



## Language Arts Learning Expectations– Grade 4

### **Oral Language**

#### **Listening and Speaking** - *Uses listening and speaking strategies for different purposes*

- Listen appreciatively and responsively, presenting their own point of view and respecting the views of others
- Identify some aspects of talk that vary between formal and informal occasions
- Summarize major ideas and supporting evidence presented in spoken messages and formal presentations
- Analyze the use of persuasive language
- Argue persuasively and justify a point of view
- Organize thoughts and feelings before speaking
- Use different voice level, phrasing, and intonation for different situations (e.g., small group settings, informal discussions, reports to the class)
- Make oral presentations to class (e.g., use subject-related information and vocabulary; includes content appropriate to the audience; relates ideas and observations; incorporates visual aids or props; incorporates several sources of information)
- Use strategies to convey a clear main point when speaking (e.g., expresses ideas in a logical manner, uses specific vocabulary to establish tone and present information)
- Organize ideas for oral presentations (e.g., uses an introduction and conclusion; uses notes or other memory aids; organizes ideas around major points, in sequence, or chronologically; uses traditional structures, such as cause-and-effect, similarity and difference, posing and answering a question; uses details, examples, and anecdotes to clarify information)
- Summarize major ideas and supporting evidence presented in spoken messages and formal presentations
- Ask thoughtful questions and respond to relevant questions with appropriate elaboration in oral settings
- Use a range of specific vocabulary in different situations, indicating an awareness that language is influenced by purpose, audience and context
- Reflect on how working in role helps to explore complex issues
- Identify and discuss qualities of others' performances, including gesture, action and costume
- Perform a scripted scene making use of dramatic conventions

## **Written Language - Reading**

### **Reading Process** - *Uses the general skills and strategies of the reading process*

- Read aloud with grade-appropriate fluency and accuracy and with appropriate pacing, intonation, and expression
- Check, reread and correct their own reading
- Apply knowledge of word origins, derivations, synonyms, antonyms, and idioms to determine the meaning of words and phrases
- Use knowledge of root words to determine the meaning of unknown words within a passage
- Know common roots and affixes derived from Greek and Latin and use this knowledge to analyze the meaning of complex words (e.g., *international*)
- Use a thesaurus to determine related words and concepts
- Distinguish and interpret words with multiple meanings
- Use knowledge of prefixes (e.g., *un-*, *re-*, *mis-*, *dis-*) and suffixes (e.g., *-er*, *-est*, *-ful*) to determine the meaning of words
- **Understanding a Text** - *Use reading skills and strategies to understand, interpret and respond to a variety of texts and can provide evidence from the text to support their understanding*
- Understand that stories have a plot; identify the main idea; discuss and outline the sequence of events leading to the final outcome
- Use knowledge of the situation and setting and of a character's traits and motivations to determine the causes for that character's actions
- Skim and scan texts to decide whether they will be useful, before attempting to read in detail
- Comprehend basic plots of a range of texts including classic fairy tales, myths, folktales, legends, and fables from around the world
- Compare different types of narrative and information texts and identify how they are structured (e.g., compare and contrast, cause and effect, chronological order)
- Use reading skills and strategies to understand a variety of informational texts (e.g. Textbooks, biographical sketches, letters, etc)
- Distinguish between fiction and non-fiction and select books appropriate to specific purposes
- Identify genre (e.g. science fiction, mystery, historical novel)
- Recognize the author's purpose, for example, to inform, entertain, persuade, instruct
- Appreciate that writers plan and structure their stories to achieve particular effects; identify features that can be replicated when planning their own stories
- Establish a purpose for reading (e.g., for information, for pleasure, to understand a specific viewpoint)

## **Written Language - Writing**

**Writing Process** - *Uses the general skills and strategies of the writing process (prewriting, writing, revising, editing, publishing)*

- Use prewriting strategies to plan written work (e.g., uses graphic organizers, story maps, and webs; groups related ideas; takes notes; brainstorms ideas; organizes information according to type and purpose of writing)
- Use strategies to draft and revise written work (e.g., elaborates on a central idea; writes with attention to audience, word choice, sentence variation; uses paragraphs to develop separate ideas; produces multiple drafts)
- Evaluate own and others' writing (e.g., determines the best features of a piece of writing, determines how own writing achieves its purposes, asks for feedback, responds to classmates' writing)
- Reread and edits their own writing using a variety of resources

**Creating and shaping texts** - *Write independently and creatively for purpose, pleasure and learning. Use and adapt a range of forms, suited to different purposes and readers.*

- Write for a range of purposes, both creative and informative, using different types of structures and styles according to the purpose of the writing
- Show awareness of different audiences and adapt writing appropriately
- Use appropriate paragraphing to organize ideas
- Write in a variety of forms or genres (sci-fi, non-fiction, poetry, newspaper, diaries, instructions, persuasive)
- Select vocabulary and supporting details to achieve desired effects
- Use content specific vocabulary which may be connected to the unit of inquiry
- Use a dictionary and thesaurus to check accuracy, broaden vocabulary and enrich writing

**Grammar and mechanics** - *Uses grammatical and mechanical conventions in written compositions*

- Recognize and use the main parts of speech correctly (noun, verb, pronoun, adjective, adverb)
- Identify and use regular and irregular verbs, adverbs, prepositions, and coordinating conjunctions in writing and speaking
- Use simple and compound sentences in writing and speaking
- Adapt sentence construction to different text-types, purposes and readers
- Combine short, related sentences with appositives, participial phrases, adjectives, adverbs, and prepositional phrases
- Use knowledge of written code patterns to accurately spell high-frequency and familiar words
- Correctly spell roots, inflections, common suffixes and prefixes, and syllable constructions
- Punctuate sentences accurately, including using quotation marks and apostrophes
- Capitalize names of magazines, newspapers, organizations, and the first word in quotations when appropriate
- Work independently, to produce written work that is legible and well-presented, written either by hand or in digital format