

**Enfield Public Schools**  
**Language Arts– Grade 4**

**REVIEW PREVIOUS GRADE LEVEL LEARNER OUTCOMES AND SAMPLE INDICATORS/ASSESSMENTS**

<b>LEARNER OUTCOMES</b>	<b>SAMPLE INDICATORS/ASSESSMENTS</b>
<p>The student will know how to:</p> <p><b><u>Reading</u></b> <b>Word Study</b></p> <p>1. Use phonetic, structural, syntactical, and contextual clues to read and understand words.</p>	<p>The student will be able to:</p> <ul style="list-style-type: none"> <li>• Know sounds for letter patterns common to multi-syllable or low frequency words,( e.g. <i>ch</i> as in <i>machinery, chemistry, and chip</i>).</li> <li>• Know sounds and meanings for a wide range of suffixes and prefixes, including those relevant to specific content areas.</li> <li>• Use context to read and understand words with more than one pronunciation,( e.g. <i>an object</i> vs. <i>to object</i>).</li> <li>• Use letter-sound correspondence, structural analysis, and analogy to decode grade-appropriate unfamiliar words across all content areas.</li> </ul>
<p><b>Reading Strategies</b></p> <p>2. Use metacognitive strategies before, during and after reading in order to construct meaning and enhance responses.</p>	<p><b><u>Before</u></b></p> <ul style="list-style-type: none"> <li>• Use pre-reading activities to activate prior knowledge and establish purpose, (e.g. <i>Direct Reading/Thinking Activity, KWL Chart, Anticipation Guide, response notebooks</i>).</li> <li>• Examine the text before reading and make predictions.</li> </ul>

	<p><b><u>During</u></b></p> <ul style="list-style-type: none"> <li>• Evaluate predictions and adjust as necessary.</li> <li>• Use cueing system and context clues to determine meanings of words.</li> <li>• Summarize information to maintain focus and monitor comprehension.</li> <li>• Reread to clarify.</li> <li>• Use text structure and format.</li> </ul> <p><b><u>After</u></b></p> <ul style="list-style-type: none"> <li>• Explain steps in a process, (e.g. <i>problem solving in mathematics, life cycle of a butterfly</i>).</li> <li>• Summarize information, including main idea, most important text based facts, and details.</li> <li>• Describe the components of setting (e.g., <i>time, location, descriptive surroundings</i>).</li> <li>• Infer characteristics, setting, plot events, theme, conflict.</li> </ul>
<p><b>Comprehension</b></p> <p>3. Construct meaning from text using comprehension strands.</p> <p><b>Forming a General Understanding (CMT Strand A)</b> The reader will demonstrate understanding of the text's general content.</p>	<ul style="list-style-type: none"> <li>• Determine the main idea or theme (<i>non-fiction/fiction</i>) using evidence from the text.</li> <li>• Explain why the author and/or illustrator chose this title and determine additional titles.</li> <li>• Retell the main events and identify characters, settings, problems, solutions, and details.</li> <li>• Identify details from text that support main idea or topic.</li> <li>• Select and use relevant information from the text in order to summarize events and/or ideas in the text (<i>fiction/nonfiction and poetry</i>).</li> <li>• Select, paraphrase and use relevant information from text to summarize orally and in writing.</li> <li>• Identify an appropriate summary of a fiction or nonfiction text.</li> <li>• Identify or infer important</li> </ul>

**Developing an Interpretation  
(CMT Strand B)**

The reader will interpret and/or explain the text.

- characters, settings, problems, events, relationships, and details.
  - Generate and respond to questions before, during and after reading (*QAR-Question Answer Relationships*).
  - Label questions
  - “right there” (*literal*)
  - “think and search” (*inferential*)
  - “author and you” (*critical/interpretive*)
  - “on my own” (*critical/interpretive*)
  - Apply context clues in completing cloze or DRP activities.
  - Use context clues to determine meanings of unknown or multiple meaning words.
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- Identify and explain the elements of particular literary forms (e.g., *poetry, short story, biography, journalistic writing, and narrative*).
  - Recognize organizational patterns of text, (e.g. *main ideas and supporting details, compare/contrast, cause/effect, and sequence of events by using appropriate graphic organizers*).
  - Draw conclusions about author’s purpose for including or omitting details in text.
  - Use evidence from the text to draw and/or support a conclusion.
  - Recognize the differences between a variety of genre and determine an author’s purpose for choosing a certain genre. (*fiction, nonfiction, realistic fiction, fantasy, poetry, informational selections, fables, folk tales, tall tales and fairy tales*).
  - Determine the difference between fact and opinion.
  - Recognize and show the relationship between cause and effect.

**Making Reader/Text Connections  
(CMT Strand C)**

The reader will connect or associate the text with one's own life.

**Examining the Content and Structure  
(CMT Strand D)**

The reader will elaborate on the text and make judgments about the text's quality and themes.

- Use multiple texts to compare and contrast characters, settings, plots, themes, conflicts, and point of view.
- Determine character traits, using knowledge of the characters' situations.
- Identify and explain the difference between first-, second- and third-person point of view.
  
- Make connections between the text and outside experiences and knowledge.
- Select, synthesize, and/or use relevant information within the text to write a personal response to the text.
- Analyze how characters deal with diversity and adversity relating to real world situations.
- Identify the best/worst part of an event or situation in text.
  
- Analyze and evaluate the author's craft with focus on literary devices: humor, imagery, and use of interesting words (*word choice*), personification, simile, onomatopoeia, point of view, metaphor, and style.
- Select and/or use relevant information within a text to extend or evaluate the work(s).
- Recognize and identify an author's or character's values, ethics, and beliefs included in many text.
- Draw conclusions about the author's purpose.
- Make generalizations about a topic after reading more than one text (*e.g., life during the Civil War after reading several informational/expository and literary/narrative accounts of this*

	<i>historic period).</i>
<p><b>Fluency</b></p> <p>4. Develop reading fluency (<i>ability to read a text accurately, quickly, and with expression</i>).</p>	<ul style="list-style-type: none"> <li>• Reread independent level text orally (<i>choral reading, Reader’s Theater, plays</i>) with accuracy, expression, and appropriate phrasing and pacing.</li> <li>• Read with increasing fluency and expression.</li> <li>• Adjust reading rate to match text complexity, type of text and purpose for reading (<i>e.g., skimming for facts, scanning for key words, and close/careful reading for understanding new or complex ideas</i>).</li> <li>• Read aloud while comprehending unpracticed text with fluency at 120-135+ words correct per minute.</li> </ul>
<p><b>Vocabulary</b></p> <p>5. Develop vocabulary in order to construct meaning and enhance writing.</p>	<ul style="list-style-type: none"> <li>• Develop a high-frequency word vocabulary list from literary and content area texts.</li> <li>• Identify specific words or phrases causing comprehension difficulties and apply strategies to support comprehension.</li> <li>• Explain common homophones, homographs, words with multiple meanings, and meanings of words specific to various content areas.</li> <li>• Infer word meanings from common roots, prefixes, suffixes.</li> <li>• Use content vocabulary (<i>math, music, art, science, social studies, etc.</i>) appropriately and accurately.</li> <li>• Identify and use compound words, contractions, possessives, synonyms, and antonyms.</li> <li>• Use new vocabulary from informational/expository text and literary / narrative text, including text from a variety of cultures and</li> </ul>

	<p>communities, in oral and written communication.</p> <ul style="list-style-type: none"> <li>• Understand and respond to words in directions (<i>e.g., mainly, briefly, evidence, support</i>).</li> <li>• Explain that some words have a different meaning in different content areas.</li> <li>• Apply the necessary strategy, (<i>e.g. Concept of Definition Map, Context Clues for Determining Word Meanings, List-Group-Label, Possible Sentences, Semantic Feature Analysis, Word Walls, Knowledge Rating Scale</i>) to better comprehend vocabulary.</li> </ul>
<p><b>Reading Reflection / Behaviors</b></p> <p>6. Demonstrate appropriate reflections and behaviors.</p>	<ul style="list-style-type: none"> <li>• Choose a variety of genres to read for personal enjoyment.</li> <li>• Elicit, discuss, and respect the opinions of others about written, oral, and visual texts.</li> <li>• Share opinions and judgments based on texts.</li> <li>• Explain the appeal of a text.</li> <li>• Identify reading strengths and weaknesses and select targets on which to work.</li> </ul>
<p><b><u>Writing</u></b></p> <p><b>Writing Process</b></p> <p>7. Generate a written piece of work.</p> <p>Write in logically organized progression of unified paragraphs. Use a variety of transition words and phrases to make connections between and within paragraphs. Adjust voice to suit audience.</p>	<ul style="list-style-type: none"> <li>• <b>Plan:</b> Choose an appropriate written, oral, or visual format based on audience and purpose.</li> <li>• <b>Draft:</b> Complete a draft demonstrating connections among ideas.</li> <li>• <b>Revise:</b> Revise a completed draft, incorporating feedback from peers and teacher.</li> <li>• <b>Edit:</b> Use multiple resources for proofreading and editing.</li> <li>• <b>Publish/Present:</b> Publish and present final products in a variety of ways, including the arts and technology.</li> <li>• <b>Reflect:</b> Critique one's own and a</li> </ul>



- Capitalize abbreviations correctly.
- Use resources to correct capitalization.
- Indent paragraphs consistently.
- Cite sources, (*e.g., list titles and authors alphabetically*).
- Use comma to set off titles or initials.
- Use comma in complete address.
- Use comma after an introductory phrase, (*e.g., After she went to the movie, she wanted to read the book.*).
- Use italics, underlining, or quotation marks for titles.
- Use colon after greeting in a business letter.
- Use hyphen between syllables at line breaks.
- Use single/plural agreement between nouns and modifiers, (*e.g., one child and two children*).
- Logically use conjunctions.
- Use correct placement of pronouns.
- Use correct comparative and superlative forms correctly, (*e.g., small, smaller, smallest*).
- Use resources to find correct spelling for words identified as misspelled. (*e.g., electronic spellers, dictionaries, personal dictionaries*).
- Use spelling rules and patterns from previous grades.
- Spell grade-appropriate words taught as part of the curriculum across content areas (*Affixes: -en, -in, -on, -an at end of words, rules such as -ge after long vowel, -dge after short vowel*).
- Spell words involving previously studied generalizations and word patterns, and words taught as part of the fourth grade spelling curriculum.
- Spell high-frequency words correctly.
- Spell common homophones.

	<ul style="list-style-type: none"> <li>• Apply spelling knowledge in writing.</li> </ul>
<p><b><u>Listening/Speaking/Viewing</u></b></p> <p>10. Use oral language with clarity, voice and fluency to communicate a message.</p> <p>11. Listen to, read and follow directions.</p> <p>12. Use audio/video and mass media to increase subject knowledge and influence speaking and writing.</p>	<ul style="list-style-type: none"> <li>• Speak in a clear voice with fluency to communicate an accurate message (e.g., <i>present dramatic interpretations of experiences, stories, poems, plays, directions</i>).</li> <li>• Elicit, discuss, and respect the opinions of others about written, oral and visual texts.</li> <li>• Share experiences, feelings and ideas clearly and fluently.</li> <li>• Pose questions, listen to the ideas of others, and contribute own information and ideas in group discussions.</li> <li>• Use effective communication skills: eye contact, turn taking, topic maintenance, tone, intonation, focus.</li> <li>• Make oral presentations that show appropriate consideration of audience, purpose, and information to be conveyed.</li> <li>• Use volume, pitch, phrasing, pace, modulation and gestures to enhance meaning.</li> <li>• Read aloud with expression and fluency.</li> <li>• Retell directions and complete and/or perform a task.</li> <li>• Use technological resources to enhance reading and writing.</li> </ul>
<p><b>Study Skills/Test Taking Strategies</b></p> <p>13. Use study and reference skills.</p>	<ul style="list-style-type: none"> <li>• Identify and use: <i>glossary, table of contents, index, headings, bold face</i></li> </ul>

14. Use test taking strategies.

*print, chapter titles, dictionary skills, illustrations, graphics, diagrams, tables, graphs, pronunciation key, encyclopedias, maps and charts.*

- Use media center resources.

**Multiple Choice Items:**

- Read question stems before reading the passage (*pre-organizer for ideas*).
- Use “Look-Back” or “Reread” Strategy to confirm information.
- Watch for negative words (e.g., *not, none, no*).
- Watch for “signal words” (e.g., *first, next, then, last*).
- Read through all answer options before choosing.
- Try to eliminate two answer options.

**Open-ended Items:**

- Identify each component of the task (*parts: 1,2,3*).
- Address each component of the task.
- Organize/jot down immediate ideas, make a graphic organizer.
- Reword the question to begin a response (*TTQA, Echo the question, and RAESM*).
- Use details from the passage (*supporting evidence*).
- Reread answer for clarity and completeness.