduct research and read a series of conceptually related texts on selected topics to build knowledge on grade-four content and texts, solve problems, and support cross-curricular learning.

4.R.1 Evaluation and Synthesis of Information

- A. Construct and formulate questions about a topic.
- B. Identify search terms to locate information on the topic and gather relevant information from various print and digital sources.
- C. Organize and synthesize information from the print and digital resources determining the relevance and reliability of the information gathered.
- D. Develop notes that include important concept, summaries, and identification of information sources.

- E. Organize and share information orally, in writing, or through visual display.
- F. Avoid plagiarism and give proper credit by providing citations whenever using another person's media, facts, ideas, graphics, music, and direct quotations.

4.R.1 Evaluation and Synthesis of Information

- In fourth grade, students should conduct research, and read a series of conceptually related texts on a topic, allowing them to build background knowledge on grade level content and texts, solve problems, and support cross-curricular learning. To do this, students need to be able to develop and revise research questions, evaluate sources and gather information, organize and synthesize information, and cite sources.
- Fourth grade students should construct and formulate research questions (See 4.R.1) When students craft effective research questions, they are more able to focus their research and to determine the success of their information gathering, refocusing when needed.
- Students should be able to use search terms effectively as they collect information from multiple digital and print sources. They should also evaluate each source for relevance, validity, and credibility as they gather and synthesize information. When students consider a larger variety of sources and gauge the quality of information provided, they are able to determine which information will help them develop their projects.
- Students should develop notes that include important concepts, summaries, and identification of sources.
- As students organize and share their findings, they learn to effectively present their research in various formats (e.g., multimodal presentations, reports, informal discussions). Being able to clearly present ideas and findings is a communication skill necessary for different academic and personal endeavors.
- Fourth grade students need to avoid plagiarism by giving credit for another person's work or quoted information using standard citations (e.g., author, article, title, webpage, and publication date).
 - Citing sources properly allows students to give credit to the author(s), add strength and authority to their own work, and allows for further investigation of cited sources.
 - This means students demonstrate honesty, integrity, and respect throughout the research process.