At the fourth-grade level, students will apply oral communication skills to participate in discussions about learning and take part in collaborative learning projects. In order to be contributing participants in discussions, students must apply the skills involved in effectively communicating ideas and opinions, including skills such as actively listening to others and constructively agreeing or disagreeing with them. While using grammatically correct language and specific vocabulary, students will learn how to present information succinctly and confidently in oral presentations.

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.

Terms and Concepts	Understandings	Applications	Resources and Engagements

- evidence as proof of opinion - specific vocabulary - collaborate - directions - ideas - participation in discussion	• participate effectively in discussions by:
	  o asking clarifying questions;
	  o providing explanations when necessary;
	  o reflecting on the ideas and opinions of others;
	  o supporting opinions with examples and details
	• demonstrate an ability to work independently and in small groups
		- participate in a range of discussions building on others' ideas and clearly - expressing their own (e.g. one-on-one, in groups, teacher-led) - give accurate directions by:
		  o identifying the information needed by the listener
		  o organizing and sequencing the information in a logical way
		  o explaining or defining any terms that might be unfamiliar to the listener
		  o articulating the information in a clear, organized manner
		  o making connections to previous common knowledge of a group of listeners - participate in a variety of partner and/or group discussions by:
		  o following rules for discussions and assigned partner or group roles
		  o offering comments that are relevant to the topic of discussion
			- present accurate directions to individuals and small groups - contribute to group discussions - seek ideas and opinions of others - use evidence to support opinions - use grammatically correct language and specific vocabulary to communicate ideas - opinion/proof two column notes (CRISS)
			Benchmark Literacy Resources
			
			http://blresources.benchmarkeducation.com

		- o asking appropriate questions to solicit knowledge and opinions of others - o supporting opinions with appropriate examples and details - o identifying reasons and evidence a speaker provides to support particular points - o communicating new ideas to others - o responding to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others - o reviewing key ideas expressed in discussions and explaining their own ideas and understanding - o distinguishing fact from opinion - o avoiding hindering the progress of the discussion (learning not to interrupt) - o taking turns speaking during a discussion - o maintaining appropriate eye contact and attentive body language while listening - o respecting the comments of others, especially if the comments express opinions that are different from one's own - use grammatically correct language - use specific vocabulary to enhance oral communication - work independently and with diverse teams in a variety of settings	

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.

Terms and Concepts	Understandings	Applications	Resources and Engagements

• oral presentations
 	
• class presentations and reports
 	
• take notes from other students' presentations
	• apply basic patterns of organization when preparing an oral presentation
	
	• develop the skills necessary for active listening
		• make oral presentations and reports by:
		
		  o reporting on a topic or text, telling a story, or recounting an experience in an organized manner, using specific vocabulary, appropriate facts and descriptive details to support main ideas or themes
		  o organizing information around a central idea with supporting details and using specific vocabulary
		  o organizing information for clarity
		  o speaking clearly, using appropriate voice level and speaking rate
		  o differentiating formal and informal language and style when appropriate to task and situation (e.g. presentations, small-group discussions)
		  o selecting words and phrases to convey precise ideas
		  o using voice inflection for effect
		  o adding visual displays to presentations when appropriate to enhance development of theme and/or main ideas
			• create a 'book report in a bag' by decorating the outside of a paper grocery bag, placing ten items inside which relate to the story, and using the items in an oral presentation
			
			• memorize and recite poems
			
			• in groups/individually research a topic and present findings to peers
			
			Benchmark Literacy Resources
			
			http://blresources.benchmarkeducation.com

June 2012

		• use active listening skills by:
		
		    o looking at the speaker
		    o thinking about the main points the speaker is making; and taking notes	

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.

Terms and Concepts	Understandings	Applications	Resources and Engagements

• media messages are constructed for a purpose
    o **audience** (Who is the person or persons meant to see the message?)
    o **purpose** (Why is the message being sent – is it meant to persuade, inform, entertain, sell, or a combination of these?)
 • **auditory media** can be heard (e.g. music, radio, speeches, video, etc.)
 • **visual media** can be viewed (e.g. television, video, web-based materials, etc.)
 • **written media** includes text (e.g., newspapers, magazines, books, advertising, etc.)
	• identify attributes of a constructed message (e.g. audience and purpose)	• access media messages and identify what types of media are used	• student view a variety of media messages (radio, television, newspaper, etc.), and then identify the intended audience and purpose of each message
			
			 • create media messages for a variety of purposes (persuade, inform, entertain, influence)
			
			 • **Benchmark Literacy Resources**
			
			 http://blresources.benchmarkeducation.com

At the fourth-grade level, students will build on their reading and reading comprehension skills. They will continue to develop fluency as they use strategies such as word analysis, use of context clues, and the making of inferences to gain meaning from text. Students will use reading strategies before, during, and after reading to develop and demonstrate comprehension. The use of graphic organizers will facilitate students' understanding of text organization and will help them summarize and draw conclusions from fiction and nonfiction text. Students will read widely from content-area texts and nonfiction trade books literature. They will also collect information from a variety of resources in order to acquire additional knowledge about a topic. They will construct questions about their topic, gather information, and synthesize the information for use in their oral presentations and writings.

4.4 The student will expand vocabulary when reading.
    a) Use context to clarify meanings of unfamiliar words.
    b) Use knowledge of roots, affixes, synonyms, antonyms, and homophones.
    c) Use word-reference materials, including the glossary, dictionary, and thesaurus.
    d) Develop vocabulary by listening to and reading a variety of texts.
    e) Use vocabulary from other content areas.

Terms and Concepts	Understandings	Applications	Resources and Engagements
• word structure • context clues • letter-sound correspondences, syllabication • patterns, roots, and affixes • multisyllabic words • **affixes** are added to root words to form new words (e.g., prefixes, suffixes) • **prefixes** are added to the front of the root (e.g., like→dislike) • **suffixes** are added to the end of the root (e.g., short→shorten)	• use the content and structure of a sentence, paragraph, or reading selection to help determine the meaning of an unfamiliar word • use a variety of strategies and word recognition skills to support comprehension • know the type of information found in word reference materials such as a glossary, dictionary, and thesaurus	• use context as a clue to clarify the meaning of unfamiliar words or phrases (e.g., definitions, examples, or restatements of text) • use clues in the context of a sentence, paragraph, or reading selection to predict and explain the meanings of words that have more than one definition • use their knowledge of affixes (prefixes and suffixes) to read and understand the meanings of words • use their knowledge of synonyms (words with similar meanings) and antonyms (words with opposite meanings) to understand the meanings of unfamiliar words	• discuss how affixes change word meanings and how the base word can be used to find the meaning of an unfamiliar word • students figure out the meaning of unfamiliar words using context clues in the passage • <u>Building Vocabulary from Root Words</u> instruction and integration into the content areas • create scavenger hunts using terms from glossary, dictionary, thesaurus • listening to read alouds that contain higher level vocabulary words (stop throughout the story to use context clues to understand the meaning of unknown words) • imbed higher level vocabulary daily in discussions, directions, etc.

June 2012

• **homophones** are words that are pronounced the same and have different meanings regardless of their spelling (e.g., principle/principal, prince/prints) • **antonyms** are opposites (e.g. off/on, fast/slow) • **synonyms** are words that have similar meanings (e.g. small, little, tiny) • word-reference materials		• derive word meaning by using their knowledge of homophones (words that are pronounced the same but are spelled differently and have different meanings), such as *read/red*, *no/know*, *hear/here* • use context to select the applicable definition of a word from a glossary or dictionary • identify and consult the word-reference material(s), including the glossary, dictionary, and thesaurus, most likely to contain needed information to clarify word meaning • develop vocabulary by listening to and reading a variety of texts • determine the meaning of general academic and content-specific words or phrases in a text • study word meanings across content areas	• guided reading instruction on a daily basis to expose students to a variety of texts and to focus on independent reading needs of the student • **Benchmark Literacy Resources** http://blresources.benchmarkeducation.com

June 2012

4.5 The student will read and demonstrate comprehension of fictional texts, narrative nonfiction texts, and poetry.

    a) Explain the author's purpose.
    b) Describe how the choice of language, setting, characters, and information contributes to the author's purpose.
    c) Identify the main idea.
    d) Summarize supporting details.
    e) Identify the problem and solution.
    f) Describe the relationship between text and previously read materials.
    g) Identify sensory words.
    h) Draw conclusions/make inferences about text.
    i) Make, confirm, or revise predictions.
    j) Identify cause and effect relationships.
    k) Use reading strategies throughout the reading process to monitor comprehension.
    l) Read with fluency and accuracy.

Terms and Concepts	Understandings	Applications	Resources and Engagements

• fictional texts
 	
• narrative nonfiction texts
 	
• poetry
 	
• narrative nonfiction is a retelling in story format about real people, animals, places or events; it contains facts and is usually in chronological order (e.g. autobiographies and biographies)
 	
• how authors craft their purpose and message by choice of:
  o language
  o setting
  o characters
  o specific information
• before, during, and after reading strategies
 	
• major events and supporting details
 	
• sensory words
 	
• reading strategies to monitor comprehension
	• develop a variety of comprehension strategies
	
	• read a variety of fictional texts, narrative nonfiction texts, and poetry
	
	• explain events, procedures, ideas, or concepts in fictional texts, narrative nonfiction texts, and poetry, including what happened and why, based on specific information in the text
		• explain the author's purpose (e.g., to entertain, inform, or persuade)
		
		• describe how the choice of language, setting, characters, details, and other information contribute to the author's purpose
		
		• describe in depth a character, setting, or event drawing on specific details from the text (e.g., words, actions, or a character's thoughts)
		
		• understand that narrative nonfiction is a story based on facts
		
		• identify the facts contained in a piece of narrative nonfiction
		
		• identify the main ideas or theme of a text and summarize using supporting details
		
		• identify the problem (conflict) and solution
			• use graphic organizers such as KWL charts, story maps, Venn Diagrams, and webs to organize information logically
			
			• use strategies such as predicting, summarizing, clarifying, and questioning
			
			• have students read to increase fluency through a variety of ways which may include, but are not limited to : book talks, reader's theater Partner reading, choral reading, response logs and journals, buddy reading
			
			• discuss author's purpose with all texts encountered throughout the day
			
			• use evidence, such as language, setting, characters, and information to prove author's purpose in text

June 2012

- strategies include:
  - draw conclusions/make inferences about text;
  - make, confirm, and revise ongoing predictions
- reading level
  - independent level – 98-100% accuracy, or about two of every 100 words misread;
  - student reads independently with little or no instructional support, and comprehension is strong
  - instructional level – 90-97% accuracy, or three to ten words of every 100 words misread; student reads with modest accuracy and variable fluency and comprehension should be closely monitored
  - frustration level – less than 90% accuracy, or more than ten of every 100 words misread; student reads with neither accuracy nor fluency, and therefore his or her comprehension will be affected
- **prosody** refers to the rhythmic and intonational aspect of language, which should be noticeable during oral reading. Prosody contributes to reading fluency and comprehension

The table below presents the results of research on oral reading fluency rates for students at the 90th, 75th and 50th percentiles throughout the school year. These rates are reported as words correct per minute (WCPM) for fourth-grade students reading fourth-grade text:

- discuss the similarities and differences between text and previously read materials (e.g., similar themes and topics, patterns of events)

- make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text

- identify sensory words that describe sights, sounds, smells, and tastes, and describe how they make the reader feel

- refer to details and examples in a text when explaining what the text says, drawing conclusions/making inferences from text

- identify cause and effect relationships

- make, confirm, or revise predictions

- read familiar text with fluency, accuracy, and prosody

- read with sufficient accuracy and fluency to support comprehension

- become aware of when they do not understand (e.g., by reflecting upon and learning to articulate what exactly is causing difficulty)

- use real-life items/situations (shopping cart items, garbage items) to guide students to make inferences (McGregor, Tanny, 2007. *Comprehension Connections*)

- Inferring and Questioning to Understand Historical Concepts, page 146 (Harvey, Stephanie and Anne Goudvis, 2007 *Strategies That Work*.)
- use graphic organizers to help students visualize text structures

Benchmark Literacy Resources

http://blresources.benchmarkeducation.com

Percentile	Fall WCPM	Midyear WCPM	Spring WCPM
90	145	166	180
75	119	139	152
50	94	112	123

Hasbrouck, J.E., & Tindal, G.A., 2006
When fully developed, reading *fluency* refers to a level of accuracy and rate where decoding is relatively effortless; where oral reading is smooth and accurate with correct prosody; and where attention can be allocated to comprehension.*

* Wolf, M. & Katzir-Cohen, T. (2001). Reading fluency and its intervention. *Scientific Studies of Reading*. (Special Issue on Fluency. Editors: E. Kameenui & D. Simmons). 5, p. 211-238.

4.6 The student will read and demonstrate comprehension of nonfiction texts.

    a) Use text 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.

    e) Summarize supporting details.

    f) Draw conclusions and make simple inferences using textual information as support.

    g) Distinguish between cause and effect.

    h) Distinguish between fact and opinion.

    i) Use prior knowledge and build additional background knowledge as context for new learning.

    j) Identify new information gained from reading.

    k) Use reading strategies throughout the reading process to monitor comprehension.

    l) Read with fluency and accuracy.

Terms and Concepts	Understandings	Applications	Resources and Engagements

• nonfiction
 	
• before, during, and after reading strategies:
 	
  o *before* reading, students use text structures to predict and categorize information
 	
  o *during* reading, students formulate questions and make and revise ongoing predictions and inferences, using given information
 	
  o *after* reading, students confirm or dismiss previous predictions and inferences. Students also summarize content by identifying important ideas and providing details
 	
• making connections
	• summarize key details of informational texts, connecting new information to prior knowledge
	
	• identify and use text structures, such as headings, paragraphs, and format, to preview a text and make predictions in order to comprehend
	
	• actively ask questions, visualize, make connections, and predict as they read
		• use text features, such as special type styles (e.g. boldfaced, italics) and color, captions under pictures and graphics, and headings of sections and chapters, to predict and categorize information in both print and digital texts
		
		• understand how written text and accompanying illustrations connect to convey meaning (e.g., charts, graphs, diagrams, timelines, animations)
		
		• generate questions to guide reading of text
		
		• explain author's purpose (e.g. to entertain, persuade, inform)
		
		• identify the main idea and supporting details within a selection summarizing the text by using tools such as graphic organizers, outlining, and notes
			• use Houghton Mifflin Harcourt Social Studies leveled readers to teach reading strategies (cause and effect, fact and opinion, identifying new information, etc.)
			
			• use graphic organizers such as KWL charts, Venn Diagrams, and webs to organize information logically
			
			• use strategies such as predicting, summarizing, clarifying, and questioning
			
			• login to Houghton Mifflin Harcourt Social Studies activity website for support activities: www.eharcourtschool.com
			
			• activate prior knowledge (KWL, making connections, etc.)
			
			• **Benchmark Literacy Resources**
			
			http://blresources.benchmarkeducation.com

		- combine information from various places in the text to draw a conclusion - make simple inferences, using information from the text - identify cause-and-effect relationships - distinguish between fact and opinion - apply prior knowledge to make predictions and to describe the relationship between content and previously learned concepts - identify new information learned from reading - read familiar text with fluency, accuracy, and expression - become aware of when they do not understand (e.g., by reflecting upon and articulating what exactly is causing difficulty)	

At the fourth-grade level, students will develop and build their writing skills by writing effective narratives, poems, and explanations. They will use the writing skills of selecting and narrowing a topic, developing a plan for writing, and organizing information into several paragraphs with a central idea and supporting details. The instructional focus will include an emphasis on written expression. Revising and editing for correct sentence formation, grammar, capitalization, punctuation, and spelling will continue to be important skills at this grade level. Students will also use available technology to write their narratives and explanations.

4.7 The student will write cohesively for a variety of purposes.
a) Identify intended audience.
b) Focus on one aspect of a topic.
c) Use a variety of pre-writing strategies.
d) Organize writing to convey a central idea.
e) Recognize different modes of writing have different patterns of organization.
f) Write a clear topic sentence focusing on the main idea.
g) Write two or more related paragraphs on the same topic.
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.

Terms and Concepts	Understandings	Applications	Resources and Engagements

• writing process
 	
• two important modes for writing are:
 	
  o **informative/explanatory** – students write informative/explanatory texts to examine a topic and convey ideas and information clearly
  o **narrative** – students write narrative to develop real or imagined experiences or events using descriptive details, and clear event sequences
	• demonstrate the capacity to generate, focus, and organize ideas for writing
	
	• revise the language, organization, and content of a piece of writing for a specific purpose
		• apply knowledge of the writing domains of composing, written expression, and usage/mechanics
		
		• produce clear and coherent writing in which the development and organization are appropriate to purpose and audience
		
		• recognize different modes of writing have different patterns of organization
		
		• informative/explanatory
		  o clearly introduce a topic and group related information in paragraphs
			• use a variety of brainstorming strategies and resources (outline, web, and other graphic organizers)
			
			• use graphic organizers and story frames to organize thoughts
			
			• RAFT: Role, Audience, Format, Topic (http://olc.spsd.sk.ca/de/pd/instr/strats/raft/
			
			• using pictures to focus writing topic
			
			• 6+1 Writing activities (Traits Crates and Traits Kits) http://apps.educationnorthwest.org/traits
			
			• **Benchmark Literacy Resources**
			
			http://blresources.benchmarkeducation.com

- the three domains of writing are: **composing** – the structuring and elaborating a writer does to construct an effective message middle, and end); **written expression** – those features that show the writer purposefully shaping and controlling language to affect readers (e.g., specific vocabulary, descriptive words, tone/voice); and **usage/mechanics** – the features that cause written language to be acceptable and effective for standard discourse (e.g., spelling, punctuation, capitalization, grammar). **transition words and phrases** provide organization to student writing by improving the connections between thoughts; categories of transitions include, but are not limited to: **example** (e.g. *that is*, *for example, in fact*) **sequence** (e.g. *then*, *next*, *finally*) **time or location** (e.g. *before*, *meanwhile, nearby*) - students should have practice writing on demand for shorter time frames, and over extended periods of time		- use facts, definitions, opinions, quotations, details, or other examples and information to develop the topic - use specific vocabulary to inform and explain the topic; - provide a concluding statement or section related to the topic - narrative - organize an event sequence that unfolds naturally - use transition words and phrases for sentence variety and to manage the sequence of events - use specific vocabulary, words, and phrases to convey experiences and events - provide a conclusion - create a plan and organize thoughts to convey a central idea before writing - use a variety of prewriting strategies (e.g. brainstorming, listing, free writing, and using graphic organizers) - focus, organize, and elaborate to construct an effective cohesive message for the reader - write a clear topic sentence focused on the main idea - purposefully shape and control language to affect readers	

		- select specific information to guide readers more purposefully through the piece - use specific vocabulary and vivid word choice - write two or more related paragraphs on a topic - use precise language and vocabulary to explain a topic - link ideas within paragraphs using words and phrases (e.g. another, for example, since, also) - include sentences of various lengths and beginnings to create a pleasant, informal rhythm - use available reference resources (e.g. dictionary and thesaurus) as aids to revising writing for clarity - use facts and details in sentences to elaborate the main idea - use available technology to gather information and to aid in writing	

4.8 The student will edit writing for correct grammar, capitalization, spelling, punctuation, 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 correct spelling for frequently used words, including common homophones.
    h) Use singular possessives.

Terms and Concepts	Understandings	Applications	Resources and Engagements

• editing process
  o standard English grammar
  o capitalization
  o punctuation
  o spelling
	• understand that grammatically correct language and mechanics contribute to the meaning of writing	• apply knowledge of the writing domains of composing, written expression, and usage/mechanics
		• use subject-verb agreement (singular nouns with singular verbs; plural nouns with plural verbs)
		• appropriately identify and use the following parts of a sentence in writing: subject, predicate, and prepositional phrase
		• avoid the use of double negatives
		• appropriately identify and use the following parts of speech: nouns, pronouns, verbs, adjectives, adverbs, and prepositions in their writing
		• use noun/pronoun agreement (pronoun agrees in number and gender with its antecedent)
		• use reflexive pronouns (e.g. myself, ourselves)
		• use commas in series, dates, and addresses
		• use adjectives and adverbs (use adverbs instead of adjectives where appropriate (e.g. ―He played *really* well." instead of ―He played *real* well.")
			• model grade level expectation using shared classroom writing activities
			• provide specific feedback for writing assignments
			• use peer conferencing and teacher conferencing during writing workshop
			• assist students in checking their rough draft for varied sentence structure by writing the first two words of each sentence in the left margin of the paper; students revise if too many sentences begin the same
			• use Pearson Perspective website with students (http://perspective.pearsonaccess.com/perspective/appmanager/va/educator
			• 6+1 Writing activities (Traits Crates and Traits Kits) http://apps.educationnorthwest.org/traits
			• **Benchmark Literacy Resources**
			
			http://blresources.benchmarkeducation.com

		- use the correct spelling of frequently used words, including common homonyms/homophones (e.g., *threw/through*) - use singular possessives - use a rubric to self-assess writing - use technology, including the Internet, to produce, edit	

At the fourth-grade level, students will conduct short research projects based on focused questions. Students will gather relevant information from sources and integrate the information while avoiding plagiarism.

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.

Terms and Concepts	Understandings	Applications	Resources and Engagements
• **information resources** : online, print, media • **plagiarism** (using someone else's ideas or words without giving credit) • **evaluate** • **synthesize**	• understand how information is to be collected, analyzed, and organized as a part of the process of writing a short report	• formulate initial questions about a topic and seek information by identifying, locating, exploring, and effectively using a variety of sources of information • recognize, organize, and record information pertinent to the topic and blend ideas accurately • select and use appropriate references (e.g., atlases, almanacs, and encyclopedias) including electronic resources • identify key terms to use in searching for information • skim to find information related to a topic • select information that is related to their topic • evaluate and combine (synthesize) related information from two or more sources • use available technology to gather, organize, evaluate, and communicate information • give credit to sources used in research	• students construct questions about a topic, and then collect information using the resources of the media center, online print, and media resources • students evaluate and synthesize information from resources • use short, nonfiction text to guide students through paraphrasing information • Media Specialists provide frequent opportunities to revisit resources and use them meaningfully • intentional use of resources to teach content • locate literature settings, author's birthplaces using maps, globes, and online resources • use almanacs to get facts and weather information about various settings in literature • **Benchmark Literacy Resources** http://blresources.benchmarkeducation.com

June 2012

June 2012