BROWNELL TALBOT

Fourth Grade Standards

Reading: Students will learn and apply reading skills and strategies to comprehend text	
Word Analysis Students will acquire phonetic knowledge as they learn to read and write grade-level text.	• BT 4.1.3a **Know and apply advanced sound/spelling patterns (e.g., Anglo-Saxon common roots and affixes, vowel variance, multi-syllable words) when reading, writing, and spelling grade-level text.** • BT 4.1.3b **Use and apply word structure to read text (e.g., prefixes/suffixes, syllabication, derivation).**
Fluency Students will develop accuracy, phrasing, and expression during grade-level reading experiences to support comprehension.	• BT 4.1.4a Use context to adjust pace and intonation based on purpose, text complexity, form, and style.
Vocabulary Students will build and use conversational, academic, and content-specific grade-level vocabulary.	• BT 4.1.5a Apply knowledge of word families, known words, and word patterns to determine meaning (e.g., plurals, possessives, parts of speech, affixes, base and root words). • BT 4.1.5b Identify & apply context clues (e.g., word, phrase, and sentence, and paragraph clues) and text features to infer meaning of unknown words within grade level text. • BT 4.1.5c **Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area*.** • BT 4.1.5d **Identify semantic relationships (e.g., synonyms, antonyms, homographs, homophones, multiple-meaning words) to determine the meaning of words, aid in comprehension, and improve writing.** • BT 4.1.5e Determine meaning using reference materials.
Comprehension Students will construct meaning by using prior knowledge while reading emergent literary and informational text.	• BT 4.1.6a **Examine text to determine author's purpose(s) and describe how author's perspective (e.g., beliefs, assumptions, biases) influences text, citing which reasons and evidence support which point(s).** • BT 4.1.6b **Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).** • BT 4.1.6c **Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature.** • BT 4.1.6d **Determine a theme of a story, drama, or poem from details in the text; summarize the text.** • BT 4.1.6e **Determine the main idea of an informational text and explain how it is supported by key details; summarize the text.** • BT 4.1.6f Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. • BT 4.1.6g Compare and contrast similar themes, topics, and/or patterns of events in literary and informational texts to develop a multicultural perspective. • BT 4.1.6h **Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.**

Writing: Students will learn and apply writing skills and strategies to communicate.

Writing Process Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade level.	• BT 4.2.1a Apply prewriting activities and inquiry tools to generate ideas, organize information, guide writing, and answer questions. • BT 4.2.1b Introduce a topic or text clearly, and create an organizational structure in which related ideas are grouped to support the writer's purpose. • BT 4.2.1c **With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.** • BT 4.2.1d With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing, or trying a new approach. • BT 4.2.1e Adjust writing processes to persevere in short and long-term writing tasks of increasing length and complexity.

Writing Modes
Student will write in multiple modes for a variety of purposes and audiences across disciplines.

Opinion	• BT 4.2.2a **Write opinion pieces on topics or texts, supporting a point of view with reasons and information.** • BT 4.2.2b **Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.** • BT 4.2.2c Provide reasons that are supported by facts and details. • BT 4.2.2d **Use a variety of transitions to link opinions and reasons using words and phrases (e.g., *for instance, in order to, in addition*).** • BT 4.2.2e **Provide a concluding statement or section related to the opinion presented.**
Informative/Explanatory	• BT 4.2.3a **Write informative/explanatory texts to examine a topic and convey ideas and information clearly.** • BT 4.2.3b **Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.** • BT 4.2.3c Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. • BT 4.2.3d **Link ideas within categories of information using a variety of transitions (e.g., *another, for example, also, because*).** • BT 4.2.3e **Use precise language and domain-specific vocabulary to inform about or explain the topic.** • BT 4.2.3f **Provide a concluding statement or section related to the information or explanation presented.**
Narratives	• BT 4.2.4a **Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.** • BT 4.2.4b **Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.** • BT 4.2.4c **Use dialogue and description to develop experiences and events or show the responses of characters to situations.** • BT 4.2.4d .**Use a variety of transitional words and phrases to manage the sequence of events.** • BT 4.2.4e **Use concrete words and phrases and sensory details to convey experiences and events precisely.** • BT 4.2.4f **Provide a conclusion that follows from the narrated experiences or events.**
Research	• BT 4.2.5a **Conduct short research projects that build knowledge through investigation of different aspects of a topic.** • BT 4.2.5b **Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.** • BT 4.2.5c **Draw evidence from literary or informational texts to support analysis, reflection, and research.**

Speaking and Listening: Students will develop and apply speaking and listening skills and strategies to communicate for a variety of purposes.

Speaking Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.	• BT 4.3.1a Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly. • BT 4.3.1b **Report on a topic or text, tell a story, or recount an experience in sequence, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.** • BT 4.3.1c Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. • BT 4.3.1d **Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.**
Listening Students will develop and demonstrate active listening skills across a variety of situations.	• BT 4.3.2a **Paraphrase portions of a text read aloud or information presented in diverse media and formats.** • BT 4.3.2b **Identify the reasons and evidence a speaker provides to support particular points.** • BT 4.3.2c **Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.**
Reciprocal Communication Students will develop, apply, and adapt reciprocal communication skills.	• BT 4.3.3a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. • BT 4.3.3b **Follow agreed-upon rules for discussions about a text (i.e. gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).** • BT 4.3.3c Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

Multiple Literacies: Students will apply information fluency and practice digital citizenship.

Information Fluency Students will evaluate, create, and communicate information in a variety of media and formats to include textual, visual, and digital.	• BT 4.4.1a **Locate information from provided sources and organize information from those print and digital resources to generate and answer questions and create new understandings.** • BT 4.4.1b Practice ethical use of information and copyright guidelines by appropriately quoting or paraphrasing from a text and citing the source using available resources (e.g., online citation tools). • BT 4.4.1c **Use or decipher multiple formats of print and digital text (e.g., cursive, manuscript, font, graphics, symbols).**
Digital Citizenship Students will practice the norms of appropriate and responsible technology use.	• BT 4.4.2a Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, appropriate language use, utilize appropriate sites and materials, respect diverse perspectives). • BT 4.4.2b **Demonstrate safe and ethical behaviors while using appropriate digital tools (e.g., social media, online collaborative tools, apps) to communicate with others, gather opinions, and solve problems.**