Grade 4 Reading and Literature Objectives

STATE GOAL 1: Reading with understanding and fluency.

1A. Apply word analysis and vocabulary skills to comprehend selections.

1.A.2a Read and comprehend unfamiliar words using root words, synonyms, antonyms, word origins and derivations.
1.A.2b Clarify word meaning using context clues and a variety of resources including glossaries, dictionaries, and thesauruses.

The student will be able to...
- Use knowledge of common word roots, prefixes, suffixes, and inflectional endings.
- Identify and use common homophones and homonyms in context.
- Use knowledge of synonyms and/or antonyms to construct meaning.
- Use resources such as a dictionary and thesaurus to expand understanding of text.
- Identify simple metaphors and similes.
- Determine the meaning of unfamiliar words in text by using prior knowledge.
- Interpret the meaning of unknown words by using context clues.

1B. Apply Reading Strategies to improve understanding and fluency.

1.B.2a Establish purpose for reading; survey materials; ask questions; make predictions; connect, clarify and extend ideas.
1.B.2b Identify structure (e.g. description, compare/contrast, cause and effect, sequence) of nonfiction texts to improve comprehension.
1.B.2c Continuously check and clarify for understanding (e.g. in addition to previous skills, clarify terminology, seek additional information).
1.B.2d Read age-appropriate material aloud with fluency and accuracy.

The student will be able to...
- Establish a purpose for reading.
- Make inferences before, during, and after to extend ideas beyond the text
- Evaluate predictions based on prior knowledge.
- Use self-questioning and teacher questioning to promote active reading.
- Determine author’s intent: inform, entertain, persuade.
- Discuss cause/effect relationship in text.
- Demonstrate understanding of structure through the use of graphic organizers and outlines.
- Identify fact and opinion.
- Examine important ideas in nonfiction.
- Use context clues to clarify understanding.
- Identify main idea and supporting details.
- Restate key ideas.
- Use text structure to improve comprehension.
- Paraphrase/summarize information in a text.
- Clarify and extend ideas through discussions and activities.
- Identify the difference between explicit and implicit ideas.
1C. Comprehend a broad range of reading materials.

1.C.2a Use information to form and refine questions and predictions.
1.C.2b Make and support inferences and form interpretations about main themes and topics.
1.C.2c Compare and contrast the content and organization of selections.
1.C.2d Summarize and make generalizations from content and relate to purpose of material.
1.C.2e Explain how authors and illustrators use text and art to express their ideas (e.g. points of view, design hues, metaphor).
1.C.2f Connect information presented in tables, maps, and charts to printed or electronic text.

The student will be able to...

- Use information in text to form and refine questions, predictions, and hypotheses.
- Use information to generate questions that reflect inference, analysis, and evaluation.
- Use information in text to modify predictions and questions.
- Analyze important themes and topics by using accurate interpretations of text.
- Compare and contrast themes, topics, and story elements of various texts.
- Make generalizations based on relevant information from text.
- Use main idea and supporting details to summarize text.
- Generate an extended written response to text.
- Recognize how illustrators reflect, interpret, and enhance the text.
- Interpret meaning in poetry.
- Identify and utilize text features in textbooks and other nonfiction text.
- Apply survey strategies for non-fiction reading.
- Identify rhythm and rhyme in original work.
- Use information from tables, maps, visual aids, and charts to enhance understanding of text.
- Develop familiarity and use available electronic literary forms.
- Demonstrate understanding of structure through the use of graphic organizers and outlines.

STATE GOAL 2: Read and understand literature representative of various societies, eras and ideas.

2A. Understand how literary elements and techniques are used to convey meaning.

2.A.2a Identify literary elements and literary techniques (e.g. characterization, use of narration, use of dialogue) in a variety of literary works.
2.A.2b Describe how literary elements (e.g. theme, character, setting, plot, tone, conflict) are used in literature to create meaning.
2.A.2c Identify definitive features of literary forms (e.g. realistic fiction, historical fiction, fantasy, narrative, nonfiction, biography, plays, electronic literary forms).

The student will be able to...

- Predict how the story might be different if the author changed literary techniques.
- Identify types of expository text structures.
- Make inferences about character traits and check text for verification.
- Discuss the plot and subplot.
- Discuss how a technique or element affects the events of a literary work.
- Identify literary elements and techniques in literary genres and tell how they affect the story.
2B. Read and interpret a variety of literary works.

2.B.2a Respond to literary material by making inferences, drawing conclusions and comparing to their own experience, prior knowledge and other texts.
2.B.2b Identify and explain themes that have been explored in literature from different societies and eras.
2.B.2c Relate literary works and their characters, settings and plots to current and historical events, people and perspectives.

The student will be able to...
- Form conclusions using key points and supporting details
- Critique text using personal reflections and response
- Analyze poetic devices to enhance understanding.
- Classify and discuss major types of fiction
- Make text to text, text to self and text to world connections.
- Support an interpretation by citing the text
- Identify and explain common themes from different works.
- Compare ideas from texts representing a variety of times and cultures.

STATE GOAL 3: Write to communicate for a variety of purposes.

3A. Use correct grammar, spelling, punctuation, capitalization and structure.

3.A.2 Write paragraphs that include a variety of sentence types; appropriate use of the use of the eight parts of speech; and accurate spelling, capitalization and punctuation.

Students will be able to:
- Write paragraphs that include a variety of sentence types (i.e., declarative, interrogative, exclamatory, imperative)
- Identify and use nouns and pronouns as direct objects.
- Write using appropriate adverbs, conjunctions, and prepositional phrases.
- Use the colon to indicate a series.
- Use commas with introductory phrases in complex sentences.
- Use quotation marks and appropriate punctuation with speaker/verb at the beginning or end of the sentence.
- Use a dictionary to check the spelling of unfamiliar words and use a thesaurus to vary word choice.
- Spell district sight words correctly.
- Combine simple sentences into complex sentences beginning with prepositional phrases and adverbs.
- Use the comparative and superlative forms of adjectives and adverbs.
- Use appropriate helping verbs to show past, present, and future tenses.
- Write sentences with correct pronoun-antecedent agreement.
- Write legibly with upper and lowercase D'Nealian cursive letter formation.

3B. Compose well-organized and coherent writing for specific purposes and audiences.

3.B.2a Generate and organize ideas using a variety of planning strategies (e.g., mapping outlining, drafting).
3.B.2b Establish central idea, organization, elaboration and unity in relation to purpose and audience.
3.B.2c Expand ideas by using modifiers, subordination and standard paragraph organization.
3.B.2d Edit documents for clarity, subjectivity, pronoun-antecedent agreement, adverb and adjective agreement and verb tense; proofread for spelling, capitalization and punctuation; and ensure that documents are formatted in final form for submission and/or publication.

**Students will be able to:**

- Use a variety of prewriting strategies (e.g., webbing, brainstorming, listing, note taking, outlining, drafting, graphic organizers, technology tools) to generate a topic and organize ideas.
- Use appropriate transitions to connect ideas between sentences and paragraphs.
- Vary sentence structure.
- Demonstrate a logical flow between topic and organized ideas.
- Compose an expository essay with an introductory paragraph, supporting paragraphs, and logical conclusion.
- Utilize the appropriate writing form (narrative, expository, or persuasive) when given a purpose and audience.
- Support written content with facts, details, and descriptions using voice and elaboration.
- Revise and edit documents for the traits of quality writing (e.g., ideas, organization, word choice, voice, sentence fluency, conventions and presentation).
- Publish a final draft.

3.C. Communicate ideas in writing to accomplish a variety of purposes.

3.C.2a Write for a variety of purposes and for specified audiences in a variety of forms including narrative (e.g., fiction, autobiography), expository (e.g., reports, essays) and persuasive writings (e.g., editorials, advertisements).
3.C.2b Produce and format compositions for specified audiences using available technology.

**Students will be able to:**

- Choose and use the appropriate writing form such as narrative, expository, and persuasive for a given purpose (reports, essays, research, autobiographies, persuasive letters, advertisements, etc.)
- Communicate in various forms of creative writing such as journals, stories, friendly letters, poetry, etc.
- Maintain the use of focus, organization, and voice in compositions.
- Use available technology to produce and format composition.

**STATE GOAL 4:** *Listen and speak effectively in a variety of situations.*

4A. Listen effectively in formal and informal situations.

4.A.2a Demonstrate understanding of the listening process (e.g., sender, receiver, message) by summarizing and paraphrasing spoken messages orally and in writing in formal and informal situations.
4.A.2b Ask and respond to questions related to oral presentations and messages in small and large group settings.
4.A.2c Restate and carry out a variety of oral instructions.
Students will be able to:
- Formulate relevant questions and answers in small and large group settings.
- Listen to others with courtesy and respect for others’ points of view
- Repeat directions and carry out multi-step directions.
- Paraphrase and summarize the content from information that is given orally

4B. Speak effectively using language appropriate to the situation and audience.

4.B.2a Present oral reports to an audience using correct language and nonverbal expressions for the intended purpose and message within a suggested organizational format.
4.B.2b Use speaking skills and procedures to participate in group discussions.
4.B.2c Identify methods to manage or overcome communication anxiety and apprehension (e.g., topic outlines, repetitive practice).

Students will be able to:
- Contribute relevant and appropriate information to discussions.
- Demonstrate respect for other participants and their ideas.
- Prepare, practice, and present information using notes and/or visual aids.

STATE GOAL 5: Use the language arts to acquire, assess and communicate information.

5A. Locate, organize, and use information from various sources to answer questions, solve problems, and communicate ideas.

5.A.2a Formulate questions and construct a basic research plan.
5.A.2b Organize and integrate information from a variety of sources (e.g., books, interviews, library reference materials, web-sites, CD-ROMs).

Students will be able to:
- Generate questions of interest to choose a topic and construct a basic research plan.
- Use graphic organizers to narrow the focus of research.
- Use resources such as table of contents, glossaries, dictionaries, thesauruses, and indexes to locate information.
- Use a variety of sources such as books, newspapers, magazines, interviews, and available technology to collect and organize information relevant to a topic.

5B. Analyze and evaluate information acquired from various sources.

5.B.2a Determine the accuracy, currency and reliability of materials from various sources.
5.B.2b Cite sources used.

Students will be able to:
- Locate and synthesize relevant information in resource materials.
- List title, author, and type of resource used in research.
5C. Apply acquired information, concepts and ideas to communicate in a variety of formats.

5.C.2a Create a variety of print and nonprint documents to communicate acquired information for specific audiences and purposes.
5.C.2b Prepare and deliver oral presentations based on inquiry or research.

Students will be able to:

- Use a variety of media to create print and non-print projects to communicate acquired information for specific audiences and purposes.
- Orally communicate information that was gathered through inquiry or research.
- Use available technology to design, produce, and present compositions and multimedia works.