

Grade Four

In fourth grade, reading and writing skills support an increased emphasis on content-area learning and utilization of ~~the a variety of resources of the media center, especially~~ to locate and read primary sources of information. A significant percentage of reading material will relate to the study of mathematics, science, and history and social science. The student will use text organizers, summarize information, formulate questions, and draw conclusions to demonstrate reading comprehension. The student will also read classic and contemporary literature selections by a variety of authors. The student will continue to increase communication skills in large- and small-group settings. The introduction of media messages will begin in fourth grade and continue in fifth grade. ~~In addition~~ Additionally, the student will plan, draft, revise, and edit narratives and explanations. The student will ~~also~~ routinely use ~~information resources and~~ word references while writing. The student will demonstrate comprehension of information resources to research a topic and understand the difference between plagiarism and using his/her own words.

Oral Language Communication: Speaking, Listening, Media Literacy

- 4.1 The student will use effective oral communication skills in a variety of settings.
- a) Present accurate directions to individuals and small groups.
 - b) Contribute to group discussions across content areas.
 - c) Seek ideas and opinions of others.
 - d) Use evidence to support opinions.
 - e) Use grammatically correct language and specific vocabulary to communicate ideas.
 - f) Communicate new ideas to others.
 - g) Demonstrate the ability to collaborate with diverse teams.
 - h) Demonstrate the ability to work independently.
- 4.2 The student will make and listen to oral presentations and reports.
- a) Use subject-related information and vocabulary.
 - b) Listen to and record information.
 - c) Organize information for clarity.
 - d) Use language and style appropriate to the audience, topic, and purpose.
- 4.3 The student will learn how media messages are constructed and for what purposes.
- a) Differentiate between auditory, visual, and written media messages.
 - b) Identify the characteristics of various media messages.

Reading

- 4.3 ~~4.4~~ The student will ~~read fiction and nonfiction with fluency and accuracy~~ expand vocabulary when reading.
- Use context to clarify meanings of unfamiliar words.
 - Use knowledge of roots, affixes, synonyms, antonyms, and homophones.
Explain words with multiple meanings.
 - Use word-reference materials, including the glossary, dictionary, and thesaurus. Use knowledge of word origins; synonyms, antonyms, and homonyms; and multiple meanings of words. [Moved to SOL 4.4b]
 - Develop vocabulary by listening to and reading a variety of texts. Use word-reference materials, including the glossary, dictionary, and thesaurus. [Moved to SOL 4.4c]
 - Use vocabulary from other content areas.
- ~~4.5~~ The student will read fiction and nonfiction with fluency, accuracy, and meaningful expression.
- 4.4 ~~4.6~~ ~~4.5~~ The student will read and demonstrate comprehension of fictional texts, narrative nonfiction texts, and poetry.
- Explain the author's purpose.
 - Describe how the choice of language, setting, characters, and information contributes to the author's purpose.
 - Identify the main idea. Compare the use of fact and fantasy in historical fiction with other forms of literature.
 - Summarize supporting details. Identify major events and supporting details. [Moved to SOL 4.5c]
 - Identify the problem and solution. Describe the relationship between text and previously read materials. [Moved to SOL 4.5f]
 - Describe the relationship between text and previously read materials. Identify sensory words. [Moved to SOL 4.5g]
 - Identify sensory words.
 - Draw conclusions/make inferences about text.
 - Make, confirm, or revise predictions.
 - Identify cause and effect relationships.
 - ~~j~~k) Use reading strategies throughout the reading process to monitor comprehension.
 - Read with fluency and accuracy.

- 4.5 ~~4.7~~ 4.6 The student will read and demonstrate comprehension of nonfictional ~~at~~ texts.
- a) Use text ~~organizers~~ structures, such as type, headings, and graphics, to predict and categorize information in both print and digital texts.
 - b) Formulate questions that might be answered in the selection.
 - c) Explain the author's purpose.
 - d) Identify the main idea. ~~Make simple inferences, using information from texts.~~ [Moved to Sol 4.6f]
 - e) Summarize supporting details. ~~Draw conclusions, using information from texts.~~ [Moved to SOL 4.6f]
 - f) Draw conclusions and make simple inferences using ~~textural~~ textual information as support. ~~Summarize content of selection, identifying important ideas and providing details for each important idea.~~ [Moved to SOL 4.6d and SOL 4.6e]
 - g) Distinguish between cause and effect. ~~Describe relationship between content and previously learned concepts or skills.~~ [Moved to SOL 4.6i]
 - h) Distinguish between ~~cause and effect and between~~ fact and opinion.
 - i) Use prior knowledge and build additional background knowledge as context for new learning. ~~Identify new information gained from reading.~~ [Moved to SOL 4.6j]
 - j) Identify new information gained from reading.
 - k) Use reading strategies throughout the reading process to monitor comprehension.
 - l) Read with fluency and accuracy.

- 4.6 ~~The student will demonstrate comprehension of information resources to research a topic.~~
[Moved to SOL 4.9]
- a) ~~Construct questions about a topic.~~
 - b) ~~Collect information, using the resources of the media center, including online, print, and media resources.~~
 - e) ~~Evaluate and synthesize information.~~

Writing

- ~~4.7~~ ~~4.8~~ 4.7 The student will write ~~effective cohesively~~ narratives, poems, and explanations for a variety of purposes.
- a) Identify intended audience. Focus on one aspect of a topic. [Moved to SOL 4.7b]
 - b) Focus on one aspect of a topic. Develop a plan for writing. [Moved to SOL 4.7c]
 - c) Use a variety of pre-writing strategies. Organize writing to convey a central idea. [Moved to SOL 4.7d]
 - d) Organize writing to convey a central idea. Write several related paragraphs on the same topic. [Moved to SOL 4.7g]
 - e) Recognize different modes of writing have different patterns of organization. Utilize elements of style, including word choice and sentence variation.
 - f) Write a clear topic sentence focusing on the main idea. Write rhymed, unrhymed, and patterned poetry. [Move to Curriculum Framework]
 - g) Write two or more related paragraphs on the same topic. Use available technology.
 - h) Use transition words for sentence variety.
 - i) Utilize elements of style, including word choice and sentence variation.
 - j) Revise writing for clarity of content using specific vocabulary and information.
 - k) Include supporting details that elaborate the main idea.
- ~~4.8~~ ~~4.9~~ 4.8 The student will edit writing for correct grammar, capitalization, spelling, punctuation, ~~and~~ sentence structure, and paragraphing.
- a) Use subject-verb agreement.
 - b) Include prepositional phrases.
 - c) Eliminate double negatives.
 - d) Use noun-pronoun agreement.
 - e) Use commas in series, dates, and addresses.
 - f) Incorporate adjectives and adverbs.
 - g) Use the articles *a*, *an*, and *the* correctly. [Moved to SOL 3.10i]
 - h)g) Use correct spelling for frequently used words, including common homophones.
 - h) Use singular possessives.

Research

- ~~4.10~~ 4.9 The student will demonstrate comprehension of information resources to research a topic.
- a) Construct questions about a topic.
 - b) Collect information from multiple resources including online, print, and media.
 - c) Use technology as a tool to organize, evaluate, and communicate information.
 - d) Give credit to sources used in research.
 - e) Understand the difference between plagiarism and using own words.