

English/Language Arts Curriculum Standards

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FOURTH GRADE

Standards, Learning Expectations, Accomplishments and Draft Performance Indicators

Reading

Content Standard: 1.0

The student will develop the reading and listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation, and appreciation of print and non-print text.

Learning Expectations:

1.01 Continue to develop oral language and listening skills.

1.02 Demonstrate knowledge of concepts of print.

1.03 Expand reading skills through phonemic awareness.

1.04 Use decoding strategies to read unfamiliar words.

1.05 Read to develop fluency, expression, accuracy, and confidence.

1.06 Expand reading vocabulary.

1.07 Reading strategies to facilitate comprehension.

1.08 Use active comprehension strategies to derive meaning while reading and check for understanding after reading.

1.09 Develop appropriate information skills and study skills to facilitate learning.

1.10 Develop skills to facilitate reading to learn in a variety of content areas.

1.11 Read independently for a variety of purposes.

1.12 Experience various literary and media genres.

1.13 Develop and sustain a motivation for reading.

Reading Accomplishments

4.1.01 Continue to develop oral language and listening skills.

- a. Listen attentively by facing the speaker, asking questions, and paraphrasing what is said.
- b. Use established rules for conversation (e.g., do not interrupt, ask questions, provide appropriate feedback).
- c. Understand, follow, and give oral multi-step directions which may include illustrations.
- d. Formulate and respond to questions from teachers and other group members.
- e. Participate in creative responses to text (e.g., choral reading, discussion, dramatization, and oral presentations).
- f. Summarize orally what has been learned or accomplished after completing an activity or assignment.
- g. Create and deliver an oral presentation on an assigned topic (e.g., book reports, demonstrations, science projects).
- h. Present and/or perform original or published literary work with a group and/or individually.
- i. Use different voice levels and speech patterns for small groups, informal discussions, and reports.
- j. Interpret and use a variety of non-verbal communication techniques (e.g., gestures, facial expression, posture).
- k. Participate in recitations of assigned/self-selected passages.

4.1.02 Demonstrate knowledge of concepts of print.

- a. Use parts of text (e.g., title, title page, table of contents, chapter title, glossary, and index).
- b. Use common text features to enhance understanding (e.g., headings, key words, graphics, captions, side bars).
- c. Recognize different forms of text (e.g., poems, plays, drama, letters, ads, biographies).

4.1.03 Expand reading skills through phonemic awareness.

- a. Develop awareness of the sounds of language through repeated exposure to a variety of auditory experiences (e.g., poetry, music lyrics, books on tape, sound effects, read alouds).
- b. Understand rhyming patterns in printed materials.
- c. Respond and analyze the effects of the sounds of language (e.g., alliteration, onomatopoeia, rhythm, beat).

4.1.04 Use decoding strategies to read unfamiliar words.

- a. Continue to use knowledge of letter-sound correspondence and structural analysis to decode words.
- b. Expand understanding and use of root words, prefixes, and suffixes to decode words.
- c. Use syllabication to decode words.
- d. Understand, recognize, and use spelling patterns and word families to decode words.
- e. Decode unknown grade level words by utilizing learned strategies (e.g., reading ahead, drawing upon prior knowledge) to verify word meanings within the context.

4.1.05 Read to develop fluency, expression, accuracy, and confidence.

- a. Increase confidence and poise in reading aloud (e.g., paired reading, shared reading, choral reading, recorded reading, echo reading).
- b. Read with fluency and confidence from a variety of texts (e.g., poetry, drama, current events, novels).
- c. Participate in guided oral reading.
- d. Read orally using appropriate pronunciation, expression, and rate.
- e. Adjust speed based on the purpose for reading and reading level.
- f. Read independently daily.

4.1.06 Expand reading vocabulary.

- a. Build vocabulary by listening to literature, participating in discussions, and reading self-selected and assigned texts.
- b. Build vocabulary through frequent read alouds.
- c. Infer word meanings using roots, prefixes, and suffixes.
- d. Determine the meaning of unfamiliar words using context clues, dictionaries, glossaries, and other resources.
- e. Use appropriate synonyms, antonyms, and homonyms.
- f. Foster word consciousness (e.g., word play, word walls and word sorts).
- g. Continue to use context clues to determine the correct meaning/usage of multiple meaning words.
- h. Select the correct word to complete an analogy.
- i. Build vocabulary by reading from a wide variety of text and literary genres.

4.1.07 Employ pre-reading strategies to facilitate comprehension.

- a. Set a purpose for reading (e.g., to understand, to enjoy, to solve problems, to locate specific information/facts).
- b. Organize prior knowledge using a variety of strategies (e.g., webbing, mapping, brainstorming, listing).
- c. Explore significant words to be encountered in selected/assigned text.
- d. Preview text using text features (e.g., illustrations/pictures, graphs, diagrams, and headings).
- e. Make predictions about text using text features (e.g., title, author, illustrations, and text format).
- f. Relate text to prior personal and historical experiences, current events, as well as previously read print and non-print media.

4.1.08 Use active comprehension strategies to derive meaning while reading and to check for understanding after reading.

a. Derive meaning while reading by

1. formulating clarifying questions.
2. predicting outcomes based upon prior knowledge and adjusting appropriately.
3. using metacognitive and self-monitoring reading strategies to improve comprehension (e.g., rereading, identifying miscues, reading ahead, asking for help, and drawing on earlier reading).
4. creating mental images.
5. expressing reactions and personal opinions to a selection.
6. making inferences.
7. verifying or modifying the pre-reading purpose.
8. drawing conclusions based on evidence gained.

b. Check for understanding after reading by

1. indicating sequence of events in fiction and nonfiction selections.
2. selecting main idea and supporting details from text.
3. identifying the author's purpose (e.g., to entertain, to inform, to explain).
4. discussing similarities and differences in events and characters using evidence cited in two or three text(s).
5. selecting information to meet a specific purpose.
6. stating reasonable generalizations in reference to two pieces of text on a similar topic.
7. locating information to support opinions, predictions, and conclusions.
8. identifying cause and effect relationships.
9. distinguishing between fact/opinion and reality/fantasy.
10. identifying and interpreting figurative language (e.g., idioms, similes, metaphors, personification).
11. recognizing the theme of a single passage.
12. reflecting upon comprehension strategies utilized to make meaning from text.

4.1.09 Develop appropriate information skills and study skills to facilitate learning.

- a. Use and discern appropriate reference sources in various format (e.g., interviews with family and community; encyclopedias, card/electronic catalogs, almanacs, magazines, and newspapers).
- b. Use media (e.g., photographs, films, videos, the arts, on-line catalogs, non-fiction books, encyclopedias, CD-ROM references, internet) to view, read, and represent information.
- c. Use current technology as a research and communication tool for personal interest, research, and clarification.
- d. Understand a variety of informational texts, which include primary sources (e.g., autobiographical sketches, letters, and diaries; and internet sites).
- e. Utilize the dictionary, glossary, thesaurus, and other word-referenced materials.
- f. Skim materials to develop a general overview of content or to locate specific information.
- g. Retrieve, organize, and represent information (e.g., charts, maps, graphs, forms, tables, timelines).
- h. Develop an awareness of the effects of media (e.g., television, print materials, radio, internet, magazines) on daily life.
- i. Gather and record information on a research topic using two different sources.

4.1.10 Develop skills to facilitate reading to learn in a variety of content areas.

- a. Develop and maintain vocabulary specific to content and to current events.
- b. Locate information using available text features (e.g., maps, charts, graphics, appendices, and tables of contents).
- c. Apply comprehension skills and strategies to informational text (e.g., pre-reading and active comprehension).
- d. Use self-correction strategies while reading (e.g., pausing, rereading, consulting other sources, asking for help).
- e. Determine the reliability of sources on a given topic (e.g., editorials, newspapers, magazines, biographies).

4.1.11 Read independently for a variety of purposes.

- a. Read for literary experience.
- b. Read to gain information.
- c. Read to perform a task.
- d. Read for enjoyment.
- e. Read to expand vocabulary.
- f. Read to build fluency.

4.1.12 Experience various literary and media genres.

- a. Read, view, and recognize various literary (e.g., poetry, novels, historical fiction, nonfiction) and media (e.g. photographs, the arts, films, video) genres.
- b. Determine the problem of a story, discover its solution, and consider alternate solutions.
- c. Sequence the events of a selection from beginning to end, determining how the incidents are connected and lead to a solution/conclusion.
- d. Identify and describe the main and minor characters, considering the importance of their actions, motives, and appearances.
- e. Make inferences about print and non-print text.
- f. Compare and contrast events and characters using evidence cited from print and non-print text(s).
- g. Compare and contrast different versions/representations of the same stories/events that reflect different cultures.
- h. Summarize selected passages.
- i. Distinguish between first and third person points of view.
- j. Explore the concept of theme.
- k. Recognize and understand basic literary devices (e.g., imagery, simile, metaphor, personification).

4.1.13 Develop and sustain a motivation for reading.

- a. Visit libraries/media centers and book fairs to explore books.
- b. Use personal criteria to select reading material (e.g., personal interest, knowledge of authors, text difficulty, text, genres, recommendation of others).
- c. Read daily from self-selected materials.
- d. Relate literary experiences (e.g., book discussions, literacy circles, writing, oral presentations, artistic expressions).
- e. Begin a personal reading list or reading log/journal to reflect reading progress and accomplishments.
- f. Experience and develop an awareness of literature that reflects a diverse society.
- g. Choose to read as a leisure activity.

Fourth Grade Benchmarks/Indicators (Reading)

Performance Indicators State

As documented through state assessment -

At Level 1, the student is able to

- 4.1.spi.1. identify correctly used capital letters with names, dates, and addresses, and at the beginning of sentences within context.
- 4.1.spi.2. use table of contents, title page, and glossary to locate information.
- 4.1.spi.3. use prefixes, suffixes and root words as aids in determining meaning within context.
- 4.1.spi.4. recognize plot features of fairy tales, folk tales, fables, and myths.

4.1.spi.5. identify characters, setting, and plot in a passage.

At Level 2, the student is able to

4.1.spi.6. determine the problem of a story and recognize its solution.

4.1.spi.7. identify grade level compound words, contractions, and common abbreviations within context.

4.1.spi.8. use headings, graphics, and captions to make meaning from texts.

4.1.spi.9. select appropriate synonyms, antonyms, and homonyms within context.

4.1.spi.10. determine the meaning of unfamiliar words/multiple meaning words using context clues, dictionaries, and glossaries.

4.1.spi.11. recognize and use grade appropriate vocabulary within text.

4.1.spi.12. evaluate texts for elements of fact/opinion and reality/fantasy.

4.1.spi.13. distinguish between fact and opinion within text.

4.1.spi.14. interpret information using a chart, map, or timeline.

4.1.spi.15. use available text features (e.g., graphics, glossaries, and illustrations) to make meaning from text.

4.1.spi.16. indicate the sequence of events in print (fiction and non-fiction) and in non- print texts.

4.1.spi.17. make predictions about text.

4.1.spi.18. select questions to clarify thinking.

4.1.spi.19. identify different forms of text (e.g., poems, drama, fiction, non-fiction).

4.1.spi.20. recognize cause and effect relationships within text.

At Level 3, the student is able to

4.1.spi.21. identify and interpret similes and metaphors.

4.1.spi.22. determine appropriate inferences and draw conclusions from text.

4.1.spi.23. select sources from which to gather information on a given topic.

4.1.spi.24. locate information to support opinions, predictions, and conclusions.

4.1.spi.25. identify the author's purpose (to entertain, to inform, to persuade, to share feelings).

4.1.spi.26. recognize the sounds of language (i.e., alliteration, rhyme, and repetition).

4.1.spi.27. choose a logical word to complete an analogy using synonyms and

antonyms.

Performance Indicators Teacher

As documented through teacher observation-

At Level 1, the student is able to

4.1.tpi.1 listen attentively by facing the speaker, asking questions and paraphrasing.

4.1.tpi.2 use established rules of conversation consistently (taking turns, raising hands).

4.1.tpi.3. decode words using learned strategies.

4.1.tpi.4. demonstrate an awareness of the sounds of language, including rhyming patterns.

4.1.tpi.5. reflect punctuation while reading.

4.1.tpi.6. formulate and respond to questions from teacher and other group members.

At Level 2, the student is able to

4.1.tpi.7. identify a purpose for reading

4.1.tpi.8. understand, follow and give oral multi-step directions.

4.1.tpi.9. preview the text to activate prior knowledge.

4.1.tpi.10. read and recognize various literary genres (e.g., poems, plays, chapter books and textbooks).

4.1.tpi.11. use metacognitive strategies to improve comprehension.

4.1.tpi.12. predict outcomes based on prior knowledge and adjust as additional knowledge is acquired.

4.1.tpi.13. express personal opinions and reactions to text (e.g., reading journal).

4.1.tpi.14. relate literary experiences, (e.g., literacy circles, written/oral reports).

4.1.tpi.15. summarize materials read and/or lessons learned.

4.1.tpi.16. connect life experiences to texts read.

4.1.tpi.17. respond creatively to texts.

4.1.tpi.18. use common text features to enhance understanding.

4.1.tpi.19. read aloud frequently using appropriate expression and rate.

4.1.tpi.20. read fluently basic grade-appropriate selections.

4.1.tpi.21. make connections among various texts showing similarities and differences related to setting, events, and characters.

At Level 3, the student is able to

4.1.tpi.22. organize prior knowledge, using a variety of strategies (e.g., brainstorming, graphic organizers, webbing, and mapping).

4.1.tpi.23. use content specific vocabulary.

4.1.tpi.24. use library media sources to access information (e.g., encyclopedias, Internet, electronic catalog).

4.1.tpi.25. compare and contrast elements of stories from different cultures.

4.1.tpi.26. extend ideas presented in text.

4.1.tpi.27. read daily and independently.

4.1.tpi.28. recognize propaganda techniques (i.e., bandwagon, loaded words, testimonials).

4.1.tpi.29. deliver an oral presentation on an assigned topic.

4.1.tpi.30. verify the meaning/usage of a multiple-meaning word through the use of a dictionary or thesaurus.

4.1.tpi.31. draw conclusions from evidence within the text.

Writing

Content Standard: 2.0

The student will develop the structural and creative skills of the writing process necessary to produce written language that can be read, presented to, and interpreted by various audiences.

Learning Expectations:

2.01 Engage in prewriting using a variety of strategies.

2.02 Write for a variety of audiences and purposes.

2.03 Show evidence of drafting and revision with written work.

2.04 Include editing before the completion of finished work.

2.05 Evaluate own and others' writing.

2.06 Experience numerous publishing opportunities.

2.07 Write narrative accounts.

2.08 Write frequently across all content areas.

2.09 Write expressively using original ideas, reflections, and observations.

2.10 Write in response to literature.

2.11 Write in a variety of modes and genres.

Writing Accomplishments

4.2.01 Engage in prewriting using a variety of strategies.

- a. Generate and focus ideas through brainstorming and peer discussions.
- b. Use print and non-print materials along with prior knowledge to provide background for writing.
- c. Arrange ideas by using graphic organizers (e.g., listing, clustering, story maps, and webs).
- d. Select and refine a topic.
- e. Determine appropriate audience.
- f. Begin to establish a purpose for writing.

4.2.02 Write for a variety of audiences and purposes.

- a. Write a descriptive paragraph to create a visual image.
- b. Write in response to a standard prompt and/or select a prompt from two choices.
- c. Write to inform a particular audience about a specific issue.
- d. Compose a narrative (e.g., to entertain, to inform, to share experiences).
- e. Write to acquire knowledge (e.g., clarify thinking, take notes, synthesize information, enhance communication).
- f. Introduce writing in the expository mode (e.g., explanatory paragraph, "how to" paragraph).

4.2.03 Show evidence of drafting and revision with written work.

- a. Write and think freely while drafting.
- b. Select format based on purpose.
- c. Write with a sense of audience.
- d. Develop topic sentence with supporting details and concluding sentence to form a paragraph.
- e. Maintain focus of topic with specific relevant supporting details.
- f. Construct varied sentences (i.e., syntactic variety) to add interest.
- g. Arrange multi-paragraph work in a logical and coherent order.
- h. Write using appropriate time-order or transitional words.
- i. Use correct page format (e.g., paragraphs, margins, indentations, and titles).
- j. Revise to clarify and refine ideas, to distinguish between important and unimportant information, and to enhance word selection.
- k. Produce multiple drafts.

4.2.04 Include editing before the completion of finished work.

- a. Edit for elements of language.
- b. Proofread using reference materials.
- c. Use a computer or other technological tools as editing tools.
- d. Create readable documents with legible handwriting.

4.2.05 Evaluate own and others' writing.

- a. Develop and use classroom rubrics for written work.
- b. Introduce and use the state assessment rubric.
- c. Participate in peer review and editing.
- d. Review personal collection to determine progress and evaluate work.
- e. Acknowledge and discuss diversity of individual writing styles.

4.2.06 Experience numerous publishing opportunities.

- a. Produce a variety of written works (e.g. literature response, reports, "published" books, group or paired writing).
- b. Incorporate photos, illustrations, charts, tables, or graphs.
- c. Use technology for publishing individual and group work.
- d. Identify and explore opportunities for publication (e.g., local and national contests, internet web sites, newspapers/periodicals, school displays).

4.2.07 Write narrative accounts.

- a. Write in response to narrative prompts, both self-selected and assigned.
- b. Practice response to assigned prompts in timed situations.
- c. Write with developed characters, setting, and plot.
- d. Incorporate sensory details using vivid words and figurative language to establish a context that enables readers to visualize an event or experience.
- e. Write with well-developed organizational structure, sequence of events, and details.
- f. Begin to develop a voice.
- g. Use classroom and state rubrics as guides for writing.

4.2.08 Write frequently across all content areas.

- a. Produce a variety of creative works utilizing knowledge from the content areas (e.g., journals, letters to the editor).
- b. Compose and respond to original questions and/or problems from all content areas.
- c. Explain procedures used to solve problems encountered in content areas (e.g., science lab experiments, math problems).
- d. Investigate content specific topics to gather information and write.
- e. Use experiences from the arts to write creatively and expressively.

4.2.09 Write expressively using original ideas, reflections, and observations.

- a. Express thoughts and feelings using colorful, fully elaborated descriptions.
- b. Incorporate vivid language.
- c. Write poems, stories, and essays based upon personal reflections, observations, and experiences.
- d. View, read, or listen to examples of various writing styles.

4.2.10 Write in response to literature.

- a. Write a letter to/as a character in a written work.
- b. Create an optional ending for a story.
- c. Retell a story from a different point of view.
- d. Compare and contrast literary works.
- e. Write a reader's response to a literary work.
- f. Write creative, imaginative, and original responses to literature (e.g. poems, raps, songs, stories).

4.2.11 Write in a variety of modes and genres.

- a. Write a narrative including sensory details.
- b. Write a descriptive paragraph that includes vivid language.
- c. Write an expository/"how to" paragraph with multiple steps.
- d. Write a paper to compare/contrast two people, places, things or ideas.
- e. Create a variety of poems.
- f. Write a research report using a single source and notes taken using the source.
- g. Write friendly and business letters.
- h. Write journal entries.
- i. Write an autobiographical account.

Fourth Grade Benchmarks/Indicators (Writing)

Performance Indicators State

As documented through state assessment -

At Level 1, the student is able to

- 4.2.spi.1. choose a topic sentence for a paragraph.
- 4.2.spi.2. rearrange sentences to form a sequential, coherent paragraph.
- 4.2.spi.3. identify the purpose for writing (i.e., to entertain, to inform, to share experiences) .
- 4.2.spi.4. rearrange events in a sequential or chronological order in a writing selection.
- 4.2.spi.5. select the best title for a text.

At Level 2, the student is able to

- 4.2.spi.6. complete a graphic organizer (i.e., clustering, listing, mapping, webbing) to group ideas for writing.
- 4.2.spi.7. select appropriate time-order or transitional words to enhance the flow of a writing sample.
- 4.2.spi.8. identify the most reliable sources of information for preparing a report.
- 4.2.spi.9. select the best way to combine sentences to provide syntactic variety within context.
- 4.2.spi.10. select details that support a topic sentence.
- 4.2.spi.11. choose the supporting sentence that best develops a topic sentence.
- 4.2.spi.12. choose the supporting sentence that best fits the context and flow of ideas in a paragraph.
- 4.2.spi.13. identify the audience for which a text is written.

At Level 3, the student is able to

4.2.spi.14. supply a missing piece of information in a simple outline.

4.2.spi.15. identify sentences irrelevant to a paragraph's theme or flow.

4.2.spi.16. select an appropriate concluding sentence for a well-developed paragraph.

Performance Indicators Teacher

As documented through teacher observation-

At Level 1, the student is able to

4.2.tpi.1. generate ideas for writing.

4.2.tpi.2. use prewriting strategies to organize ideas and to access prior knowledge.

4.2.tpi.3. write for a variety of purposes (e.g., to construct journal responses, answers to essay questions, and friendly and business letters).

4.2.tpi.4. write frequently in the descriptive mode.

At Level 2, the student is able to

4.2.tpi.5. write friendly and business letters.

4.2.tpi.6. produce written work in various genres and formats (e.g., poems, stories, instructions).

4.2.tpi.7. write in response to literature.

4.2.tpi.8. write creatively and imaginatively.

4.2.tpi.9. show evidence of written work in all disciplines.

4.2.tpi.10. recognize and use all steps in the writing process.

4.2.tpi.11. understand and use prompts and rubrics.

4.2.tpi.12. use resources to aid in the writing process.

4.2.tpi.13. write frequently in the narrative mode.

4.2.tpi.14. use grade level appropriate vocabulary when writing.

4.2.tpi.15. construct clear, coherent, organized multi-paragraphed works.

At Level 3, the student is able to

4.2.tpi.16. develop methods of sharing written work.

4.2.tpi.17. use a variety of sources to gather information.

- 4.2.tpi.18. write with a sense of audience.
- 4.2.tpi.19. begin to write in the expository mode.
- 4.2.tpi.20. produce multiple drafts.
- 4.2.tpi.21. write, using knowledge from the content areas.
- 4.2.tpi.22. compare and contrast two persons, places, or things.
- 4.2.tpi.23. evaluate own and others' writing, using the Tennessee Writing Assessment rubric.

Elements of Language

Content Standard: 3.0

The student will use standard English conventions and proper spelling as appropriate to speaking and writing.

Learning Expectations:

- 3.01 Demonstrate knowledge of standard English usage.
- 3.02 Demonstrate knowledge of standard English mechanics.
- 3.03 Demonstrate knowledge of standard English spelling.
- 3.04 Demonstrate knowledge of correct sentence structure.

Elements of Language Accomplishments

- 4.3.01 Demonstrate knowledge of standard English usage.
 - a. Use nouns appropriately (e.g., singular and plural, common and proper, singular and plural possessives).
 - b. Use pronouns appropriately (e.g., subject, object, and possessive; singular and plural; agreement with antecedents).
 - c. Use verbs appropriately (e.g., action and linking, regular and irregular forms, correct tenses, agreement in person and number with both simple and compound subjects).
 - d. Use adjectives appropriately (e.g., proper comparison forms, articles).
 - e. Use adverbs appropriately (e.g., proper comparison forms, negatives).
 - f. Recognize usage errors (e.g., double negatives, troublesome word groups, [to, too, two, there, their, they're, sit, set, lie, lay]).
- 4.3.02 Demonstrate knowledge of standard English mechanics.

- a. Use correct capitalization (e.g., sentence beginnings, proper nouns and adjectives, titles, abbreviations, quotations, and parts of a friendly letter).
- b. Use correct punctuation at the end of sentences.
- c. Demonstrate the correct usage of commas (e.g., series, direct address, following introductory words, dates, addresses, quotations, letters, and compound sentences).
- d. Demonstrate the correct usage of quotation marks (e.g., in direct quotations and in titles).
- e. Form contractions and possessives using apostrophes.
- f. Abbreviate words correctly.
- g. Continue to write legibly.

4.3.03 Demonstrate knowledge of standard English spelling.

- a. Spell high frequency words correctly.
- b. Spell correctly commonly misspelled words as appropriate to grade level.
- c. Spell correctly words commonly used in content specific vocabulary.
- d. Recognize misspelled words in the context of sentences.
- e. Spell plurals and possessives correctly.
- f. Use knowledge of root words, prefixes, suffixes, and structural analysis to spell words correctly.
- g. Determine correct spelling of words utilizing electronic and print tools (e.g., spell checkers, dictionaries, lists, word walls, charts).
- h. Identify and correctly spell homonyms within the context of sentences or phrases.
- i. Proofread and edit for accuracy of spelling using appropriate strategies.
- j. Develop a consciousness toward correct spelling across all subject areas.

4.3.04 Demonstrate knowledge of correct sentence structure.

- a. Use appropriate language structure in oral and written communication (e.g., subject-verb agreement in simple and compound sentences, correct word order within a sentence, correct placement of more detailed words and phrases).
- b. Use complete sentences in writing.
- c. Recognize and edit incomplete sentences and run-on sentences.
- d. Combine simple sentences into compound sentences.
- e. Combine sentences using compound subjects and/or predicates.

Fourth Grade Benchmarks/Indicators (Elements of Language)

Performance Indicators State

As documented through state assessment -

At Level 1, the student is able to

4.3.spi.1. identify the correct use of nouns (i.e., common and proper, plurals, possessives), verbs (i.e., agreement, tenses, action and linking), and adjectives (i.e., comparison forms and articles) within context.

4.3.spi.2. identify declarative, interrogative, and exclamatory sentences by recognizing appropriate end marks.

4.3.spi.3. select the best way to correct incomplete sentences within context.

At Level 2, the student is able to

4.3.spi.4. identify the correct use of pronouns (i.e., subject, object, and agreement), and adverbs (i.e., comparison forms and negatives) within context.

4.3.spi.5. identify the correct use of commas (i.e., series, dates, addresses, friendly letters, introductory words, compound sentences) within context.

4.3.spi.6. recognize usage errors occurring within context (i.e., double negatives, troublesome words: to, too, two; their, there, they're; its, it's).

4.3.spi.7. identify correctly spelled words in context.

4.3.spi.8. choose the correct formation of plurals, contractions and possessives within context.

At Level 3, the student is able to

4.3.spi.9. choose the correct use of quotation marks and commas in direct quotations.

4.3.spi.10. identify sentences with correct subject-verb agreement (person and number).

Performance Indicators Teacher

As documented through teacher observation-

At Level 1, the student is able to

4.3.tpi.1. write legibly.

4.3.tpi.2. spell grade level words correctly.

4.3.tpi.3. observe appropriate language structures, including correct use of verb tenses, in writing and in speaking.

4.3.tpi.4. use voice intonation to indicate appropriate punctuation.

At Level 2, the student is able to

4.3.tpi.5. recognize and revise incomplete and run-on sentences.

4.3.tpi.6. regularly use correct punctuation when writing.

4.3.tpi.7. recognize and correct usage errors (e.g., troublesome pairs) in speech and in writing.

4.3.tpi.8. spell high-frequency words and commonly misspelled words correctly as appropriate to grade level.

4.3.tpi.9. correct own writing for spelling, capitalization, and punctuation.

At Level 3, the student is able to

4.3.tpi.10. use correctly punctuated dialog in writing.

4.3.tpi.11. form possessives, plurals, and contractions correctly.

4.3.tpi.12. use commas correctly.

