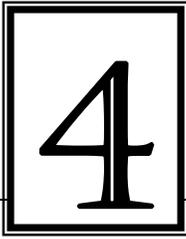


Fourth Grade

English Language Arts Standards

WHAT I NEED TO LEARN BY THE END OF FOURTH GRADE IN READING & WRITING	HELPFUL HINTS & EXAMPLES
<ul style="list-style-type: none">☺ I will be able to read narrative (stories) and expository (factual) texts aloud correctly and with good expression.☺ I will be able to determine the meanings of new words by using the parts of the word that I already know, including synonyms, antonyms, and idioms.☺ I will be able to use root words to determine the meanings of words and phrases.☺ I will be able to use common root words with prefixes and suffixes.☺ I will be able to use a dictionary and thesaurus to find antonyms and synonyms.☺ I will be able to understand many words that have multiple meanings.☺ I will know the different patterns found in informational text.	<ul style="list-style-type: none"><input type="checkbox"/> Research has shown that children whose parents read to them daily have more opportunities to become good readers. When reading to your child, ask questions, have them retell the story, and/or draw a picture of the main character.<input type="checkbox"/> Synonyms: words that have the same or similar meanings – <i>fast, rapid</i> Antonyms: words that mean the opposite – <i>fast, slow</i> Idioms: phrases and expressions – <i>sour grapes, on its last legs</i><input type="checkbox"/> For example: sign, signature<input type="checkbox"/> Prefixes: word parts attached to the beginning of a word – <i>type, retype</i> Suffixes: word parts attached to the end of a word – <i>type, typing</i><input type="checkbox"/> Using a dictionary and a thesaurus, ask your child to find antonyms and synonyms.<input type="checkbox"/> For example, rock: a stone, or sway backward and forward.<input type="checkbox"/> Some examples include:<ul style="list-style-type: none">◆ compare and contrast; same and opposite; cause and effect; order of events; posing and answering questions



Fourth Grade

English Language Arts Standards

WHAT I NEED TO LEARN BY THE END OF FOURTH GRADE IN READING & WRITING

- ☺ I can use a variety of strategies to help me understand what I am reading.
- ☺ I will use patterns of the text to understand cause and effect, the main idea (what the author is telling you), compare and contrast (same and opposite), fact or fiction (true or make-believe).
- ☺ I will understand how to compare and contrast (same and opposite) to what I read.
- ☺ I will understand differences between cause and effect and between fact and opinion in expository text.
- ☺ I will be able to follow multiple-step directions in a basic technical manual.
- ☺ I can read different genres: fiction, nonfiction, fantasy, and folklore.
- ☺ In stories, I can find the problem, setting, protagonist, antagonist, climax, and solution.
- ☺ I can understand that the characters' actions come from their personalities.
- ☺ I can find examples of figurative language: similes, metaphors, hyperboles, and personifications.

HELPFUL HINTS & EXAMPLES

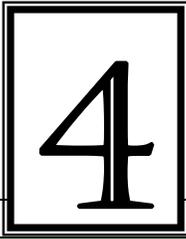
- I can use what I already know about the subject, read the title of the story, look at the pictures of the story, and look for important words to understand what I am reading.

Research has shown that children whose parents read to them daily have more opportunities to become good readers. When reading to your child, ask questions, have them retell the story, and/or draw a picture of the main character.

- ◆ Making a model of a car
 - ◆ Tests
 - ◆ Directions

Encourage your child to read a variety of genres.

- simile – He eats like a pig.
metaphor – . . . biting like a bug
hyperbole – exaggeration “as tall as the Empire State Building”



Fourth Grade

English Language Arts Standards

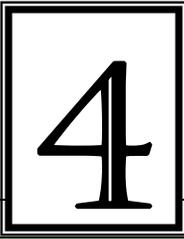
WHAT I NEED TO LEARN BY THE END OF FOURTH GRADE IN READING & WRITING

- ☺ I can choose an idea to write about that includes three to four paragraphs that have structure, organization, good choice of words, and fourth grade level punctuation.
- ☺ I will be able to write a multiple paragraph essay that includes an introduction paragraph to support a central idea. The introductory paragraph has a topic sentence at or near the beginning of the paragraph. I will include supporting paragraphs that contain simple facts, details, and explanations. At the end of my essay, I will write a conclusion that summarizes the main points.
- ☺ I will be able to write compositions that use techniques such as chronological order, cause and effect, similarity and differences, and the posing and answering of questions.
- ☺ I will be able to write neatly in cursive or printing.
- ☺ I will be able to locate information that I need by using organizational features such as preface, table of contents, index, and appendices.
- ☺ I will be able to use many different reference materials to aid in my writing, such as a dictionary, thesaurus, card catalogue, encyclopedia, and on-line information.
- ☺ Write narratives.
- ☺ Write responses to literature.

HELPFUL HINTS & EXAMPLES

Students need to be able to construct three to four paragraphs. To build stamina, students can improve their writing by practicing writing daily.

- Practice handwriting at home.
- Share magazines, newspaper articles, and phone books, asking your child to locate this information from these sources.
- Encourage your child to use the dictionary, thesaurus, and computer at home to obtain specific information for their writing.
- Write a story about your favorite animal by using a plot, setting, and characters.
- Read and respond to many different types of books.



Fourth Grade

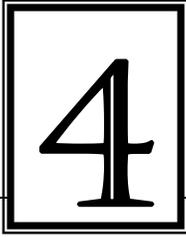
English Language Arts Standards

WHAT I NEED TO LEARN BY THE END OF FOURTH GRADE IN READING & WRITING

- ☺ Write informational reports about important ideas, issues, or events.
- ☺ Write summaries that contain the main idea of the reading selection.
- ☺ I will be able to use simple and compound sentences.
- ☺ I will be able to combine short related sentences with appositives, participial phrases, adjectives, adverbs, and prepositional phrases.
- ☺ I will be able to use and identify regular and irregular verbs. I will also be able to use adjectives, adverbs, and prepositional phrases.
- ☺ I will be able to use commas in quotations and apostrophes in contractions and possessives.
- ☺ I will be able to identify titles by using underlining, quotation marks, or italics.
- ☺ I will be able to capitalize names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotes when appropriate.
- ☺ I will be able to spell words and word parts such as prefixes and suffixes correctly.

HELPFUL HINTS & EXAMPLES

- Use textbooks and writing steps to produce reports, such as a state report.
- Summarize a reading selection about otters by stating the main ideas and details in an introductory paragraph, body, and conclusion.
- Simple: My cat is pretty.
Compound: We are going to the mall and to the movie.
- Appositives: A beautiful collie, Skip was my favorite dog.
Participial phrase: The man running down the street was my favorite uncle.
Adjective: Sharon was extremely happy.
Adverb: Brian finished his work quickly.
Prepositional phrase: Let's go into the barn.
- A cute puppy often enjoys playtime and nap time during the day.
Irregular verbs: walk, walked, run, ran
- commas with quotations: "Let's watch the movie today," said the boy to his friend. - contractions: do not = don't
- Charlie and the Chocolate Factory.
- Newsweek
The Modesto Bee
Girl Scouts
- prefix: aforementioned
suffix: plentiful



Fourth Grade

English Language Arts Standards