

Fourth Grade Language Arts Standards and Benchmarks

Standard #1: Reading and Listening for Comprehension		
Definition: Students will apply strategies and skills to comprehend information that is read, heard, and viewed.		
Benchmark #1-A: Listen to, read, react to, and retell information.	Performance Objective 1	<input type="checkbox"/> Use meta-cognitive strategies to comprehend text and to clarify meaning of vocabulary (e.g., re-read the text, consult other sources, ask for help, paraphrase, question).
	Performance Objective 2	<input type="checkbox"/> Visualize and recall story details, including characterization and sequence.
	Performance Objective 3	<input type="checkbox"/> Read a variety of texts, including: <ul style="list-style-type: none"> <input type="checkbox"/> fiction (e.g., legends, novels, folklore, science fiction) <input type="checkbox"/> non-fiction (e.g., autobiographies, informational books, diaries, and journals) <input type="checkbox"/> poetry <input type="checkbox"/> drama
	Performance Objective 4	<input type="checkbox"/> Increase vocabulary through reading, listening, and interacting.
Benchmark #1-B: Locate and use a variety of resources to acquire information across the curriculum	Performance Objective 1	<input type="checkbox"/> Use key words, indices, cross-references, and letters on volumes to find information.
	Performance Objective 2	<input type="checkbox"/> Use multiple representations of information (e.g., maps, charts, photos) to find information.
Benchmark #1-C: Demonstrate critical thinking skills to comprehend written, spoken, and visual information	Performance Objective 1	<input type="checkbox"/> Respond to fiction, non-fiction, poetry, and drama using interpretive, critical, and evaluative process by: <ul style="list-style-type: none"> <input type="checkbox"/> analyzing author's word choice and content <input type="checkbox"/> examining reasons for characters' actions <input type="checkbox"/> identifying and examining characters' motives <input type="checkbox"/> considering a situation or problem from different characters' perspectives
	Performance Objective 2	<input type="checkbox"/> Respond to non-fiction using interpretive, critical, and evaluative processes.
	Performance Objective 3	<input type="checkbox"/> Analyze characters, events, and plots from different texts and cite supporting evidence.
	Performance Objective 4	<input type="checkbox"/> Analyze how language and visuals bring characters to life, enhance plot development, and produce a response.
	Performance Objective 5	<input type="checkbox"/> Demonstrate deductive and inductive reasoning by drawing logical conclusions.
Benchmark #1-D: Acquire reading strategies	Performance Objective 1	<input type="checkbox"/> Use word identification strategies appropriately and automatically when encountering words (e.g., graphophonic, syntactic, semantic).
	Performance Objective 2	<input type="checkbox"/> Identify key words and discover their relationships.
	Performance Objective 3	<input type="checkbox"/> Adjust speed of reading to suit purpose and difficulty of material.
	Performance Objective 4	<input type="checkbox"/> Read aloud with fluency and comprehension grade-level text.
	Performance Objective 5	<input type="checkbox"/> Increase vocabulary through reading, listening, and interacting.

Standard #2: Writing and Speaking for Expression

Definition: Students will communicate effectively through speaking and writing.

Benchmark #2-A: Demonstrate competence in speaking to convey information	Performance Objective 1	<input type="checkbox"/> Actively contribute to a discussion.
	Performance Objective 2	<input type="checkbox"/> Use language to: <ul style="list-style-type: none"> <input type="checkbox"/> present information and ideas clearly and concisely <input type="checkbox"/> interview <input type="checkbox"/> solve problems <input type="checkbox"/> make decisions
	Performance Objective 3	<input type="checkbox"/> Make oral presentations, using technologies when appropriate, with an awareness of audience and purpose.
	Performance Objective 4	<input type="checkbox"/> Use appropriate non-verbal communication while giving presentations.
	Performance Objective 5	<input type="checkbox"/> Read aloud with fluency and comprehend grade-level text.
Benchmark #2-B: Apply grammatical and language conventions to communicate	Performance Objective 1	<input type="checkbox"/> Use simple and compound sentences in writing and speaking.
	Performance Objective 2	<input type="checkbox"/> Combine short, related sentences with appositives, participle phrases, adjectives, adverbs, and prepositional phrases.
	Performance Objective 3	<input type="checkbox"/> Identify and use regular and irregular verbs, prepositions, and coordinating conjunctions in writing and speaking.
	Performance Objective 4	<input type="checkbox"/> Use parentheses, commas in direct quotations, and apostrophes in the possessive case of nouns and contractions.
	Performance Objective 5	<input type="checkbox"/> Use underlining, quotation marks, or italics to identify titles of documents.
	Performance Objective 6	<input type="checkbox"/> Capitalize names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations when appropriate.
	Performance Objective 7	<input type="checkbox"/> Spell correctly roots, inflections, affixes, and syllable constructions.
	Performance Objective 8	<input type="checkbox"/> Compose multiple paragraphs with: <ul style="list-style-type: none"> <input type="checkbox"/> topic sentences <input type="checkbox"/> specific, relevant details <input type="checkbox"/> logical progression and movement of facts <input type="checkbox"/> coherence <input type="checkbox"/> elaboration <input type="checkbox"/> concluding statement related to topic
	Performance Objective 9	Speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.
Benchmark #2-C: Demonstrate competence in the skills and strategies of the writing process	Performance Objective 1	<input type="checkbox"/> Produce a variety of written narrative/stories using: <ul style="list-style-type: none"> <input type="checkbox"/> descriptive writing (e.g., using relevant details and ideas that figuratively recreate an event of experience) <input type="checkbox"/> narrative writing (e.g., using sequence, point of view, and character to tell a story) <input type="checkbox"/> expository writing (e.g., identifies and stays on the topic; develops the topic with simple facts, details, examples, explanations)
	Performance Objective 2	<input type="checkbox"/> Use planning strategies that generate topics and organize ideas (e.g., brainstorming, mapping, webbing, reading, discussion).

	Performance Objective 3	<input type="checkbox"/> Focus revision on: <input type="checkbox"/> sequences of events and ideas <input type="checkbox"/> transition words <input type="checkbox"/> sentence patterns
--	-------------------------	--

Standard #3: Literature and Media

Definition: Students will use literature and media to develop an understanding of people, societies, and the self.

Benchmark #3-A: Use language, literature, and media to gain and demonstrate awareness of cultures around the world	Performance Objective 1	<input type="checkbox"/> Examine the reason for characters' actions.
	Performance Objective 2	<input type="checkbox"/> Identify and examine characters' motives.
	Performance Objective 3	<input type="checkbox"/> Consider a situation or problem from different characters' points of view.
	Performance Objective 4	<input type="checkbox"/> Trace the exploits of character types across literature and media depicting various cultures.
Benchmark #3-B: Identify the types of literature and the purpose and function of each type	Performance Objective 1	<input type="checkbox"/> Identify beginning, middle, and end of a story.
	Performance Objective 2	<input type="checkbox"/> Describe the contextual differences of various forms of literature.
	Performance Objective 3	<input type="checkbox"/> Describe the reasons why an author would choose a particular genre.
	Performance Objective 4	<input type="checkbox"/> Compose fiction, non-fiction, poetry, and drama using self-selected and/or assigned topics and forms.
	Performance Objective 5	<input type="checkbox"/> Respond to fiction, non-fiction, poetry, and drama using interpretive, critical, and evaluative processes by: <ul style="list-style-type: none"><input type="checkbox"/> analyzing author's word choice and context<input type="checkbox"/> examining reasons for characters' actions<input type="checkbox"/> identifying and examining characters' motives<input type="checkbox"/> considering a situation of problems from different characters' perspectives