



LANGUAGE ARTS LEARNING EXPECTATIONS GRADE 4

PLEASE NOTE: The following section was developed by
the Brookline Public Schools Curriculum Office and can be found at the following website:
<http://bec.brookline.mec.edu/learnexp/intro.htm>

All information is consistent with standards as stated in the
Massachusetts Language Arts Curriculum Framework document.

During the 2002-2003 school year, under the direction of the new Language Arts Coordinator,
the contents of this section of the Learning Expectations document
will be reviewed and modified as appropriate for the Cambridge Public Schools.

LANGUAGE ARTS LEARNING EXPECTATIONS

Grade 4

I. READING

A. Students will use multiple strategies to identify words and construct meaning as they read. They will be able to:

1. apply phonics skills to decode unfamiliar words (consonants, short/long vowels, consonant blends, digraphs, diphthongs, word families) fluently and automatically
2. decode and understand words by "chunking" words into parts:
 - compound words
 - base words
 - prefixes (-re, -un, -pre, -dis, -mis, -en, -non)
 - suffixes (-ful, -less, -ness, -tion, -er, -or, -able, -ible, -al, -ial)
 - inflectional endings (s, es, ed, ing)
3. use context clues, word structure, graphics, and background knowledge to identify and establish meaning of unfamiliar words
4. continue to develop an automatic sight vocabulary through wide reading
5. recognize when a word or phrase doesn't make sense and reread or seek assistance to self-correct
6. use a variety of resources to determine meaning and/or pronunciation of words (dictionaries, glossaries, thesauri)
7. Read aloud with fluency and expression

B. Students will use reading strategies to determine essential ideas and construct meaning from text. They will be able to:

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1. make reasonable predictions and generate questions about the text to set a purpose for reading
2. Recall information by responding to questions related to the text
3. summarize stories orally and in writing based on the important information in each element of narrative text: setting, characters, problem/conflict, events/plot, solution
4. identify and organize essential information in various expository text structures during and after reading with teacher support:
 - main ideas and details
 - compare/contrast
 - cause and effect
5. reread to locate an answer and provide evidence to support their opinions
6. write in response to reading for a variety of teacher-determined and student-selected journal responses using the text to support ideas
7. participate effectively in literature discussion groups and use evidence from the text to:
 - create appropriate discussion questions
 - make connections between the text and their own lives
 - make intertextual connections between two or more texts
 - describe a character, setting, or events from the story
 - make inferences based on two or more ideas presented in the text
 - discuss theme
 - use the text information to support opinions

C. Students will develop an interest in and a positive attitude toward a variety of genres. They will be able to:

1. select from a wide range of authors for enjoyment and learning
2. make appropriate selections for independent reading
3. read silently for a sustained period of time (20-30 minutes)
4. demonstrate enjoyment and understanding of read-alouds by participating in group or class discussions
5. identify distinguishing characteristics of various genres:
 - historical fiction
 - biographies/autobiographies
 - folk tales
 - myths and legends
 - poetry

II. WRITING

A. Students will develop more complex narrative and expository pieces with greater independence.

• Writing Process - Students will develop an understanding of the recursive steps in developing a written piece (planning, drafting, revising, editing) using technology to facilitate each step of the process. They will be able to:

1. select a topic and maintain a focus
2. plan ideas and organize information to support the topic using a graphic organizer (beginning, middle, end; setting, problem, solution; main ideas, supporting details)
3. write a first draft with an appropriate lead or topic sentence

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4. revise draft to elaborate upon, rearrange, add, or delete ideas
 5. Use a dictionary or thesaurus to improve word choice
 6. conference with a teacher or peer, accepting and using feedback
 7. use a checklist to edit for correct spelling, capital letters, and punctuation
- The Forms of Writing - Students will develop the ability to write in a variety of forms. They will be able to:
 1. write a clear, focused paragraph with a topic sentence, at least three supporting sentences and a closing sentence:
 2. write a clear, focused essay of 3-5 paragraphs that develops a topic or point of view.
 3. write a personal narrative describing an event they have experienced
 4. write a friendly letter including a heading, greeting, body, closing, and signature
 5. Write poetry following classroom instruction
 - Conventions of Writing - Students will develop the ability to understand and apply conventions of writing. They will be able to:
 1. understand and apply in writing the basic structure of a sentence: subject and verb (predicate) and additional words and phrases to complete the sentence
 2. combine short, simple sentences into longer sentences with compound subjects and/or verbs
 3. identify and correct sentence fragments and run-on sentences
 4. use capital letters appropriately
 5. use correct punctuation
 - periods, question marks, exclamation points
 - quotation marks

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- commas in dates, in a series, between independent clauses, and to set off dialogue

6. use correct spelling

- recognize misspelled words in their own writing
- spell a greater number of frequently used sight words
- spell correctly using basic spelling patterns and rules
- transfer learned spelling words to their daily work
- use classroom resources to find correct spelling of words

7. follow common rules of grammar in writing:

- subject -verb agreement
- verb tense consistency
- pronouns - usage of me and I, he, him, she, and her.

8. recognize common parts of speech and use them accurately in their writing:

- nouns as person, place or thing
- verbs as action words
- adjectives as describing words
- adverbs to describe a verb

9. understand and apply purposes for paragraphing

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B. Students will develop an interest in and a positive attitude toward writing. They will be able to:

1. write for a sustained period of time - 20 to 30 minutes
2. write with an intended audience in mind
3. view themselves as writers and authors

III. RESEARCH

A. Students will develop increased independence in using research strategies and skills in their reading and writing. They will be able to:

1. define an appropriate research topic with teacher support
2. brainstorm and generate questions about the research topic
3. locate information from a variety of classroom, library and electronic media sources:
 - encyclopedias
 - non-fiction texts and reference books
 - computer programs
4. read texts and take notes to identify and record important information
5. organize information and data by main categories or questions
6. write and revise a draft of a research paper with a beginning (introduction), middle (body), and end (conclusion)

7. create a simple bibliography for sources used

8. produce a final project:

- written reports
- oral reports
- posters
- published book

IV. SPEAKING AND LISTENING

A. Students will demonstrate speaking and listening behaviors suitable for occasion and purpose. They will be able to:

1. listen to and follow multi-step directions
2. ask relevant questions
3. contribute relevant information to a group discussion on a specific topic or piece of literature
4. offer an opinion and explain the reason
5. Become more proficient in effective public speaking:
 - demonstrate an awareness of audience
 - establish eye contact
 - use appropriate gestures, movement, and body language
 - use appropriate visual aids
 - elaborate on ideas by adding details
 - speak clearly with expression and appropriate volume