

# Grade 4 Expectations for English Language Arts

## Grade 4 Expectations in English/Language Arts

*Learning Standards from the Massachusetts Curriculum Framework for the end of Grade 4 are numbered and printed in bold. The Franklin Public School System's grade level expectations for Grade 3 are bulleted below each learning standard. If there are no bulleted items after the Massachusetts Learning Standard, that standard is the grade level expectation. All students are expected to master all grade level expectations.*

### GENERAL STANDARD 1: Discussion

*Students will use agreed-upon rules for informal and formal discussions in small and large groups.*

Learning Standards	Resources
<b>1.2 Follow agreed-upon rules for class discussion and carry out assigned roles in self-run small group discussions.</b>	

### GENERAL STANDARD 2: Questioning, Listening, and Contributing

*Students will pose questions, listen to the ideas of others, and contribute their own information or ideas in group discussions or interviews in order to acquire new knowledge.*

Learning Standards	Resources
<b>2.2 Contribute knowledge to class discussion in order to develop ideas for a class project and generate interview questions to be used as part of the project.</b>	

### GENERAL STANDARD 3: Oral Presentation

*Students will make oral presentations that demonstrate appropriate consideration of audience, purpose, and the information to be conveyed.*

Learning Standards	Resources
<b>3.3 Adapt language to persuade, to explain, or to seek information.</b>	
<b>3.4 Give oral presentations about experiences or interests using eye contact, proper pace, adequate volume, and clear pronunciation.</b>	
<b>3.5 Make informal presentations that have a recognizable organization.</b>	

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**GENERAL STANDARD 4: Vocabulary and Concept Development**

*Students will understand and acquire new vocabulary and use it correctly in reading and writing.*

Learning Standards	Resources
<b>4.9 Identify the meaning of common prefixes (un, re, dis).</b>	
<ul style="list-style-type: none"> <li>Apply the meaning of common prefixes (for example, un, re, dis) to unknown words.</li> </ul>	
<b>4.10 Identify the meaning of common Greek and Latin roots to determine the meaning of unfamiliar words.</b>	
<b>4.11 Identify the meaning of common idioms and figurative phrases.</b>	
<b>4.12 Identify playful uses of language (puns, jokes, palindromes).</b>	
<b>4.13 Determine the meaning of unknown words using their context.</b>	
<b>4.14 Recognize and use words with multiple meanings (sentence, school, hard) and be able to determine which meaning is intended from the context of the sentence.</b>	
<b>4.15 Determine meanings of words and alternate word choices using a dictionary or thesaurus.</b>	
<ul style="list-style-type: none"> <li>Determine meanings of words and alternate word choices using a thesaurus.</li> </ul>	

**GENERAL STANDARD 5: Structure and Origins of Modern English**

*Students will analyze standard English grammar and usage and recognize how its vocabulary has developed and been influenced by other languages.*

Learning Standards	Resources
<b>5.6 Identify the four basic parts of speech (adjective, noun, verb, adverb).</b>	
<ul style="list-style-type: none"> <li>Identify helping verbs, action verbs.</li> <li>Identify adverbs.</li> </ul>	
<b>5.7 Identify correct mechanics (end marks, commas for series, capitalization), correct usage (subject and verb agreement in a simple sentence), and correct sentence structure (elimination of sentence fragments).</b>	
<ul style="list-style-type: none"> <li>Identify correct usage (subject and verb agreement in a simple sentence) and correct sentence structure (elimination of sentence fragments).</li> </ul>	
<b>5.8 Identify words or word parts from other languages that have been adopted into the English language.</b>	

**GENERAL STANDARD 6: Formal and Informal English**

*Students will describe, analyze, and use appropriately formal and informal English.*

Learning Standards	Resources
<b>6.3 Identify formal and informal language use in advertisements read, heard, and/or seen.</b>	

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**GENERAL STANDARD 7: Beginning Reading**

*Students will understand the nature of written English and the relationship of letters and spelling patterns to the sounds of speech.*

Learning Standards	Resources
<b>7.9 Read grade-appropriate imaginative/literary and informational/expository text with comprehension.</b>	
<b>7.10 Read aloud grade-appropriate imaginative/literary and informational/expository text fluently, accurately, and with comprehension, using appropriate timing, change in voice and expression.</b>	

**GENERAL STANDARD 8: Understanding a Text**

*Students will identify the basic facts and main ideas in a text and use them as the basis for interpretation.*

Learning Standards	Resources
<b>For imaginative/literary texts:</b>	
<b>8.11 Identify and show the relevance of foreshadowing clues.</b>	
<b>8.12 Identify sensory details and figurative language.</b>	
<b>8.14 Make judgments about setting, characters, and events and support them with evidence from the text.</b>	
<b>For informational/expository texts:</b>	
<b>8.16 Distinguish cause from effect.</b>	
<b>8.18 Summarize topic, main ideas, and supporting details.</b>	

**GENERAL STANDARD 9: Making Connections**

*Students will deepen their understanding of a literary or non-literary work by relating it to its contemporary context or historical background.*

Learning Standards	Resources
<b>9.3 Identify similarities and differences between the characters or events in a literary work and the actual experiences in an author’s life.</b>	

**GENERAL STANDARD 10: Genre**

*Students will identify, analyze, and apply knowledge of the characteristics of different genres.*

Learning Standards	Resources
<b>10.2 Distinguish among forms of literature such as poetry, prose, fiction, nonfiction, and drama and apply this knowledge as a strategy for reading and writing.</b>	
<ul style="list-style-type: none"> <li>Distinguish among forms of literature such as poetry, prose, fiction, nonfiction, and drama and apply this knowledge as a strategy for reading and writing.</li> </ul>	

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**GENERAL STANDARD 11: Theme**

*Students will identify, analyze, and apply knowledge of theme in a literary work and provide evidence from the text to support their understanding.\**

Learning Standards	Resources
<b>11.2 Identify themes as lessons in folktales, fables and Greek myths for children.</b>	
<ul style="list-style-type: none"> <li>Identify themes as lessons in Greek myths for children.</li> </ul>	

**GENERAL STANDARD 12: Fiction**

*Students will identify, analyze, and apply knowledge of the structure and elements of fiction and provide evidence from the text to support their understanding.*

Learning Standards	Resources
<b>12.2 Identify and analyze the elements of plot, character, and setting in the stories they read and write.</b>	
<ul style="list-style-type: none"> <li>Analyze the elements of plot, character, and setting in the stories they read and write.</li> </ul>	

**GENERAL STANDARD 13: Nonfiction**

*Students will identify, analyze, and apply knowledge of the purpose, structure, and elements of nonfiction or informational materials and provide evidence from the text to support their understanding.*

Learning Standards	Resources
<b>13.7 Identify and use knowledge of common graphic features (charts, maps, diagrams, illustrations).</b>	
<ul style="list-style-type: none"> <li>Analyze and draw conclusions using information gathered from common graphic features (charts, maps, diagrams, illustrations).</li> </ul>	
<b>13.8 Identify and use knowledge of common organizational structures (chronological order).</b>	
<b>13.10 Distinguish cause from effect.</b>	
<b>13.11 Distinguish fact from opinion or fiction.</b>	
<b>13.12 Summarize main ideas and supporting details.</b>	

**GENERAL STANDARD 14: Poetry**

*Students will identify, analyze, and apply knowledge of the theme, structure, and elements of poetry and provide evidence from the text to support their understanding.*

Learning Standards	Resources
<b>14.2 Identify rhyme and rhythm, repetition, similes, and sensory images in poems.</b>	
<ul style="list-style-type: none"> <li>Identify similes and sensory images in poems.</li> </ul>	

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**GENERAL STANDARD 15: Style and Language**

*Students will identify and analyze how an author’s words appeal to the senses, create imagery, suggest mood, and set tone and provide evidence from the text to support their understanding.*

Learning Standards	Resources
<b>15.2 Identify words appealing to the senses or involving direct comparisons in literature and spoken language.</b>	
<ul style="list-style-type: none"> <li>Analyze an author’s use of sensory words to create mood and set tone.</li> <li>Identify words appealing to the senses or involving direct comparisons in literature and spoken language.</li> </ul>	

**GENERAL STANDARD 16: Myth, Traditional Narrative, and Classical Literature**

*Students will identify analyze, and apply knowledge of the themes, structure, and elements of myths, traditional narratives, and classical literature and provide evidence from the text to support their understanding.*

Learning Standards	Resources
<b>16.4 Identify phenomena explained in origin myths (Prometheus/fire; Pandora/evils).</b>	
<b>16.5 Identify the adventures or exploits of a character type in traditional literature.</b>	
<b>16.6 Acquire knowledge of culturally significant characters and events in Greek, Roman, and Norse mythology and other traditional literature.</b>	

**GENERAL STANDARD 17: Dramatic Literature**

*Students will identify, analyze, and apply knowledge of the themes, structure, and elements of drama and provide evidence from the text to support their understanding.*

Learning Standards	Resources
<b>17.2 Identify and analyze the elements of plot and character, as presented through dialogue in scripts that are read, viewed, written, or performed.</b>	

**GENERAL STANDARD 18: Dramatic Reading and Performance**

*Students will plan and present dramatic readings, recitations, and performances that demonstrate appropriate consideration of audience and purpose.*

Learning Standards	Resources
<b>18.2 Plan and perform readings of selected texts for an audience, using clear diction and voice quality (volume, tempo, pitch, tone) appropriate to the selection, and use teacher-developed assessment criteria to prepare presentations.</b>	

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**GENERAL STANDARD 19: Writing**

*Students will write with a clear focus, coherent organization, and sufficient detail.*

<b>Learning Standards</b>	<b>Resources</b>
<b>For informational/expository writing:</b>	
<b>19.11 Write brief summaries of information gathered through research.</b>	
<b>19.12 Write a brief interpretation or explanation of a literary or informational text using evidence from the text as support.</b>	
<b>19.13 Write an account based on personal experience that has a clear focus and sufficient supporting detail.</b>	
<ul style="list-style-type: none"> <li>Write in five paragraphs an account based on personal experience that has a clear focus and sufficient supporting detail.</li> </ul>	

**GENERAL STANDARD 20: Consideration of Audience and Purpose**

*Students will write for different audiences and purposes.*

<b>Learning Standards</b>	<b>Resources</b>
<b>20.2 Use appropriate language for different audiences (other students, parents) and purposes (letter to a friend, thank you note, invitation).</b>	

**GENERAL STANDARD 21: Revising**

*Students will demonstrate improvement in organization, content, paragraph development, level of detail, style, tone, and word choice (diction) in their compositions after revising them.*

<b>Learning Standards</b>	<b>Resources</b>
<b>21.2 Revise writing to improve level of detail after determining what could be added or deleted.</b>	

**GENERAL STANDARD 22: Standard English Conventions**

*Students will use knowledge of standard English conventions in their writing, revising, and editing.*

<b>Learning Standards</b>	<b>Resources</b>
<b>22.3 Write legibly in cursive, leaving space between letters in a word and between words in a sentence.</b>	
<ul style="list-style-type: none"> <li>Use legible cursive writing for all schoolwork. (See appendix.)</li> </ul>	
<b>22.4 Use knowledge of correct mechanics (end marks, commas for series, capitalization), usage (subject and verb agreement in a simple sentence), and sentence structure (elimination of fragments) when writing and editing.</b>	
<ul style="list-style-type: none"> <li>Use knowledge of sentence structure (elimination of fragments and run-ons) when writing and editing.</li> </ul>	
<b>22.5 Use knowledge of letter sounds, word parts, word segmentation, and syllabication to monitor and correct spelling.</b>	
<ul style="list-style-type: none"> <li>Use knowledge of syllabication to monitor and correct spelling.</li> </ul>	
<b>22.6 Spell most commonly used homophones correctly in their writing (there, they're, their; two, too, to).</b>	

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**GENERAL STANDARD 23: Organizing Ideas in Writing**

*Students will organize ideas in writing in a way that makes sense for their purpose.*

Learning Standards	Resources
<b>23.3 Organize plot events of a story in an order that leads to a climax.</b>	

**GENERAL STANDARD 24: Research**

*Students will gather information from a variety of sources, analyze and evaluate the quality of the information they obtain, and use it to answer their own questions.*

Learning Standards	Resources
<b>24.2 Identify and apply steps in conducting and reporting research:</b>	
• <b>Define the need for information and formulate open-ended research questions.</b>	
• <b>Initiate a plan for searching for information.</b>	
• <b>Locate resources.</b>	
• <b>Evaluate the relevance of the information.</b>	
• <b>Interpret, use, and communicate the information.</b>	
• <b>Evaluate the research project as a whole.</b>	

**GENERAL STANDARD 25: Evaluating Writing and Presentations**

*Students will develop and use appropriate rhetorical, logical, and stylistic criteria for assessing final versions of their compositions or research projects before presenting them to varied audiences.*

Learning Standards	Resources
<b>25.2 Form and explain personal standards or judgments of quality, display them in the classroom, and present them to family members.</b>	

**GENERAL STANDARD 26: Analysis of Media**

*Students will identify, analyze, and apply knowledge of the conventions, elements, and techniques of film, radio, video, television, multimedia production, the Internet, and emerging technologies, and provide evidence from the works to support their understanding.*

Learning Standards	Resources
<b>26.2 Compare stories in print with their filmed adaptations, describing the similarities and differences in the portrayal of characters, plot, and settings.</b>	

**GENERAL STANDARD 27: Media Production**

*Students will design and create coherent media productions (audio, video, television, multimedia, Internet, emerging technologies) with a clear controlling idea, adequate detail, and appropriate consideration of audience, purpose, and medium.*

Learning Standards	Resources
<b>27.2 Create presentations using computer technology.</b>	

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