

## Language Arts/English Curriculum

### Grade 4

The language arts curriculum includes objectives that support students' development in the skills of reading, writing, and oral language. These skills are developed through direct instruction, modeling by teachers, and guided practice. Teachers plan a balance of learning experiences, which build upon oral language and include fiction, informational text, and use of language arts skills in other content areas.

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## ELA.G4

### Standard 1

#### USE EFFECTIVE ORAL COMMUNICATION SKILLS IN VARIETY OF SETTINGS

The student will use effective oral communication skills in a variety of settings.

#### Benchmark 1.a

##### Present Accurate Directions to Individuals and Small Groups

The student will present accurate directions to individuals and small groups.

#### Indicator 1.a.1

##### Give accurate directions by identifying info needed by the listener

Give accurate directions by identifying the information needed by the listener.

#### Indicator 1.a.2

##### Give accurate directions by organizing, sequencing in a logical way

Give accurate directions by organizing and sequencing the information in a logical way.

#### Indicator 1.a.3

##### Give accurate directions by explaining terms unfamiliar to listener

Give accurate directions by explaining or defining any terms that might be unfamiliar to the listener.

#### Indicator 1.a.4

##### Give accurate directions by articulating info in clear manner

Give accurate directions by articulating the information in a clear, organized manner.

#### Indicator 1.a.5

##### Give accurate directions by making connections to previous knowledge

Give accurate directions by making connections to previous common knowledge of a group of listeners.

#### Benchmark 1.b

##### Contribute to Group Discussions

The student will contribute to group discussions.

#### Indicator 1.b.1

##### Participate by offering comments relevant to topic of discussion

Participate in group discussions by offering comments that are relevant to the topic of discussion.

#### Indicator 1.b.2

##### Participate by avoiding hindering the progress of discussion

Participate in group discussions by avoiding hindering the progress of the discussion (learning

not to interrupt).

**Indicator 1.b.3****Participate by taking turns speaking during a discussion**

Participate in group discussions by taking turns speaking during a discussion.

**Indicator 1.b.4****Discuss own experiences as they relate to a topic of study**

*Discuss own experiences as they relate to a topic of study.*

**Indicator 1.b.5****Present info gathered from a variety of sources to classmates**

*Present information gathered from a variety of sources to classmates.*

**Benchmark 1.c****Seek Ideas and Opinions of Others**

The student will seek ideas and opinions of others.

**Indicator 1.c.1****Participate by asking questions to solicit knowledge, opinions**

Participate in group discussions by asking appropriate questions to solicit knowledge and opinions of others.

**Indicator 1.c.2****Participate by maintaining eye contact, body language**

Participate in group discussions by maintaining appropriate eye contact and attentive body language while listening.

**Indicator 1.c.3****Participate by respecting others' comments**

Participate in group discussions by respecting the comments of others, especially if the comments express opinions that are different from one's own.

**Benchmark 1.d****Use Evidence to Support Opinions**

The student will use evidence to support opinions.

**Indicator 1.d.1****Participate by distinguishing fact from opinion**

Participate in group discussions by distinguishing fact from opinion.

**Indicator 1.d.2****Participate by supporting opinions with examples and details**

Participate in group discussions by supporting opinions with appropriate examples and details.

**Benchmark 1.e****Use Correct Language and Specific Vocab to Communicate Ideas**

The student will use grammatically correct language and specific vocabulary to communicate ideas.

**Indicator 1.e.1****Use grammatically correct language**

Use grammatically correct language.

**Indicator 1.e.2****Use specific vocabulary to enhance oral communication**

Use specific vocabulary to enhance oral communication.

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**Benchmark 1.f****Discuss What Has Been Read and Written**

*The student will discuss what has been read and written.*

**Indicator 1.f.1****Share opinions about and reactions to literature**

*Share opinions about and reactions to literature.*

**Indicator 1.f.2****Recommend books to others**

*Recommend books to others.*

**Indicator 1.f.3****Discuss problems encountered, consider possible solutions**

*Discuss problems encountered while reading and writing and consider possible solutions.*

**Indicator 1.f.4****Read, discuss lit that portrays other cultures or historical periods**

*Read and discuss literature that portrays different cultures or historical periods.*

**Indicator 1.f.5****Discuss criteria for good literature**

*Discuss criteria for good literature.*

**Indicator 1.f.6****Participate in conferences by contributing questions, opinions, etc.**

*Participate in reading and writing conferences by contributing appropriate questions, information, suggestions, and/or opinions.*

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**ELA.G4****Standard 2****MAKE AND LISTEN TO ORAL PRESENTATIONS AND REPORTS**

**The student will make and listen to oral presentations and reports.**

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**Benchmark 2.a****Use Subject-Related Information and Vocabulary**

The student will use subject-related information and vocabulary.

**Indicator 2.a.1****Make oral presentations by organizing info around a central idea**

Make oral presentations and reports by organizing information around a central idea with supporting details and using specific vocabulary.

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**Benchmark 2.b****Listen To and Record Information**

The student will listen to and record information.



**Indicator 2.b.1**

**Use active listening skills by looking at the speaker**

Use active listening skills by looking at the speaker.



**Indicator 2.b.2**

**Use active listening skills by thinking about speaker's main points**

Use active listening skills by thinking about the main points the speaker is making.



**Indicator 2.b.3**

**Use active listening skills by taking notes**

Use active listening skills by taking notes



**Indicator 2.b.4**

**Gather info while listening to read aloud from informational book**

*Gather information while listening to the teacher read aloud from an informational book.*



**Indicator 2.b.5**

**Gather information from interviews**

*Gather information from interviews.*



**Benchmark 2.c**

**Organize Information for Clarity**

The student will organize information for clarity.



**Indicator 2.c.1**

**Make oral presentations by organizing info around a central idea**

Make oral presentations and reports by organizing information around a central idea with supporting details and using specific vocabulary.



**Indicator 2.c.2**

**Make oral presentations by creating a simple visual to help listeners**

Make oral presentations and reports by creating a simple visual, such as a poster or technology-tool presentation, that helps listeners follow the presentation.



**Indicator 2.c.3**

**Plan oral communication with appropriate visuals, information, etc.**

*Plan oral communication with appropriate visuals, illustrations, and information for a specific audience.*



**Benchmark 2.d**

**Speak Clearly, Using Appropriate Voice Level and Speaking Rate**

The student will speak clearly, using appropriate voice level and speaking rate.



**Indicator 2.d.1**

**Speak clearly, using appropriate voice level and speaking rate**

Speak clearly, using appropriate voice level and speaking rate.



**Indicator 2.d.2**

**Participate in creative dramatics, choral reading, role-playing, etc.**

*Participate in creative dramatics, choral reading, role-playing, and original productions.*

**Indicator 2.d.3**

**Share a completed work by retelling stories, etc.**

*Share a completed work by retelling stories, reading student-published work, or making an oral presentation.*

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**Benchmark 2.e****Develop Understanding of Importance of Audience for Communication**

*The student will develop an understanding of the importance of the audience for communication.*

**Indicator 2.e.1****Consider what the audience will need to know**

*Consider what the audience will need to know.*

**Indicator 2.e.2****Plan how to address the audience**

*Plan how to address the audience.*

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**ELA.G4****Standard 3****READ FICTION AND NONFICTION WITH FLUENCY AND ACCURACY**

**The student will read fiction and nonfiction with fluency and accuracy.**

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**Benchmark 3.a****Use Context to Clarify Meanings of Unfamiliar Words**

The student will use context to clarify meanings of unfamiliar words.

**Indicator 3.a.1****Use context to clarify the meaning of unfamiliar words**

Use context to clarify the meaning of unfamiliar words.

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**Benchmark 3.b****Explain Words With Multiple Meanings**

The student will explain words with multiple meanings.

**Indicator 3.b.1****Use clues to explain words with more than one meaning**

Use clues in the context of a sentence, paragraph, or reading selection to predict and explain the meanings of words that have more than one meaning (multiple meanings of words).

**Indicator 3.b.2****Use context to select applicable definition of multiple-meaning word**

Use context to select the applicable definition of a multiple-meaning word from a glossary or dictionary.

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**Benchmark 3.c****Use Knowledge of Word Origins; Homonyms, Synonyms, Etc.**

The student will use knowledge of word origins; synonyms, antonyms, and homonyms; and multiple meanings of words.

**Indicator 3.c.1****Use knowledge of word origins**

Use knowledge of word origins.

**Indicator 3.c.2****Use synonyms, etc. to understand meanings of unfamiliar words**

Use knowledge of synonyms (words with like meanings) and antonyms (words with opposite meanings) to understand the meanings of unfamiliar words.

**Indicator 3.c.3****Derive word meaning by using their knowledge of homonyms/homophones**

Derive word meaning by using their knowledge of homonyms/homophones (words that are pronounced the same but are spelled differently and have different meanings), such as *read/red*, *no/know*, *hear/here*.

**Indicator 3.c.4****Apply knowledge of roots, change in tense, degree, etc.**

Apply knowledge of roots, affixes (such as *dis-*, *ex-*, *non-*, *pre-*, *-ly*, and *-ness*), and change in tense (*-ed*), number (*-s*), and degree (*-er*, and *-est*) signified by inflected endings (SOL 3.3c).

**Indicator 3.c.5****Use common prefixes and suffixes to decode words**

Demonstrate an understanding of and use common prefixes (such as *un-*, *re-*, *dis-*, *pre-*, and *mis-*) and suffixes (such as *-er*, *-y*, *-ful*, *-less*, *-est*, and *-ly*) to decode words (SOL 2.6a).

**Indicator 3.c.6****Demonstrate understanding of contractions, possessive apostrophes**

Demonstrate an understanding of the meaning of contractions and what the apostrophe signifies in singular possessive words (e.g., *Mary's*).

**Indicator 3.c.7****Identify simple abbreviations for titles, address words, etc.**

Identify simple abbreviations, including those for titles (e.g., *Mrs.*, *Mrs.*, *Ms.*, and *Dr.*) calendar words (e.g., *Jan.*, *Feb.*, *Mon.*, *Tues.*) and address words (e.g., *St.*, *Rd.*).

**Indicator 3.c.8****Supply synonyms and antonyms for a given word**

Supply synonyms and antonyms for a given word.

**Benchmark 3.d****Use Word-Reference Materials, Including the Glossary, Etc.**

The student will use word-reference materials, including the glossary, dictionary, and thesaurus.

**Indicator 3.d.1****Identify the word-reference materials most likely needed**

Identify the word reference material(s) most likely to contain needed information.

**Indicator 3.d.2****Locate selected info in glossaries, dictionaries, atlases, etc.**

Locate selected information in glossaries, dictionaries, thesaurus, encyclopedias, atlases, and other print materials.

**Benchmark 3.e****Read Fluently Using Reading Strategies**

*The student will read fluently using reading strategies.*

**Indicator 3.e.1****Read familiar text with fluency, accuracy, and expression**

Read familiar text with fluency, accuracy, and expression.

**Indicator 3.e.2****Realize when understanding is not occurring**

*Realize when understanding is not occurring.*

**Indicator 3.e.3****Discuss and apply strategies to solve problems when reading**

*Discuss and apply strategies to solve problems when reading, such as rereading, stopping and reviewing, thinking about what is already known about the topic, and adjusting reading rate when necessary.*

**Indicator 3.e.4****Describe strategies used to solve reading and writing problems**

*Describe strategies used to solve reading and writing problems.*

**Indicator 3.e.5****Refer to text to clarify understanding**

*Refer to text to clarify understanding.*

**Benchmark 3.f****Apply Understanding of Language Structure to Aid Comprehension**

*The student will apply understanding of language structure to aid comprehension.*

**Indicator 3.f.1****Use signal words of time sequence**

*Use signal words of time sequence, such as first, second, next, later, after, and finally.*

**Indicator 3.f.2****Use signal words of compare-contrast**

*Use signal words of compare-contrast, such as like, unlike, different and same.*

**Indicator 3.f.3****Use signal words of cause-effect**

*Use signal words of cause-effect, such as because, if...then, when...then.*

**Indicator 3.f.4****Use conventions of dialogue**

*Use conventions of dialogue, such as quotation marks to indicate someone is saying something, indentation to show that the speaker has changed, and signal words like he said and she exclaimed.*

**Indicator 3.f.5****Use knowledge of how ideas are connected between sentences**

*Use knowledge of how ideas are connected between sentences when one word is used in place of another, such as the use of a pronoun for a noun, the use of a general location word (such as here or there) for a specific location, and the use of a synonym for an earlier word (such as animal for dog).*

**Benchmark 3.g****Use Surface Features of Text to Make Meaning from Text**

*The student will use surface features of text to make meaning from text.*



**Indicator 3.g.1**

**Apply phonetic strategies**

*Apply phonetic strategies.*



**Indicator 3.g.2**

**Use punctuation indicators, such as commas, question marks, etc.**

*Use punctuation indicators, such as commas, period, exclamation points, question marks, and apostrophes showing possession.*



**Indicator 3.g.3**

**Apply knowledge of simple and compound sentence structures**

*Apply knowledge of simple and compound sentence structures.*



**ELA.G4**

**Standard 4**

**READ AND DEMONSTRATE COMPREHENSION OF FICTION**

**The student will read and demonstrate comprehension of fiction.**



**Benchmark 4.a**

**Explain the Author's Purpose**

The student will explain the author's purpose.



**Indicator 4.a.1**

**Explain why the author wrote the piece (identify purpose)**

*Explain why the author wrote the piece (identify purpose), e.g., to entertain, inform, or persuade.*



**Benchmark 4.b**

**Describe How the Choice of Language, etc. Contributes to Purpose**

The student will describe how the choice of language, setting, and information contributes to the author's purpose.



**Indicator 4.b.1**

**Find words or sentences that help identify the author's purpose**

*Find words or sentences that help identify the author's purpose.*



**Indicator 4.b.2**

**Find setting details, etc. that help identify the author's purpose**

*Find setting details and other information that help identify the author's purpose.*



**Indicator 4.b.3**

**Discuss how character development, etc. support author's purpose**

*Discuss how character development and choice of language support the author's purpose.*



**Indicator 4.b.4**

**Develop an understanding of author's craft: repetition, rhyme, etc.**

*Develop an understanding of author's craft: repetition, rhythm, and rhyme; dialogue; description; figurative language, alliteration, and onomatopoeia; leads and endings.*



**Benchmark 4.c**

**Compare Fact, Fantasy in Historical Fiction With Other Forms of Lit**

The student will compare the use of fact and fantasy in historical fiction with other forms of literature.

**Indicator 4.c.1****Know that fictional stories describe imaginary characters, events**

Know that fictional stories, such as fantasy, describe imaginary characters and events.

**Indicator 4.c.2****Understand that historical fiction is a story based on facts**

Understand that historical fiction is a story based on facts.

**Indicator 4.c.3****Identify the facts contained in a piece of historical fiction**

Identify the facts contained in a piece of historical fiction.

**Indicator 4.c.4****Compare fact, fantasy in historical fiction with other forms of lit**

Compare the use of fact and fantasy in historical fiction with the use of fact and fantasy in other forms of literature.

**Indicator 4.c.5****Identify the characteristics of historical and realistic fiction, etc.**

*Identify the characteristics of historical and realistic fiction, fantasy, autobiography, biography, and narrative poetry.*

**Indicator 4.c.6****Discuss facts in biographies and historical fiction**

*Discuss facts in biographies and historical fiction.*

**Indicator 4.c.7****Understand the basic plots of fairy tales, myths, folktales, etc.**

*Understand the basic plots of fairy tales, myths, folktales, legends, and fables.*

**Benchmark 4.d****Identify Major Events and Supporting Details**

The student will identify major events and supporting details.

**Indicator 4.d.1****Identify major events and supporting details**

Identify major events and supporting details.

**Indicator 4.d.2****Use evidence from text to support generalizations about character**

*Use evidence from the text to support generalizations about the character.*

**Indicator 4.d.3****Identify similarities, differences between characters' attributes**

*Identify how the attributes of one character are similar to or different from those of another character.*

**Indicator 4.d.4****Identify the time and place of a story, using details from text**

*Identify the time and place of a story, using supporting details from the text.*

**Indicator 4.d.5****Identify the details that make two settings similar or different**

*Identify the details that make two settings similar or different.*

**Indicator 4.d.6****Compare two characters in same selection or between selections**

*Compare two characters within a selection or between/among two or more selections.*

**Indicator 4.d.7****Describe the setting and important events of a story**

*Describe the setting and important events of a story.*

**Indicator 4.d.8****Describe a character's traits, feelings, actions as presented in story**

*Describe a character's traits, feelings, and actions as presented in a story.*

**Indicator 4.d.9****Identify the problem and solution presented in a story**

*Identify the problem and solution presented in a story.*

**Indicator 4.d.10****Identify the main idea**

*Identify the main idea.*

**Indicator 4.d.11****Develop understanding of interrelationships of characters, plot, etc.**

*Develop an understanding of the interrelationships of characters, setting, and plot.*

**Benchmark 4.e****Describe Relationship Between Text and Previously Read Materials**

The student will describe the relationship between text and previously read materials.

**Indicator 4.e.1****Discuss similarities, differences b/t text, previously read materials**

*Discuss the similarities and differences between text and previously read materials.*

**Indicator 4.e.2****Compare and contrast settings, characters, and events**

*Compare and contrast settings, characters, and events.*

**Indicator 4.e.3****Make connections b/t what is known, what is heard, read, viewed**

*Make connections between what is already known and what is heard, read, or viewed.*

**Benchmark 4.f****Identify Sensory Words**

The student will identify sensory words.


**Indicator 4.f.1****Identify sensory words that describe senses, tell how reader feels**

*Identify sensory words that describe sights, sounds, smells, and tastes, and describe how they make the reader feel.*

**Benchmark 4.g**


 **Know That Narrative Poetry Tells a Story Through Verse**

The student will know that narrative poetry tells a story through verse.




 **Indicator 4.g.1****Know that narrative poetry tells a story through verse**

Know that narrative poetry tells a story through verse.





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 **Benchmark 4.h**  
**Set a Purpose for Reading**


*The student will set a purpose for reading.*

 **Indicator 4.h.1**  
**Read for a specific purpose**  
*Read for a specific purpose.* **Indicator 4.h.2**  
**Locate specific information in a reading selection**  
*Locate specific information in a reading selection.* **Benchmark 4.i**  
**Make, Justify, or Revise Predictions**

*The student will make, justify, or revise predictions.*

 **Indicator 4.i.1**  
**Use, identify details from experiences to support predictions**  
*Use specific details to make, justify, and modify predictions by identifying details from their own experiences and knowledge that supports their predictions.* **Indicator 4.i.2**  
**Use, identify information from text to support, contradict predictions**  
*Use specific details to make, justify, and modify predictions by identifying information from the text that supports or contradicts a prediction.* **Indicator 4.i.3**  
**Use details to revise predictions based on new understandings**  
*Use specific details to make, justify, and modify predictions by revising predictions based on new understandings.* **Indicator 4.i.4**  
**Apply understanding of text structure, make predictions**  
*Apply understanding of text structure to guide reading by making predictions based on knowledge of literary forms such as folktale, biography, and autobiography.* **Benchmark 4.j**  
**Ask and Answer Questions**

*The student will ask and answer questions.*

 **Indicator 4.j.1**  
**Gain meaning by asking, answering questions to clarify meaning**  
*Gain meaning before, during, and after reading by asking and answering questions to clarify meaning.*

**Indicator 4.j.2****Gain meaning by asking, answer questions to make predictions**

*Gain meaning before, during, and after reading by asking and answering questions to predict what will happen next.*

**Indicator 4.j.3****Understand info needs to be compiled to answer questions**

*Gain meaning before, during, and after reading by understanding that sometimes two or more pieces of information need to be put together to answer a question.*

**Indicator 4.j.4****Understand that some questions are answered directly in text**

*Gain meaning before, during, and after reading by understanding that some questions are answered directly in the text.*

**Indicator 4.j.5****Understand some answers must be inferred from reader's experience**

*Gain meaning before, during, and after reading by understanding that the answers to some questions must be inferred from the reader's background experiences and knowledge.*

**Benchmark 4.k****Make Generalizations and Draw Conclusions from a Selection**

*The student will make generalizations and draw conclusions from a selection.*

**Indicator 4.k.1****Make generalizations about a character based on responses, etc.**

*Make generalizations about a character based on that character's response to a problem, the character's goal, and what the character says to other characters.*

**Indicator 4.k.2****Support generalizations about characters from a selection**

*Support with specific detail generalizations about characters from a selection.*

**Indicator 4.k.3****Draw conclusion about character and/or the plot from a selection**

*Draw a conclusion about a character and/or the plot from a selection.*

**Indicator 4.k.4****Draw conclusions about what they have read**

*Draw conclusions about what they have read.*

**Benchmark 4.l****Respond to What Has Been Read**

*The student will respond to what has been read.*

**Indicator 4.l.1****Respond to story elements such as setting, characters, etc.**

*Respond to story elements such as setting, characters, character traits, and plot development.*

**ELA.G4****Standard 5****READ AND DEMONSTRATE COMPREHENSION OF NONFICTION**

**The student will read and demonstrate comprehension of nonfiction.**

**Benchmark 5.a****Use Text Organizers to Predict and Categorize Information**

The student will use text organizers, such as type, headings, and graphics, to predict and categorize information.

**Indicator 5.a.1****Use special type styles, captions, etc. to predict, categorize info**

Use text set in special type styles (e.g., boldfaced, italics) and color, captions under pictures and graphics, and headings of sections and chapters, to predict and categorize information.

**Indicator 5.a.2****Preview the selection before reading**

*Preview the selection before reading.*

**Indicator 5.a.3****Predict information an author will give**

*Predict information an author will give.*

**Indicator 5.a.4****Interpret info presented in bar graphs, charts, and pictographs**

*Interpret pictures, diagrams, tables and information presented in bar graphs, charts, and pictographs.*

**Indicator 5.a.5****Preview poetry features, such as lines and stanzas**

*Preview poetry features, such as lines and stanzas.*

**Indicator 5.a.6****Preview content text features, such as headings, etc. by topic**

*Preview content text features, such as headings and chapter layout by topic.*

**Indicator 5.a.7****Preview functional formats, such as ads, flyers, and directions**

*Preview functional formats, such as advertisements, flyers, and directions.*

**Indicator 5.a.8****Preview specialized type, such as bold face and italics**

*Preview specialized type, such as bold face and italics.*

**Indicator 5.a.9****Preview visually and graphically represented information**

*Preview visually and graphically represented information, such as charts, graphs, graphic organizers, pictures, and photographs.*

**Indicator 5.a.10****Interpret illustrations to make predictions about the text**

*Interpret illustration, such as diagrams, charts, graphs, and maps to make predictions about the text.*

**Indicator 5.a.11****Apply understanding of text structure based on text form types**


*Apply understanding of text structure to guide reading by making predictions based on knowledge of text form types such as narrative, informational, graphic, and functional.*

**Indicator 5.a.12****Apply understanding of text structure based on literary forms**

*Apply understanding of text structure to guide reading by making predictions based on*


*knowledge of literary forms such as folktale, biography, and autobiography.*

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 **Benchmark 5.b**


**Formulate Questions That Might be Answered in the Selection**

The student will formulate questions that might be answered in the selection.

 **Indicator 5.b.1**


**Generate questions during reading by using reading strategies**

Generate questions to guide reading of text through reading strategies, such as KWL (Ogle) or DRTA (Stauffer).

 **Indicator 5.b.2**


**Gain meaning by asking and answering questions to clarify meaning**

*Gain meaning before, during, and after reading by asking and answering questions to clarify meaning.*

 **Indicator 5.b.3**

**Gain meaning by understanding that info needs to be combined**

*Gain meaning before, during, and after reading by understanding that sometimes two or more pieces of information need to be put together to answer a question.*

 **Indicator 5.b.4**

**Gain meaning by understanding that some answers are in the text**


*Gain meaning before, during, and after reading by understanding that some questions are answered directly in the text.*

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 **Benchmark 5.c**

**Explain the Author's Purpose**


The student will explain the author's purpose.

 **Indicator 5.c.1**

**Explain why the author wrote the piece**


Explain why the author wrote the piece.

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 **Benchmark 5.d**

**Make Simple Inferences, Using Information from Texts**


The student will make simple inferences, using information from texts.

 **Indicator 5.d.1**

**Make simple inferences, using information from the text**


Make simple inferences, using information from the text.

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 **Benchmark 5.e**

**Draw Conclusions, Using Information from Texts**

The student will draw conclusions, using information from texts.

 **Indicator 5.e.1**

**Combine info from various places in the text to draw a conclusion**

Combine information from various places in the text to draw a conclusion.

**Indicator 5.e.2****Understand that nonfiction tells about real people, places, etc.**

Understand that nonfiction material, such as biographies and informational text, tells about real people, places, objects, and/or events.

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**Benchmark 5.f****Summarize Content of Selection**

The student will summarize content of selection, identifying important ideas and providing details for each important idea.

**Indicator 5.f.1****Summarize by using tools such as graphic organizers, notes, etc.**

Identify the important information and provide supporting details for each important idea in a selection to summarize the text by using tools such as graphic organizers, outlining, and notes.

**Indicator 5.f.2****Identify sequence of ideas, events, or directions**

*Identify sequence of ideas, events, or directions.*

**Indicator 5.f.3****Organize using graphic organizers**

*Organize, using graphic organizers such as a Venn diagram or time line, information by chronological sequence, by cause-effect relationship, and through comparing and contrasting.*

**Indicator 5.f.4****State in their own words the main idea of a nonfiction selection**

*State in their own words the main idea of a nonfiction selection.*

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**Benchmark 5.g****Describe Relationship Between Content and Previously Learned Skills**

The student will describe relationship between content and previously learned concepts or skills.

**Indicator 5.g.1****Apply prior knowledge to make predictions, describe relationships**

Apply prior knowledge to make predictions and to describe the relationship between content and previously learned concepts.

**Indicator 5.g.2****Write responses to show personal connections with what is read**

Write responses that go beyond literal restatements in order to make connections to their own lives and to other selections.

**Indicator 5.g.3****Discuss how events in literature relate to personal experiences**

*Discuss how events in a specific piece of literature relate to personal experiences and knowledge.*

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**Benchmark 5.h****Distinguish Between Cause and Effect, Fact and Opinion**

The student will distinguish between cause and effect and between fact and opinion.

**Indicator 5.h.1**

**Distinguish between fact and opinion**

Distinguish between fact and opinion.

**Indicator 5.h.2****Identify cause-and-effect relationships**

Identify cause-and-effect relationships.

**Indicator 5.h.3****Apply understanding of text structure to guide reading**

*Apply understanding of text structure to guide reading by identifying sequence and cause-effect relationship of information in functional texts, such as recipes and other sets of directions.*

**Benchmark 5.i****Identify New Information Gained from Reading**

The student will identify new information gained from reading.

**Indicator 5.i.1****Identify new information learned from reading**

Identify new information learned from reading.

**Indicator 5.i.2****Develop vocab from literature and fourth grade content area study**

*Develop understanding of new and interesting vocabulary from literature and fourth grade content area study.*

**Benchmark 5.j****Read Nonfiction Materials That Reflect SOLs in English, Science, Etc.**

The student will read nonfiction print materials and trade books that reflect the Virginia Standards of Learning in English, history and social science, science, and mathematics.

**Indicator 5.j.1****Read nonfiction materials that reflect SOLs in English, science, etc.**

Read nonfiction print materials and trade books that reflect the Virginia Standards of Learning in English, history and social science, science, and mathematics.

**Indicator 5.j.2****Understand that nonfiction tells about real people, places, etc.**

Understand that nonfiction material, such as biographies and informational text, tells about real people, places, objects, and/or events.

**Indicator 5.j.3****Know similarities & differences of biography and autobiography**


*Know the shared and distinguishing characteristics of biography and autobiography.*

**Benchmark 5.k****Set a Purpose for Reading**

*The student will set a purpose for reading.*

**Indicator 5.k.1****Select a topic for reading**


*Select a topic for reading.*


-  **Indicator 5.k.2**  
**Select a specific purpose for reading**  
*Select a specific purpose for reading.*
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**ELA.G4****Standard 6****DEMONSTRATE COMPREHENSION OF INFO RESOURCES FOR RESEARCH**


The student will demonstrate comprehension of information resources to research a topic.


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-  **Benchmark 6.a**  
**Construct Questions About a Topic**  
The student will construct questions about a topic.


-  **Indicator 6.a.1**  
**Formulate research questions based on a topic**  
Formulate research questions based on a topic.


-  **Indicator 6.a.2**  
**Identify key terms to use in searching for information**  
Identify key terms to use in searching for information.
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-  **Benchmark 6.b**  
**Collect Information Using the Resources from the Media Center**  
The student will collect information, using the resources of the media center, including online, print, and media resources.


-  **Indicator 6.b.1**  
**Select and use appropriate references, such as dictionaries, etc.**  
Select and use appropriate references, such as dictionaries, atlases, almanacs, encyclopedias, and thesauruses, including online, print, and media resources.

-  **Indicator 6.b.2**  
**Select information that is related to their topic**  
Select information that is related to their topic.

-  **Indicator 6.b.3**  
**Skim to find information related to a topic**  
Skim to find information related to a topic.

-  **Indicator 6.b.4**  
**Locate info using appropriate types of printed information sources**  
*Locate information using appropriate types of printed information sources such as books, newspapers, magazines, and electronic media.*

-  **Indicator 6.b.5**  
**Locate info using appropriate non-print media such as videos, etc.**  
*Locate information using appropriate non-print media such as laserdiscs, CD-ROMs, videos.*

-  **Indicator 6.b.6**  
**Organize information using a variety of graphic organizers**  
*Organize information read, heard, or viewed using a variety of graphic organizers such as K/W/L chart, data retrieval chart, Venn diagram.*

**Indicator 6.b.7****Locate titles and page numbers, using a table of contents**

*Locate titles and page numbers, using a table of contents.*

**Indicator 6.b.8****Use table of contents to locate information in content-area books**

*Use table of contents to locate information in content-area books.*

**Benchmark 6.c****Evaluate and Synthesize Information**

The student will evaluate and synthesize information.

**Indicator 6.c.1****Evaluate, combine related information from two or more sources**

*Evaluate and combine (synthesize) related information from two or more sources.*

**Benchmark 6.d****Use Dictionaries and Indices**

*The student will use dictionaries and indices.*

**Indicator 6.d.1****Alphabetize words to the second and third letter**

*Alphabetize words to the second and third letter.*

**Indicator 6.d.2****Locate words using first, second and third letter**

*Locate words using first, second and third letter.*

**Indicator 6.d.3****Locate guide words, entry words, definitions in dictionaries, indices**

*Locate guide words, entry words, and definitions in dictionaries and indices.*

**ELA.G4****Standard 7****WRITE EFFECTIVE NARRATIVES, POEMS, AND EXPLANATIONS**

**The student will write effective narratives, poems, and explanations.**

**Benchmark 7.a****Focus on One Aspect of a Topic**

The student will focus on one aspect of a topic.

**Indicator 7.a.1****Focus, organize, construct effective message for the reader**

*Focus, organize, and elaborate to construct an effective message for the reader.*

**Indicator 7.a.2****Select a topic for writing**

*Select a topic for writing.*

**Indicator 7.a.3**

**Focus on one aspect of a topic when planning for writing**

*Focus on one aspect of a topic when planning for writing.*

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**Benchmark 7.b****Develop a Plan for Writing**

The student will develop a plan for writing.

**Indicator 7.b.1****Create plan, organize thoughts to convey central idea before writing**

Create a plan and organize thoughts to convey a central idea before writing.

**Indicator 7.b.2****Use a variety of planning tools**

*Use a variety of planning tools.*

**Indicator 7.b.3****Organize information by webbing, sequencing, or clustering**

*Organize information by webbing, sequencing, or clustering.*

**Indicator 7.b.4****Discuss the intended audience for a specific piece of writing**

*Discuss the intended audience for a specific piece of writing.*

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**Benchmark 7.c****Organize Writing to Convey a Central Idea**

The student will organize writing to convey a central idea.

**Indicator 7.c.1****Select specific info to guide readers purposefully through the piece**

Select specific information to guide readers more purposefully through the piece.

**Indicator 7.c.2****Organize writing in a logical sequence around a central idea**

*Organize writing in a logical sequence around a central idea.*

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**Benchmark 7.d****Write Several Related Paragraphs on the Same Topic**

The student will write several related paragraphs on the same topic.

**Indicator 7.d.1****Write several related paragraphs on a topic**

Write several related paragraphs on a topic.

**Indicator 7.d.2****Group common ideas into paragraphs**

*Group common ideas into paragraphs.*

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**Benchmark 7.e****Utilize Elements of Style, Including Word Choice, Sentence Variation**

The student will utilize elements of style, including word choice and sentence variation.

**Indicator 7.e.1****Purposefully shape and control language to affect readers**

Purposefully shape and control language to affect readers.

**Indicator 7.e.2****Use specific vocabulary and vivid word choice**

Use specific vocabulary and vivid word choice.

**Indicator 7.e.3****Include variety of sentences to create pleasant, informal rhythm**

Include sentences of various lengths and beginnings to create a pleasant, informal rhythm.

**Indicator 7.e.4****Find synonyms for overused words**

*Find synonyms for overused words.*

**Benchmark 7.f****Write Rhymed, Unrhymed, and Patterned Poetry**

The student will write rhymed, unrhymed, and patterned poetry.

**Indicator 7.f.1****Know that unrhymed poetry has end words that do not rhyme**

Know that unrhymed poetry has lines ending with words that do not rhyme.

**Indicator 7.f.2****Write rhymed, unrhymed, and patterned poetry**

Write rhymed, unrhymed, and patterned poetry, such as a cinquain, limerick, and haiku.

**Indicator 7.f.3****Recognize the poetic sound devices of alliteration, repetition, etc.**

*Recognize the poetic sound devices of alliteration, onomatopoeia, repetition, and rhyme scheme.*

**Benchmark 7.g****Use Available Technology**

The student will use available technology.

**Indicator 7.g.1****Use available technology to gather information and to aid in writing**


Use available technology to gather information and to aid in writing.


**Benchmark 7.h****Apply Knowledge of the Writing Domains**


The student will apply knowledge of the writing domains of composing, written expression, and usage/mechanics.

**Indicator 7.h.1****Apply knowledge of the writing domains**


Apply knowledge of the writing domains of composing, written expression, and usage/mechanics.


 **Indicator 7.h.2**  
**Write complete sentences**  
*Write complete sentences.*


 **Indicator 7.h.3**  
**Vary sentence structure and length and word order in writing**  
*Vary sentence structure and length and word order in writing.*


 **Indicator 7.h.4**  
**Using available resources when editing**  
*Using available resources when editing.*


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 **Benchmark 7.i**  
**Revise Writing**  
*The student will revise writing.*


 **Indicator 7.i.1**  
**Use a rubric to self-assess writing**  
*Use a rubric to self-assess writing.*

 **Indicator 7.i.2**  
**Recognize when writing is unclear to the reader**  
*Recognize when writing is unclear to the reader.*


 **Indicator 7.i.3**  
**Use information from writing conferences to revise for clarity**  
*Use information from writing conferences to revise for clarity.*

 **Indicator 7.i.4**  
**Make written revisions of content**  
*Make written revisions of content by adding, deleting or substituting information.*


 **Indicator 7.i.5**  
**Expand and combine sentences**  
*Expand and combine sentences.*


 **Indicator 7.i.6**  
**Elaborate writing**  
*Elaborate writing.*

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 **ELA.G4**  
**Standard 8**  
**EDIT WRITING FOR GRAMMAR, CAPITALIZATION, SPELLING, ETC.**  
**The student will edit writing for correct grammar, capitalization, spelling, punctuation, and sentence structure.**

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 **Benchmark 8.a**  
**Use Subject-Verb Agreement**  
*The student will use subject-verb agreement.*

 **Indicator 8.a.1**  
**Use subject-verb agreement**  
*Use subject-verb agreement (singular nouns with singular verbs; plural nouns with plural verbs).*

**Indicator 8.a.2****Use past and present tense appropriately in writing**

*Use past and present tense appropriately in writing.*

**Indicator 8.a.3****Identify noun and verbs**

*Identify noun and verbs.*

**Benchmark 8.b****Include Prepositional Phrases**

The student will include prepositional phrases.

**Indicator 8.b.1****Use prepositional phrases**

*Use prepositional phrases.*

**Indicator 8.b.2****Identify prepositions**

*Identify prepositions.*

**Benchmark 8.c****Eliminate Double Negatives**

The student will eliminate double negatives.

**Indicator 8.c.1****Avoid the use of double negatives**

*Avoid the use of double negatives.*

**Benchmark 8.d****Use Noun-Pronoun Agreement**

The student will use noun-pronoun agreement.

**Indicator 8.d.1****Use noun/pronoun agreement**

*Use noun/pronoun agreement (pronoun agrees in number with its antecedent).*

**Indicator 8.d.2****Use I and me correctly**

*Use I and me correctly.*

**Indicator 8.d.3****Identify nouns and pronouns**

*Identify nouns and pronouns.*

**Benchmark 8.e****Use Commas in Series, Dates, and Addresses**

The student will use commas in series, dates, and addresses.

**Indicator 8.e.1****Use commas in series, dates, and addresses**

Use commas in series, dates, and addresses.

**Indicator 8.e.2****Edit for commas, apostrophes, spelling, capitalization, etc.**

*Edit for commas in parts of a letter; apostrophes in contractions and singular and plural possessives; end punctuation, spelling, and capitalization.*

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**Benchmark 8.f****Incorporate Adjectives and Adverbs**

The student will incorporate adjectives and adverbs.

**Indicator 8.f.1****Use adjectives and adverbs**

Use adjectives and adverbs (use adverbs instead of adjectives where appropriate, e.g., "He played *really* well." instead of "He played *real* well.").

**Indicator 8.f.2****Know correct word usage in writing including adjectives, adverbs**

*Develop knowledge of correct word usage in writing including adjectives and adverbs.*

**Indicator 8.f.3****Identify adjective and adverbs**

*Identify adjective and adverbs.*

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**Benchmark 8.g****Use the Articles A, An, and The Correctly**

The student will use the articles *a*, *an*, and *the* correctly.

**Indicator 8.g.1****Use the articles a, an, and the correctly**

Use the articles *a*, *an*, and *the* correctly.

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**Benchmark 8.h****Use Correct Spelling for Frequently Used Words**

The student will use correct spelling for frequently used words, including common homophones.

**Indicator 8.h.1****Use the correct spelling of frequently used words**

Use the correct spelling of frequently used words, including common homonyms/homophones, e.g., *threw/through*.

**Indicator 8.h.2****Use context clues to determine appropriate homophone to use**

*Use context clues to determine appropriate homophone to use in writing.*

**Indicator 8.h.3****Apply spelling generalizations**

*Apply spelling generalizations.*

**Benchmark 8.i****Develop Handwriting**

*The student will develop handwriting.*

**Indicator 8.i.1****Write legibly in manuscript and cursive form**

*Write legibly in manuscript and cursive form.*

**ELA.G4****Standard 9****READ, WRITE REGULARLY, INDEPENDENTLY AND COLLABORATIVELY**

*The student will read and write regularly, both independently and collaboratively.*

**Benchmark 9.a****Read and Write Independently**

*The student will read and write independently.*

**Indicator 9.a.1****Select topics for reading or writing**

*Select topics for reading or writing.*

**Indicator 9.a.2****Maintain a reading log that reflects reading from a range of genres**

*Maintain a reading log that reflects reading from a range of genres.*

**Indicator 9.a.3****Use available time to read and write beyond what is assigned**

*Use available time to read and write beyond what is assigned.*

**Indicator 9.a.4****Use time productively during reading and writing workshop**

*Use time productively during reading and writing workshop.*

**Indicator 9.a.5****Read about topics of interest or study**

*Read about topics of interest or study.*

**Indicator 9.a.6****Read self-selected literature each day for enjoyment**

*Read self-selected literature each day (fiction and nonfiction) for enjoyment.*

**Indicator 9.a.7****Establish reading, writing goals; realize when goals have been met**

*Establish reading and writing goals and realize when goals have been met.*

**Indicator 9.a.8****Gather ideas for writing in a writer's notebook**

*Gather ideas for writing in a writer's notebook.*

**Benchmark 9.b****Collaborate with Others for a Variety of Writing, Reading Purposes**

*The student will collaborate with others for a variety of writing or reading purposes.*



**Indicator 9.b.1**

**Work with small group to find, share info related to topic of study**

*Work with a small group to find, organize, or share information related to a topic of study.*



**Indicator 9.b.2**

**Participate in reading, writing conferences**

*Participate in reading and writing conferences by contributing appropriate questions, information, suggestions, and/or opinions.*