

English Language Arts - Grade 4 Expectations

*Note: * = Assessed at the local level*

Language

- 1.2* Follow agreed-upon rules for class discussion and carry out assigned roles in self-run small group discussions
- 2.2* Contribute knowledge to class discussions in order to develop ideas for a class project and generate interview questions to be used as part of the project

Vocabulary and Concept Development

- 4.9 Identify the meaning of common prefixes (*i.e., un-, re-, dis-*)
- 4.10 Identify the meaning of common Greek and Latin roots to determine the meaning of unfamiliar words
- 4.11 Identify the meaning of common **idioms** and figurative language
- 4.12 Identify playful uses of language (*i.e., puns, jokes, palindromes*)
- 4.13 Determine the meaning of unknown words using their context
- 4.14 Recognize and use words with multiple meanings (*ie., sentence, school, hard*) and be able to determine which meaning is intended from the context of the sentence
- 4.15 Determine meanings of words and alternate word choices using a beginning dictionary or thesaurus
- 4.16 Identify and apply the meaning of the terms antonym, synonym, and homophone
- 5.5 Recognize the subject - predicate relationship in sentences
- 5.6 **Identify** the four basic parts of speech (*adjective, adverb, noun, verb*)
- 5.7 Identify correct mechanics (*i.e., end marks, commas in series, capitalization*), correct usage (*ie., subject and verb agreement in a simple sentence*), and correct sentence structure (*i.e., elimination of sentence fragments*)
- 5.8 Identify words or word parts from other languages that have been adopted into the English language

Formal and Informal English

- 6.2 Recognize dialect in the conversational voices in American folk tales
- 6.3 Identify formal and informal language used in advertisements read, heard and/or seen

Understanding Text

- 8.11 Identify and show the relevance of foreshadowing clues
- 8.12 Identify sensory details and figurative language
- 8.13 Identify the speaker of a poem or story
- 8.14 Make judgments about setting, characters, and events and support them with evidence from the text
- 8.15 Locate facts that answer the reader's questions
- 8.16 Distinguish cause and effect
- 8.17 Distinguish fact from opinion or fiction
- 8.18 Identify main ideas and supporting details
- 10.2 Distinguish among forms of literature such as poetry, prose, fiction, non-fiction, and drama and apply this knowledge as a strategy for reading and writing
- 11.2 Identify themes as lesson in folktales, fables, and Greek myths for children

Fiction and Non-fiction

- 12.2 Identify and analyze the elements of plot, character, and setting in the stories they read and write
- 13.6 Identify and use knowledge of common textual features (*i.e., paragraphs, topic sentences, concluding sentences, glossary*)
- 13.7 Identify and use knowledge of common graphic features (*i.e., charts, maps, diagrams, illustrations*)
- 13.8 Identify and use knowledge of common organizational structures (*i.e., chronological order*)
- 13.9 Locate facts that answer the reader's questions
- 13.10 Distinguish cause and effect
- 13.11 Distinguish fact from fiction
- 13.12 Summarize main ideas and supporting details

Poetry

- 3.14.2 Identify rhyme and rhythm, repetition, similes, and sensory images in poems

Style and Language

- 15.2 Identify words appealing to the senses or involving direct comparisons in literature and spoken language

Myth, Traditional Narrative, and Classical Literature

- 16.4 Identify phenomena explained in origin myths (*i.e., Prometheus / fire / Pandora / evils*)
- 16.6 Acquire knowledge of culturally significant characters and events in Greek, Roman, and Norse mythology and other traditional literature

	<i>Dramatic Literature</i>	
17.3	Identify and analyze structural elements particular to dramatic literature (<i>i.e., scenes, acts, cast of characters, stage directions</i>) in the plays they read, view, write, and perform)	
17.4	Identify and analyze the similarities and differences between a narrative text and its film or play version	
	<i>Writing</i>	
19.9	Write stories that have a beginning, middle, and end and contain details of setting	
19.10	Write short poems that contain simple sense details	
19.11	Write brief summaries of information gathered through research	
19.12	Write a brief interpretation or explanation of a literary or informational text using evidence from the text	
19.13	Write an account based on personal experience that has a clear focus and sufficient supporting details	
	<i>Students will have mastered the use of an effective beginning, middle, and conclusion in paragraph development</i>	
	<i>Mechanics and Parts of Speech - Students will master:</i>	
5.7	Apostrophes in all possessives	
5.7	Avoid the use of double negatives	
*	<i>All students should be able to write two (3) paragraphs by the end of their 4th grade experience (i.e., personal narrative, formal book report, expository essay)</i>	