

DISTRICT 8 ESSENTIAL LEARNINGS : GRADE 4

	STUDENTS WILL/ICAN...					
	<u>READING GOALS</u>					
1	Read many kinds of books: Fiction/non-fiction Compare and contrast characteristics of fiction: historical fiction, realistic fiction, short stories, poetry and legends.					
2	Explain the elements of the story: Setting, characters, events, problems and solution/resolution.					
3	Explain characteristics of non-fiction text: heading, subheadings, captions, graphics, tables.					
4	Compare and contrast texts: Fiction to fiction, fiction to non-fiction, non-fiction to non-fiction.					
5	Monitor and use reading strategies for comprehension: rereading, self-questioning and use infering, summarizing, visualize to comprehend what I am reading. Distinguish between cause/effect and fact/opinion.					
6	Compare and contrast information on the same topic after reading several articles and passages.					
7	Identify and interpret words with multiple meanings.					
8	Use root words to determine the meaning of unknown words.					
9	Determine word meaning by using prefixes and suffixes. Determine word meaning using references: dictionary, glossary, thesaurus.					
10	Apply knowledge of word origins, synonyms, antonyms, analogues and idioms to determine word meanings.					
11	Determine word meaning of unfamiliar words by using word recognition strategies.					
12	Make and confirm my predictions: use what I know, ideas in the text, illustrations, titles, topic sentences, important words.					
13	Make text to self, text to text and text to world connections.					
14	Use many sources of information to read unfamiliar words such as word parts (prefix, suffix, root words, plurals, contractions, syllables, etc.) and word order (structure)					
15	Choose "Just Right" books for independent reading					
16	Read fluently, clearly and accurately at an appropriate rate with meaning and expression.					
17	Read to be informed, entertained and persuaded.					
18	Evaluate the accuracy of information, facts vs. fiction.					
19	Reflect on and respond to texts from various genres.					

<i>SPEAKING/LISTENING GOALS</i>						
1	Deliver organized oral presentations using complete sentences, a clear voice, adequate volume, gestures and eye contact.					
2	Participate as an active listener and speaker.					
3	Show respect for others by considering their thoughts, ideas and experiences without interruption.					
4	Vary pitch, tone and volume in read alouds, readers theatre, or choral reading.					
5	Select ideas and organize information for an oral presentation. Use appropriate pitch, volume and tone.					
6	Use body language, such as posture or the use of gestures, as a form of communication.					
<i>WRITING GOALS</i>						
<i>Prewriting</i>						
1	Write for a purpose, consider my audience, choose a specific topic, narrow my focus and an appropriate text form or presentation.					
2	Gather and organize my thoughts from what I know or from a variety of sources. Select a plan to organize my thoughts before writing, webbing, listing, graphic organizers, RAN, story map, etc.					
3	Use notetaking skills to gather information on a topic.					
<i>Drafting</i>						
4	Write a draft on a specific topic and include relevant details.					
5	Organize my writing (based on text form) including a beginning, middle and end.					
6	Convey personal style in my writing (voice).					
7	Use tools for writing: dictionary, word wall, classroom/library,thesaurus and spell check, etc.					
8	Spell grade appropriate words correctly. Attempt to spell longer, more complex words, using syllable, prefix, suffix and root words.					
9	Capitalize for proper nouns, first word in a sentence, the pronoun, I, holidays and titles.					
10	Write complete sentences with correct end punctuation; period, question mark, exclamation mark, comma, apostrophe, quotation marks and hyphenated words.					
11	Use parts of speech: proper/common nouns, pronouns, verbs, adverbs and adjectives.					
12	Check my work for meaning and to make sure I stay on topic.					

	<u>Revising</u>				
13	Evaluate my work using a checklist or rubric.				
14	Write longer, more detailed sentences, including compound sentences and different sentence beginnings.				
15	Begin to use paragraphs to organize my writing into topic sentence, grouping ideas and a conclusion.				
16	Share my writing during conferences and make changes that reflect the comments made.				
17	Revise my draft for the traits of writing.				
	<u>Editing</u>				
18	Evaluate my work using a checklist or rubric. Read my work aloud to check for sentence fluency.				
19	Use correct spelling; plurals (possessive, and irregular), using s,es,y-ies, "i before e" rule, contractions, homophones, antonyms, synonyms and compound words.				
20	Begin to use similes, metaphors, alliterations and onomatopoeia.				
21	Edit my draft using tools for writing; dictionary, word banks, word wall, thesaurus (model) classroom library, and spell check.				
22	Edit my work using proof-reading marks with minimal support.				
23	Use abbreviations for addresses, dates, days of week, months, titles, organizations and acronyms.				
	<u>Publishing</u>				
24	Print, handwrite or publish using technology correctly and neatly during publishing.				
25	Select and publish my writing to share with an audience.				
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