

**QUINCY PUBLIC SCHOOLS STANDARDS MAPS
ENGLISH LANGUAGE ARTS
GRADE 4**



Based on the Quincy Public Schools Design for Learning 2000

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LANGUAGE STRAND		
DOE PAGE	STATE STANDARDS	GRADE 4 OBJECTIVES
	LEARNING STANDARD #1 Students will use agreed-upon rules for informal and formal discussions in small and large groups. These rules include active listening, staying on topic or creating an appropriate transition to a new topic, building on the ideas of previous speakers, showing consideration of others' contributions to the discussion, avoiding sarcasm and personal remarks, taking turns, and gaining the floor in appropriate ways.	
25	Follow agreed-upon rules for class discussion and carry out assigned roles in self-run small group discussion.	<ul style="list-style-type: none"> • Reinforce Grade 3 skills. • Demonstrate the role of leader, recorder, timekeeper, and listener in a student led small group discussion.
	LEARNING STANDARD #2 Students will pose questions, listen to the ideas of others, and contribute their own information or ideas in group discussions and interviews in order to acquire new knowledge.	
26	Contribute knowledge in class discussion to develop the framework for a class project.	<ul style="list-style-type: none"> • Reinforce Grade 3 skills. • Follow a procedure and report on a specific person/topic. This will include generating a list of appropriate questions and conducting interviews to gain information. • Demonstrate an understanding of questioning techniques for higher-level thinking. • Develop ability to listen for the purpose of evaluating, drawing inferences, and making judgments.
	LEARNING STANDARD #3 Students will make oral presentations that demonstrate appropriate consideration of audience, purpose, and the information to be conveyed.	
27	Give oral presentations about experiences or interests using eye contact, proper pace, volume, and clear enunciation.	<ul style="list-style-type: none"> • Express orally their interpretations of texts read or listened to (offer point of view, opinions, and/or draw conclusions). • Participate in "Book Talks" (oral book presentations). • Give oral content presentations (eye contact, pace, volume and enunciation). • Role-play characters from stories or content areas. • Dramatize stories or events in history.
	LEARNING STANDARD #4 Students will acquire and use correctly an advanced reading vocabulary of English words, identifying meanings through and understanding of word relationships.	
28	Identify and use correctly in all content areas words related as antonyms, synonyms, members of classifications, compounds, homophones, and homographs; and words related through prefixes and suffixes. Use a dictionary when necessary.	<ul style="list-style-type: none"> • Identify and use prefixes, suffixes and use root words. • Identify and use homographs and homophones. • Use a dictionary reference tool, glossary and thesaurus.
	LEARNING STANDARD #5 Students will identify, describe, and apply knowledge of the structure of the English language and standard English conventions for sentence structure, usage, punctuation, capitalization, and spelling.	
29	Identify parts of speech (e.g., nouns, verbs, and adjectives), punctuation (e.g., end marks, commas for series, apostrophes), capitalization (e.g., countries, cities, names of people, months, days), paragraph indentation, usage (e.g., subject and verb agreement), sentence structure (e.g., fragments, run-ons), and standard English spelling.	<ul style="list-style-type: none"> • Apply knowledge of: appropriate word usage (subject and verb agreement), appropriate sentence structure (no fragments or run-ons). • Apply correct spelling of standard English words. • Use simple and compound sentences. • Use correct paragraph format. • Identify subject and predicate.

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	LEARNING STANDARD #6 Students will describe and analyze how oral dialects differ from each other in English, how they differ from written standard English, and what role standard American English plays in informal and formal communication.	
30	Identify variations in the dialogue of literary characters and explain how these variations relate to differences in the characters' occupations or social groups, or the geographic region of the story.	<ul style="list-style-type: none"> • Learn about different cultures through literature and discussion. • Compare language and oral traditions. • Recognize that language is adapted to meet different social situations. • Identify and explain the purpose of the dialect of a literary character.
	LEARNING STANDARD #7 Students will describe and analyze how the English language has developed and been influenced by other languages.	
31	Identify words or word parts from other languages that have been adopted into the English language.	<ul style="list-style-type: none"> • Compare and contrast written language and oral traditions through discussions. • Make generalizations about English words having similar prefixes and/or roots.

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LITERATURE STRAND

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	LEARNING STANDARD #8 Students will decode accurately and understand new words encountered in their reading materials, drawing on a variety of strategies as needed, and then use these words accurately in speaking and writing.	
38	Use their knowledge of phonics, syllabication, suffixes; the meanings of prefixes; a dictionary; or context clues to decode and understand new words, and use these words accurately in their own writing.	<ul style="list-style-type: none"> • Use dictionary to locate pronunciation and meaning. • Apply strategies to make meaning (self-correct, reread, slow down, and use print conventions). • Use known parts of words, word segmentation, and syllabication to decode and understand new words, and use these words accurately in their own writing.
	LEARNING STANDARD #9 Students will identify the basic facts and essential ideas in what they have read, heard, or viewed.	
39	Identify the basic facts and ideas in what they have read, heard, or viewed, drawing on such strategies as recalling prior knowledge, previewing illustrations and headings to make predictions, listening to others' ideas, and comparing information from several sources.	<ul style="list-style-type: none"> • Reinforce grade 3 skills. • Use a variety of resources to information. Compare the information that has been read, heard, or viewed. • Make generalizations about content read. • Analyze and interpret information. • Review Grade 3 expectations.
	LEARNING STANDARD #10 Students will identify, analyze, and apply knowledge of the characteristics of different genres.	
41	Distinguish among common forms of literature such as poetry, prose, fiction, nonfiction, and drama and identify such differences as these: <ul style="list-style-type: none"> • <i>Poetry</i> is written in verse and commonly associated with images, concrete descriptive phrases, and the figurative language of similes and metaphors; • <i>prose</i> is associated with straight-forward statements, unadorned by imagery and closer to everyday speech than poetry; • <i>fiction</i> is associated with narrative, novel, and short story, as opposed to • <i>non-fiction</i>, which is associated with presentation of facts, concepts, and ideas. Apply this knowledge as a strategy for reading and writing.	<ul style="list-style-type: none"> • Reinforce grade 2 & 3 skills. • Identify the characteristics of fiction through the various genres of fiction. • Demonstrate a preference for a specific type of book, author, or particular genre. • Recognize and use characteristics of various genres (fiction, non-fiction, poetry, drama) for different purposes and audiences. • Review Grade 2-3 expectations. • Discriminate between and among fairy tales, fables and tall tales.
	LEARNING STANDARD #11 Students will identify, analyze, and apply knowledge of theme in literature and provide evidence from the text to support their understanding.	
43	Identify themes in fictional and non-fictional works, and relate them to personal experience or to the experiences of others.	<ul style="list-style-type: none"> • Compare/contrast ideas within a theme and relate it to personal experiences. • Analyze how the theme or topics/key ideas support the main idea of the selection. • Distinguish the theme from the topic. • Review third grade expectations.
	LEARNING STANDARD #12 Students will identify, analyze, and apply knowledge of the structure and elements of fiction and provide evidence from the text to support their understanding.	
44	Identify the elements of plot, character, and setting in a favorite story and use these elements in their own stories.	<ul style="list-style-type: none"> • Analyze literature based on the elements of fiction and structures of nonfiction and provide evidence from the text to support their understanding. • Use elements of plot, character, setting, and main idea and apply to their own writing.

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	LEARNING STANDARD #13 Students will identify, analyze, and apply knowledge of the structure, elements, and meaning of non-fiction or informational material and provide evidence from the text to support their understanding.	
45	Identify and use the following structures to gain meaning from informational materials: <ul style="list-style-type: none"> - Common expository organizational structures such as comparison and contrast, chronological or logical order, and cause and effect. - Test and graphic features such as topic sentences, headings, key words, diagrams, illustrations, charts, and maps. 	<ul style="list-style-type: none"> • Identify and use elements of text graphic features and organizational structure to compose reports or presentations using information from all curriculum areas. • Use non-fictional information to develop a presentation which includes visuals (timelines, charts, maps, headings, key words). • Use graphic organizers to interpret information and as a pre-writing tool.
	LEARNING STANDARD #14 Students will identify, analyze, and apply knowledge of the structure, elements, and theme of poetry and provide evidence from the text to support their understanding.	
46	Identify a regular beat and similarities of sounds in words in responding to rhythm and rhyme in poetry.	<ul style="list-style-type: none"> • Analyze and respond to poems using rhythm and/or rhyme. • Identify and use a variety of rhyming patterns in poetry, such as, end rhyme, free verse, haiku, cinquain, couplets, limericks, alphabetical, acrostic, shape, and name. • Identify stanza. • Identify theme and provide evidence from the text.
	LEARNING STANDARD #15 Students will identify and analyze how an author's choice of words appeals to the senses, creates imagery, suggests mood, and sets tone.	
47	Identify words appealing to the senses or involving direct or indirect comparisons in literature.	<ul style="list-style-type: none"> • Use literary comparisons in writing (simile, metaphor, personification). • Identify and use hyperbole. • Model a descriptive paragraph after a chosen writer. • Identify and use sound device.
	LEARNING STANDARD #16 Students will compare and contrast similar myths and narratives from different cultures and geographic regions.	
48	Compare tales from different cultures by tracing the exploits of one character type or by observing the use of such natural phenomena as the seasons, constellations, and land formations, or animal behaviors.	<ul style="list-style-type: none"> • Analyze the similarities and differences among multicultural stories. • Compare variations of folktales and develop theories to account for the presence of similar stories across the world.
	LEARNING STANDARD #17 Students will interpret the meaning of literary works, non-fiction, films, and media by using different critical lenses and analytic techniques.	
49	Interpret the meaning of different selections of literary works and non-fiction, noting how different uses of language shape the reader's expectation of how to read and interpret texts.	<ul style="list-style-type: none"> • Interpret the literal and inferred meaning of literary works, non-fiction, films, and media, and support opinion with text. • Compare a poetic and non-fiction treatment of the same subject, noting the language choices made by the authors.
	LEARNING STANDARD #18 Students will plan and present effective dramatic readings, recitations, and performances that demonstrate appropriate consideration of audience and purpose.	
51	Plan and perform readings of selected texts using clear diction and voice quality (pitch, tempo, and tone) appropriate to the selection.	<ul style="list-style-type: none"> • Demonstrate an ability to plan and perform readings of selected texts using clear diction and voice quality (pitch, tempo, and tone appropriate to the selection). • Develop characters through basic acting skills, such as: memorization, concentration, and diction.

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COMPOSITION STRAND		
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	LEARNING STANDARD #19 Students will write compositions with a clear focus, developing the composition with logically related ideas and adequate supporting detail.	
56	Write well-organized compositions with a beginning, middle, and end, drawing on a variety of strategies as needed to generate and organize ideas.	<ul style="list-style-type: none"> • Generate and organize ideas to develop a composition with a beginning, middle, and end, drawing on a variety of strategies. • Engage in journal writing and open response question answers in all content areas. • Use focused correction areas to guide writing. • Use expository formats to write a persuasive piece and informational pieces.
	LEARNING STANDARD #20 Students will select and use appropriate genres, modes of reasoning, and speaking styles when writing for different audiences and rhetorical purposes.	
57	Use a variety of forms or genres when writing for different audiences.	<ul style="list-style-type: none"> • Select an appropriate form or genre for a specific audience and/or purpose when writing (legends/myths, persuasive piece, characterizations, poem).
	LEARNING STANDARD #21 Students will demonstrate improvement in organization, content, paragraph development, level of detail, style, tone, and word choice (diction) in their compositions after revising them.	
59	Revise their writing to improve level of detail to identify missing information, to determine logical sequence.	<ul style="list-style-type: none"> • Proofread for mechanics, word usage, and sentence structure. • Use detail and logical sequence in their own writing. • Construct a composition which includes use of indentation, topic and closing sentences, and supporting details. • Improve the level of detail, add information, and determine a logical sequence in their writing. • Rewrite and revise multiple drafts for content. • Develop voice/tone in writing. • Use the five types of writing where appropriate.
	LEARNING STANDARD #22 Students use their knowledge of standard English conventions to edit their writing.	
60	Use knowledge of punctuation (e.g., end marks, commas for series, apostrophes, capitalization, paragraph breaks), usage (e.g., subject and verb agreement), sentence structure (e.g., fragments, run-ons) to edit their writing.	<ul style="list-style-type: none"> • Self and peer edit for spelling, punctuation (including apostrophes in singular and plural possessive nouns), capitalization, usage, and sentence structure. • Rewrite and revise multiple drafts for conventions. • Edit for subject/verb agreement. • Self and peer edit for meaning, organization, content and spelling.
	LEARNING STANDARD #23 Students will use self-generated questions, note-taking, summarizing, précis writing, and outlining to enhance learning when reading or writing.	
61	Generate their own relevant questions in their exploration of a topic.	<ul style="list-style-type: none"> • Use a variety of graphic organizers. • Generate an outline. • Generate questions, take notes, and summarize to develop a report. • Edit and rewrite final draft.

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COMPOSITION STRAND		
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	LEARNING STANDARD #24 Students will use open-ended research questions; different sources of information; and appropriate research methods do gather information for their research projects.	
63	Formulate open-ended research questions to explore a topic of interest.	<ul style="list-style-type: none"> • Use journals/learning logs • Generate open-ended research questions for research on a specific topic. • Obtain and use information from graphs, charts, maps and diagrams. • Formulate open-ended research questions to explore a topic of interest. • Use a variety of technological resources (databases, computer networks, videos) to gather, synthesize and communicate knowledge.
	LEARNING STANDARD #25 Students will develop and use appropriate rhetorical, logical, and stylistic criteria for assessing final versions of their compositions or research projects before presenting them to varied audiences.	
64	Form and explain their own standards or judgments of quality, display them in the classroom, and present them to family members.	<ul style="list-style-type: none"> • Compare similarities and differences between genres (fiction, non-fiction, poetry, drama). • Self and peer edit for content, organization, use of language and conventions. • Edit to focused correction areas to generate questions for research. • Use criteria to revise their work and explain the revisions. • Judge final product to rubric. • Review 3rd Grade expectations. • Use proofreading guide or checklist to self and peer edit. • Reorder text to clarify meaning. • Recognize most misspelled words and make corrections. • Explain revisions. • Set and monitor goals for writing. • Publish, share and display written work.

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MEDIA STRAND		
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	LEARNING STANDARD #26 Students will obtain information by using a variety of media and evaluate the quality of material they obtain.	
6	Use electronic media for research.	<ul style="list-style-type: none"> • Use a variety of media to complete a research project. • Use a variety of software to strengthen and expand subject matter in a variety of curriculum areas. • Evaluate the quality of information on a specific topic.
	LEARNING STANDARD #27 Students will explain how the techniques used in electronic media modify traditional forms of discourse for different aesthetic and rhetorical purposes.	
67	Identify techniques used in television and use their knowledge to distinguish between facts and misleading information.	<ul style="list-style-type: none"> • Distinguish and explain the difference between facts and misleading information in media. • Explain how graphics and animation are used to enhance products for aesthetic purposes.
	LEARNING STANDARD #28 Students will design and create coherent media productions with a clear controlling idea, adequate detail, and appropriate consideration of audience, purpose, and medium.	
68	Create age-appropriate media productions (radio script, television play, audiotape, etc.) for display or transmission.	<ul style="list-style-type: none"> • Plan, create, and design a media production for display or transmission (slide show Kid Pix, radio script, TV production, video, or a play) given explicit criteria. • Create a project using a computer for word processing and include graphics.