

# Grade 4

## READING

### Understanding and Using Literary Texts

**Standard 4-1** The student will read and comprehend a variety of literary **texts** in print and nonprint formats.

<b>Indicators</b>	<b>PLT Activities</b>
4-1.1 Analyze the details that support the expression of the <b>main idea</b> in a given literary <b>text</b> .	4 - Sounds Around 8 - The Forest of S.T. Shrew 18 - Tale of the Sun 87 - Earth Manners 89 - Trees for Many Reasons
4-1.2 Analyze literary <b>texts</b> to draw conclusions and make <b>inferences</b> .	11 - Can It Be Real?
4-1.3 Distinguish between <b>first-person</b> and <b>third-person points of view</b> .	
4-1.4 Distinguish among devices of <b>figurative language</b> (including <b>simile</b> , <b>metaphor</b> , <b>personification</b> , and <b>hyperbole</b> ) and sound devices (including <b>onomatopoeia</b> and <b>alliteration</b> ).	
4-1.5 Analyze the impact of <b>characterization</b> and <b>conflict</b> on plot.	
4-1.6 Interpret the effect of the <b>author's craft</b> (for example, <b>word choice</b> , sentence structure, the use of <b>figurative language</b> , and the use of <b>dialogue</b> ) on the meaning of literary <b>texts</b> .	
4-1.7 Create responses to literary <b>texts</b> through a variety of methods (for example, writing, <b>creative dramatics</b> , and the visual and performing arts).	
4-1.8 Classify works of <b>fiction</b> (including <b>fables</b> , tall tales, and <b>folktales</b> ) and works of <b>nonfiction</b> (including <b>biographies</b> and personal essays) by characteristics.	
4-1.9 Recognize the characteristics of poetry (including <b>stanza</b> , <b>rhyme scheme</b> , and <b>repetition</b> ).	5 - Poet-Tree

4-1.10 Analyze cause-and-effect relationships in literary <b>texts</b> .	
4-1.11 Read independently for extended periods of time for pleasure.	

## READING

### Understanding and Using Informational Texts

**Standard 4-2** The student will read and comprehend a variety of informational **texts** in print and nonprint formats.

Indicators	PLT Activities
4-2.1 Summarize evidence that supports the <b>central idea</b> of a given informational <b>text</b> .	8 - The Forest of S.T. Shrew 89 - Trees for all Reasons
4-2.2 Analyze informational <b>texts</b> to draw conclusions and make <b>inferences</b> .	8 - The Forest of S.T. Shrew 11 - Can It Be Real?
4-2.3 Analyze informational <b>texts</b> to locate and identify facts and opinions.	8 - The Forest of S.T. Shrew 58 - There Ought to be a Law
4-2.4 Create responses to informational <b>texts</b> through a variety of methods (for example, drawings, written works, and oral presentations).	8 - The Forest of S.T. Shrew 89 - Trees for all Reasons
4-2.5 Use headings, subheadings, <b>print styles</b> , <b>white space</b> , captions, and chapter headings to gain information.	
4-2.6 Use <b>graphic features</b> (including illustrations, graphs, charts, maps, diagrams, and <b>graphic organizers</b> ) as sources of information.	8 - The Forest of S.T. Shrew 11 - Can It Be Real? 87 - Earth Manners
4-2.7 Use <b>functional text features</b> (including tables of contents, glossaries, indexes, and appendixes) as sources of information.	
4-2.8 Analyze informational <b>texts</b> to identify cause-and-effect relationships.	
4-2.9 Read independently for extended periods of time to gain information.	

## READING

### Building Vocabulary

**Standard 4-3** The student will use word analysis and vocabulary strategies to read fluently.

#### Indicators

#### PLT Activities

4-3.1 Generate the meaning of unfamiliar and multiple-meaning words by using <b>context clues</b> (for example, those that provide an example or a definition).	
4-3.2 Use <b>base words</b> and <b>affixes</b> to determine the meanings of words. (See <i>Instructional Appendix: Prefixes and Suffixes.</i> )	
4-3.3 Interpret the meaning of <b>idioms</b> encountered in <b>texts</b> .	
4-3.4 Spell correctly words with prefixes and suffixes and multisyllabic words.	

## WRITING

### Developing Written Communications

**Standard 4-4** The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of **voice**, and correct use of the conventions of written **Standard American English**.

#### Indicators

4-4.1 Generate and organize ideas for writing using prewriting techniques (for example, creating lists, having discussions, and examining <b>literary models</b> ).	8 - The Forest of S.T. Shrew 9 - Planet Diversity 11 - Can It Be Real? 24 - Nature's Recyclers 51 - Make Your Own Paper 58 - There Ought to be a Law 76 - Tree Cookies
4-4.2 Use complete sentences in a variety of types (including simple and compound sentences) in writing.	89 - Trees for all Reasons
4-4.3 Create <i>multiple-paragraph compositions that include a <b>central idea</b> with supporting details and use</i>	

<p><i>appropriate transitions between paragraphs.</i></p>	
<p>4-4.4 Use grammatical conventions of written <b>Standard American English</b>, including</p> <ul style="list-style-type: none"> <li>• subject-verb agreement;</li> <li>• past, present, and future verb tenses;</li> <li>• conjunctions (<i>although, while, neither, nor</i>);</li> <li>• adverbs of time, place, manner, and degree; and</li> <li>• pronoun-antecedent agreement.</li> </ul> <p>(See Instructional Appendix: Composite Writing Matrix.)</p>	
<p>4-4.5 Use revision strategies to improve the organization and development of content and the quality of <b>voice</b> in written works. (See <i>Instructional Appendix: Composite Writing Matrix.</i>)</p>	
<p>4-4.6 <b>Edit</b> for the correct use of written <b>Standard American English</b>, including</p> <ul style="list-style-type: none"> <li>• capitalization <ul style="list-style-type: none"> <li>– titles of works of art,</li> <li>– titles of magazines and newspapers,</li> <li>– brand names,</li> <li>– proper adjectives, and</li> <li>– names of organizations;</li> </ul> </li> <li>• punctuation <ul style="list-style-type: none"> <li>– quotation marks to indicate direct quotations or <b>dialogue</b>,</li> <li>– quotation marks to indicate titles of works (for example, articles, reports, chapters, and other short pieces) published within separately published works,</li> <li>– between main clauses, and</li> <li>– underlining or italics to indicate titles of separately published works (for example,</li> </ul> </li> </ul>	

books and magazines); and • spelling - words with suffixes and prefixes and - multisyllabic words. (See Instructional Appendix:Composite Writing Matrix.)	
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## WRITING

### Producing Written Communications in a Variety of Forms

**Standard 4-5**     The student will write for a variety of purposes and **audiences**.

Indicators	PLT Activities
4-5.1 Create informational pieces (for example, postcards, flyers, letters, and e-mails) that use language appropriate for the specific audience.	9 - Planet Diversity 11 - Can It Be Real? 58 - There Ought to be a Law
4-5.2 Create narratives containing details and a sequence of events that develop a plot.	7 - Habitat Pen Pals
4-5.3 Create written descriptions using language that appeals to the readers' senses.	
4-5.4 Create written pieces (for example, skits and plays) to entertain others.	11 - Can It Be Real? - Enrichment

## RESEARCHING

### Applying the Skills of Inquiry and Oral Communication

**Standard 4-6**     The student will access and use information from a variety of sources.

Indicators	PLT Activities
4-6.1 Clarify and refine a research topic.	11 - Can It Be Real?

<p>4-6.2 Use print sources (for example, books, magazines, charts, graphs, diagrams, dictionaries, encyclopedias, atlases, thesauri, newspapers, and almanacs) and <b>nonprint sources</b> to access information.</p>	<p>7 - Habitat Pen Pals        8 - The Forest of S.T. Shrew        9 - Planet Diversity        11 - Can It Be Real?        16 - Pass the Plants, Please        24 - Nature's Recyclers        51 - Make Your Own Paper        58 - There Ought to be a Law        62 - To Be a Tree        76 - Tree Cookies        78 - Signs of Fall        79 - Tree Lifecycle</p>
<p>4-6.3 Organize information by classifying or sequencing.</p>	<p>2 - Get in Touch with Trees        8 - The Forest of S.T. Shrew        11 - Can It Be Real?        13 -We All Need Trees        16 - Pass the Plants, Please        18 - Tale of the Sun        24 - Nature's Recyclers        49 - Tropical Treehouse        58 - There Ought to be a Law        61 - The Closer You Look        62 - To Be a Tree        79 - Tree Lifecycle        78 - Signs of Fall        89 - Trees for all Reasons</p>
<p>4-6.4 Paraphrase research information accurately and meaningfully</p>	<p>4 - Sounds Around        11 - Can It Be Real?        51 - Make Your Own Paper</p>
<p>4-6.5 Create a list of sources that contains information (including the author and title of a publication) necessary to properly credit and document the work of others.</p>	
<p>4-6.6 Use the Internet as a source of information.</p>	<p>4 - Sounds Around        7 - Habitat Pen Pals        9 - Planet diversity        11 - Can It Be Real?        51 - Make Your Own Paper        58 - There Ought to be a Law</p>
<p>4-6.7 Use vocabulary (including <b>Standard American English</b>) that is appropriate for the particular <b>audience</b> or purpose.</p>	
<p>4-6.8 Select appropriate graphics, in print or electronic form, to support written works and oral and visual presentations.</p>	<p>11 - Can It Be Real?</p>