

Crook County School District

4th Grade Literacy Curriculum Learning Targets

Writing

Ideas and Content

- Choose the form of writing that best suits the intended purpose (*Audience/purpose*).
- Focus on a central idea, excluding loosely related, extraneous, and repetitious information (*Main ideas*).
- Provide details and transitions to link paragraphs (*Description/detail/transitions*).

Conventions

- Spells correctly roots, inflections, suffixes and prefixes, syllables, homophones, contractions, compounds, common spelling patterns, and high frequency words that do not fit common spelling patterns (*Spelling*).
- Correctly uses regular and irregular verbs, adverbs, prepositions, coordinating conjunctions, and plural possessive nouns (*Grammar*).
- Correctly use apostrophes, quotation marks, commas, and ending punctuation (*Punctuation*).
- Capitalize all proper nouns, words at the beginning of sentences, greetings, titles, and the first word in quotations when appropriate (*Capitalization*).
- Write legibly in cursive or manuscript. Read texts written in cursive (*Handwriting/Concepts of Print*).

Voice

- Select a focus and point of view based on purpose and audience.

Organization

- Writes multi-paragraph compositions that uses correct indentation and provides an inviting introductory paragraph and concludes with a paragraph that summarizes the point (*Sentences/paragraphs*).
- Present important ideas or events in sequence or chronological order (*Sequence/Beginning, Middle, End*).

Word Choice

- Use words that describe, explain, or provide additional details and connections.

Sentence Fluency

- Write complete simple and compound sentences of statement, command, question, or exclamation.

Modes

- Write a personal narrative which includes ideas, observations, or memories within a context that include sensory details and insight (*Narrative*).
- Write responses to literature that demonstrate understanding and support interpretations with references to the text and prior knowledge (*Expository*).
- Write informational reports that address a central question, include facts and details, and develop the topic. Use more than one source of information (*Research Report*).
- Begin writing persuasive compositions to convince the read to take or avoid a certain action (*Persuasive*).

The Writing Process

- Use a scoring guide to review, evaluate, and revise writing for meaning and clarity (*Prewriting*).
- Use a scoring guide to review, evaluate, and revise writing for meaning and clarity (*Drafting*).
- Use a scoring guide to review, evaluate, and revise writing for meaning and clarity (*Editing*).
- Revise drafts by combining and moving sentences and paragraphs to improve the focus and progression of ideas. Use a scoring guide to review, evaluate, and revise writing for meaning and clarity (*Revising*).

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Reading

Concepts of Print

- Recognize and use the basic punctuation marks and understand how they add to or change the meaning of the text.

Phonemic Awareness

- Previously masters.

Phonics, Decoding and Word Recognition

- Decode multisyllabic words by distinguishing common roots, affixes, and individual syllables.
- Recognize an increasing bank of high frequency sight words.

Vocabulary

- Develop vocabulary through word study: common roots and word parts, synonyms/antonyms, homographs, and idioms.
- Determine meaning of words using contextual and structural cues.
- Develop vocabulary through listening, discussion, and direct teaching of words in literary, informational, and content specific texts.
- Use academic vocabulary accurately across the subject areas.

Fluency

- Read aloud unpracticed grade level text at an appropriate rate (115 - 140 wcpm) and pace to match purpose using intonation and expression.

Comprehension

- Summarize and sequence events, main ideas, supporting details, problems/resolutions, and identify opinions related to text.
- Demonstrate comprehension by answering questions about the text. Support with literary evidence.
- Develop an interpretation of texts using a variety of skills (predictions, varied connections, questions/answers, etc.) when it is both explicitly stated and implied.
- Compare and contrast renditions of similar stories from different cultures as well as various imaginative, informational and persuasive forms of literature. Explore impact of author's purpose and relate it to details in the text.
- Take part in creative response to text using specific word features to enhance dramatization and oral presentations.

Read to Perform a Task

- Read and locate information in specialized materials and a variety of informational texts. Use structural features to strengthen comprehension.
- Read and follow multi-step directions for specific purposes.

Understanding & Using the Reading Process

- Demonstrate listening comprehension of more complex text through class and/or small group interpretive discussion.
- Monitor comprehension and draw upon a variety of strategies as needed to strengthen understanding. Identify specific words that are causing comprehension difficulties.

Understanding & Using a Variety of Literary Forms and Genres

- Listen to, read, and respond to a wide variety of significant works of literature from a variety of cultures and time periods.

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Speaking & Listening

Listening

- Ask thoughtful questions and respond with appropriate discussion.
- Follow detailed directions and instructions.
- Summarize major ideas and supporting evidence presented in spoken messages and formal presentations.

Analysis

- Identify and discuss the sound elements of literary language for intent and effect.

Speaking

- Organize information and support with evidence and examples to convey a clear message.
- Engage the audience with use of volume, pitch, phrasing, pace, modulation and gestures. Maintain good eye contact when speaking.
- Clarify and enhance oral presentations through the use of details, examples, anecdotes or experiences. Present with effective introductions and conclusions.
- Suggested Speech length: two-four minutes.