

Reading

GRADE 4

STANDARD 1

The student understands and uses different skills and strategies to read

To meet this standard, the student will:

Benchmark 4R.1.1: Use word recognition and word meaning skills to read and comprehend text

Indicators:

- 4R.1.1.1 Apply phonetic principles to read, including sounding out, using initial letters, and using common letter patterns to make sense of whole words
- 4R.1.1.2 Use meaning, context clues, and pictures to comprehend story
- 4R.1.1.3 Use reading strategies including working out unknown words, self corrections, and re-reading slowly when necessary to comprehend.
- 4R.1.1.4 Apply reading strategies including word origins, word roots, prefixes, suffixes and making predictions

Benchmark 4R.1.2: Build vocabulary through reading

Indicators:

- 4R.1.2.1 Build vocabulary by interpreting context clues and using dictionaries and glossaries and other sources
- 4R.1.2.2 Use known parts of word (prefixes and suffixes) to make sense of the whole word
- 4R.1.2.3 Understand synonyms and antonyms, homophones and homographs

Benchmark 4R.1.3: Read fluently, adjusting reading for purpose and material

Indicators:

- 4R.1.3.1 Read familiar text with ease
- 4R.1.3.2 Adjust reading pace to fit purpose
- 4R.1.3.3 Continue to understand how punctuation affects fluency and comprehension

Benchmark 4R.1.4: Understand elements of literature

Indicators:

- 4R.1.4.1 Understand sentence structure, paragraphs, and chapters
- 4R.1.4.2 Understand story elements: main idea, plot, characters, setting, problem, solution
- 4R.1.4.3 Read and respond to a variety of forms: folk tales, stories, rhymes, poems, plays
- 4R.1.4.4 Identify literary devices: figurative language, exaggeration and similes
- 4R.1.4.5 Read a variety of non-fiction texts

Benchmark 4R.1.5: Use technology

Indicators:

- 4R.1.5.1 Find and sort information for a specific topic or purpose
- 4R.1.5.2 Locate and use text organizer: title, heading, table of contents, index, captions, alphabetizing, numbering, glossaries, etc.
- 4R.1.5.3 Interpret graphs, maps, and charts

Key: 1. Grade/Focus Area 1.1 Standard 1.1.1 Benchmark 1.1.1.1 Indicator

SCS Curriculum, Language Arts, Grade 4, Approved January, 2007, Revised June, 2010

Reading

GRADE 4

STANDARD 2

The student *understands the meaning of what is read.*

To meet this standard, the student will:

Benchmark 4R.2.1: Comprehend important ideas and details

Indicators:

- 4R.2.1.1 Demonstrate basic comprehension of the content of literary, informational, and task oriented texts such as plays, newspaper articles, and instructions
- 4R.2.1.2 Demonstrate comprehension of the main idea and supporting details
- 4R.2.1.3 Summarize ideas in own words
- 4R.2.1.4 Apply 6 effective reading strategies: predict/infer, monitor, think about words, self-question, evaluate, and summarize
- 4R.2.1.5 Connect previous experiences and knowledge when reading to understand characters, events, and information
- 4R.2.1.6 Make inferences and predictions based on the reading text
- 4R.2.1.7 Identify the main idea and supporting details

Benchmark 4R.2.2: Expand comprehension by analyzing, interpreting, synthesizing, and applying information and ideas

Indicators:

- 4R.2.2.1 Compare and contrast stories: understand relationship between parts of text or between two simple texts
- 4R.2.2.2 Use logical sequence to accurately retell stories: order and/or sequence parts of text
- 4R.2.2.3 Separate fact from fiction
- 4R.2.2.4 Use critical thinking when participating in small groups and whole class discussions about what has been read
- 4R.2.2.5 Categorize and classify information from the text
- 4R.2.2.6 Identify causes and resulting effects
- 4R.2.2.7 Apply problem solving and decision making skills by using critical thinking

Benchmark 4R.2.3: Think critically and analyze author's use of language, style, purpose, and perspective

Indicators:

- 4R.2.3.1 Separate fact from opinion
- 4R.2.3.2 Recognize different purposes and styles for writing
- 4R.2.3.3 Apply information gained from reading to give a response and express insight
- 4R.2.3.4 Recognize, in written text, the qualities of writing
- 4R.2.3.5 Distinguish between realism and fantasy

Key: 1. Grade/Focus Area 1.1 Standard 1.1.1 Benchmark 1.1.1.1 Indicator

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GRADE 4

STANDARD 3

The student reads different materials for a variety of purposes.

To meet this standard, the student will:

Benchmark 4R.3.1: Read to learn new information

Indicators:

- 4R.3.1.1 Observe and use signs, labels, and instructions
- 4R.3.1.2 Locate and use a variety of resource materials (dictionaries, thesaurus, and encyclopedia)
- 4R.3.1.3 Select resources to answer a question or solve a problem

Benchmark 4R.3.2: Read to perform a task

Indicators:

- 4R.3.2.1 Read information and perform tasks for a variety of real-life purposes: schedules, recipes, and instructions
- 4R.3.2.2 Follow written directions
- 4R.3.2.3 Use specific information in newspapers, magazines, dictionaries, glossaries, encyclopedias

Benchmark 4R.3.3: Read for literary experience integrating a Christian worldview

Indicators:

- 4R.3.3.1 Read and respond to a variety of traditional and contemporary literature: novels, folk tales, stories, myths, rhymes, poems, plays, etc.
- 4R.3.3.2 Read a variety of literature representing different cultures, perspectives, and issues
- 4R.3.3.3 Understand different views of family, friendship, culture, tradition found in literature

Benchmark 4R.3.4: Develop interests and share reading experiences

Indicators:

- 4R.3.4.1 Select favorite authors, subjects, books, and share with others
- 4R.3.4.2 Read for enjoyment
- 4R.3.4.3 Share literary experiences and recommend books to others

Benchmark 4R.3.5: Develop reading through technology

Indicator:

- 4R.3.5.1 Use basic electronic reference tools (computers)
- 4R.3.5.2 Recognize organizational features of electronic information such as “pulldown” menus, key word searches, icons, etc

Benchmark 4R.3.6: Recognize God’s character through various written material

Indicator:

- 4R.3.6.1 Identify characters and responses to problems in comparison to Christian world view

Key: 1. Grade/Focus Area 1.1 Standard 1.1.1 Benchmark 1.1.1.1 Indicator

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Reading

GRADE 4

STANDARD 4

The student sets goals and evaluates progress to improve reading

To meet this standard, the student will:

Benchmark 4R.4.1: Assess strengths and need for improvement

Indicators:

- 4R.4.1.1 Set reading goals and monitor progress
- 4R.4.1.2 Ask questions and make predictions prior to and during reading
- 4R.4.1.3 Use projects, lab reports, short essays, research projects, and multimedia presentations to evaluate progress
- 4R.4.1.4 Participate in reading activities: keep a reading log, etc

Benchmark 4R.4.2: Seek and offer feedback to improve reading

Indicators:

- 4R.4.2.1 Use feedback to improve reading skills such as fluency, vocabulary, and comprehension

Key: 1. Grade/Focus Area 1.1 Standard 1.1.1 Benchmark 1.1.1.1 Indicator

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Writing

GRADE 4

STANDARD 1

The student writes clearly and effectively.

To meet this standard, the student will:

Benchmark 4W.1.1: Develop concept and design: ideas and organization

Indicators:

- 4W.1.1.1 Include appropriate detail
- 4W.1.1.2 Organize text with clear beginning, middle, and end (spatial and sequential)
- 4W.1.1.3 Choose own topic
- 4W.1.1.4 Represent one main idea or topic in text
- 4W.1.1.5 Use paragraphs to organize text
- 4W.1.1.6 Use transitional words and phrases to facilitate logical order
- 4W.1.1.7 Write in a variety of genres
- 4W.1.1.8 Introduce the use of examples of details, facts, and/or reason to support logical arguments

Benchmark W.1.2: Use appropriate voice for audience and purpose

Indicators:

- 4W.1.2.1 Communicate own perspective and ideas
- 4W.1.2.2 Describe experiences in a lively and confident manner
- 4W.1.2.3 Demonstrate awareness of audience when selecting voice
- 4W.1.2.4 Use voice appropriate to the purpose

Benchmark W.1.3: Use word choice appropriate to the audience and purpose

Indicators:

- 4W.1.3.1 Use patterns and vocabulary from literature
- 4W.1.3.2 Introduce and use figurative language and imagery
- 4W.1.3.3 Use words in more than one context

Benchmark W.1.4: Use sentence fluency appropriate to the audience and purpose

Indicators:

- 4W.1.4.1 Use a variety of sentence beginnings, structures, and lengths

Benchmark 4W.1.5: Apply writing conventions

Indicators:

- 4W.1.5.1 Spell age-level words correctly in rough draft
- 4W.1.5.2 Use paragraphs correctly
- 4W.1.5.3 Use correct cursive letter formation and legible handwriting

Key: 1. Grade/Focus Area 1.1 Standard 1.1.1 Benchmark 1.1.1.1 Indicator

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Writing

GRADE 4

STANDARD 2

The student writes in a variety of forms for different audiences and purposes.

To meet this standard, the student will:

Benchmark 4W.2.1: Write for different audiences

Indicators:

- 4W.2.1.1 Write for self, teacher, or other personally known audiences
- 4W.2.1.2 Share writing with others
- 4W.2.1.3 Select own writing to publish
- 4W.2.1.4 Show awareness of audience needs

Benchmark 4W.2.2: Write for different purposes integrating a Christian world view

Indicators:

- 4W.2.2.1 Write in response to teacher's prompt
- 4W.2.2.2 Write for different purposes including: to tell about something (narrate / inform), to tell what happened , to describe something, to learn summarizing, reflecting, paraphrasing and note taking, to imagine, and to direct
- 4W.2.2.3 Write for enjoyment
- 4W.2.2.4 Write to satisfy need for expression

Benchmark 4W.2.3: Write in a variety of forms

Indicator:

- 4W.2.3.1 Write using range of forms: reports, poetry, experiments, research reports, stories, narrative journal

Benchmark 4W.2.4: Use technology as a tool in writing

Indicators:

- 4W.2.4.1 Create stories using appropriate software (kids words)
- 4W.2.4.2 Publish a paragraph using computer word processing
- 4W.2.4.3 Illustrate writing using drawing software
- 4W.2.4.4 Begin to use computerized reference resources
- 4W.2.4.5 Demonstrate basic understanding for the use of power point

Benchmark 4W.2.5: Write for real-life applications

Indicators:

- 4W.2.5.1 Write non-technical documents that could be used in a real life setting such as memos, letters, directions, recipes, biographies, and autobiographies.
- 4W.2.5.2 Identify the kinds of documents one might be required to write in real life
- 4W.2.5.3 Cite sources when writing reports or technical documents: title, author, URL for internet sources

Key: 1. Grade/Focus Area 1.1 Standard 1.1.1 Benchmark 1.1.1.1 Indicator

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Benchmark 4W.2.6: Understand that God recognizes writing as a powerful tool to influence people

Indicators:

- 4W.2.6.1 Integrate Christian world view into a variety of written styles (poems, journals, reports and stories)
- 4W.2.6.2 Write in a manner consistent with Christian values and world view

Writing

GRADE 4

STANDARD 3

The student *understands and uses the steps of the writing process.*

To meet this standard, the student will:

Benchmark 4W.3.1: Pre-write

Indicators:

- 4W.3.1.1 Brainstorm for ideas to enhance content
- 4W.3.1.2 Use graphic organizers to plan
- 4W.3.1.3 Generate ideas by recalling experiences
- 4W.3.1.4 Discover and explore resources in schools
- 4W.3.1.5 Use available technology (such as simple word-processor)

Benchmark 4W.3.2: Draft

Indicators:

- 4W.3.2.1 Organize ideas: form complete phrases, sentences, and thoughts
- 4W.3.2.2 Structure thoughts coherently

Benchmark 4W.3.3: Revise

Indicators:

- 4W.3.3.1 Use word processing to write and revise text (as available)
- 4W.3.3.2 Use six-trait model scoring criteria when revising
- 4W.3.3.3 Collect input from others
- 4W.3.3.4 Add appropriate language and/or graphics to enhance text and style

Benchmark 4W.3.4: Edit

Indicators:

- 4W.3.4.1 Correct high frequency spelling words
- 4W.3.4.2 Add missing or necessary words and/or ideas as needed
- 4W.3.4.3 Use appropriate reference tools: dictionary, thesaurus, and technology
- 4W.3.4.4 Edit for grade level convention

Benchmark 4W.3.5.1: Publish

Indicators:

- 4W.3.5.1 Select publication options and display form (such as a book or poster)
- 4W.3.5.2 Use technology, when appropriate: keyboarding, simple graphics, and media
- 4W.3.5.3 Share with appropriate audience
- 4W.3.5.4 Produce legible final product

Key: 1. Grade/Focus Area 1.1 Standard 1.1.1 Benchmark 1.1.1.1 Indicator

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Writing

GRADE 4

STANDARD 4

The student *analyzes and evaluates the effectiveness of written work.*

To meet this standard, the student will:

Benchmark 4W.4.1: Assess own strengths and need for improvement

Indicators:

- 4W.4.1.1 View self as a writer
- 4W.4.1.2 Use established six-trait criteria to reflect on and improve writing
- 4W.4.1.3 Continue to understand need for revising and editing work

Benchmark 4W.4.2: Seek and offer feedback

Indicators:

- 4W.4.2.1 Offer positive feedback on others' writing using six-trait terms
- 4W.4.2.2 Accept and use feedback on own writing when appropriate

Communication

GRADE 4

STANDARD 1

The student *communicates ideas clearly and effectively.*

To meet this standard, the student will:

Benchmark 4C.1.1: Communicate clearly to a range of audiences for different purposes

Indicators:

- 4C.1.1.1 Communicate to teacher, small groups, and class
- 4C.1.1.2 Use narrative and descriptive forms of speech
- 4C.1.1.3 Show beginning awareness of the needs of an audience

Benchmark 4C.1.2: Develop content and ideas

Indicators:

- 4C.1.2.1 Choose content that relates to topic
- 4C.1.2.2 Select material from readily available sources
- 4C.1.2.3 Organize information in a sequential pattern using simple transitions
- 4C.1.2.4 Describe ideas in concrete terms

Benchmark 4C.1.3: Use effective delivery

Indicators:

- 4C.1.3.1 Speak with projection and at a rate that others can follow
- 4C.1.3.2 Practice speaking fluently and expressively
- 4C.1.3.3 Use good posture and eye contact
- 4C.1.3.4 Use appropriate facial expression and body language to convey a message or enhance an oral presentation

Benchmark 4C.1.4: Use effective language and style

Indicators:

- 4C.1.4.1 Use words and illustration to create an effective presentation
- 4C.1.4.2 Use age appropriate vocabulary
- 4C.1.4.3 Speak using standard grammar

Benchmark 4C.1.5: Effectively use action, sound, and/or images to support presentation

Indicators:

- 4C.1.5.1 Communicate messages through oral, artistic, graphic, and/or multi-media presentations when appropriate
- 4C.1.5.2 Connect ideas and products to form new concepts
- 4C.1.5.3 Use available technology to present ideas and concepts

Key: 1. Grade/Focus Area 1.1 Standard 1.1.1 Benchmark 1.1.1.1 Indicator

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Benchmark 4C.1.6: Analyze and evaluate presentation

Indicators:

- 4C.1.6.1 Listen and watch while others present
- 4C.1.6.2 Offer positive feedback on others' presentation
- 4C.1.6.3 Self-correct presentation

Benchmark 4C.1.7: Demonstrate appropriate communication that is consistent with God's character

Indicators:

- 4C.1.7.1 Speak the truth in love

Communication

GRADE 4

STANDARD 2

The student uses listening and observation skills to gain understanding.

To meet this standard, the student will:

Benchmark 4C.2.1: Focus attention

Indicators:

- 4C.2.1.1 Demonstrate attending behavior (feet on floor, face speaker, eye contact, lean forward, no distracting movements)
- 4C.2.1.2 Listen without interrupting
- 4C.2.1.3 Pay attention to oral stories, instructions, oral reports, assemblies and daily announcements

Benchmark 4C.2.2: Listen and observe to gain and interpret information

Indicators:

- 4C.2.2.1 Identify physical details and visual information
- 4C.2.2.2 Use and respond to non-verbal communication
- 4C.2.2.3 Interpret visual texts such as illustrations, comics and videos
- 4C.2.2.4 Listen for, identify, and explain: main ideas, details, fact/opinion, and meaning
- 4C.2.2.5 Use listening strategies for following instructions

Benchmark 4C.2.3: Check for understanding by asking questions and paraphrasing

Indicators:

- 4C.2.3.1 Ask questions to understand content and meaning (who, what, why, when, where, how)
- 4C.2.3.2 Demonstrate paraphrasing skills in reading, conversations, and messages
- 4C.2.3.3 Select information and give opinions

Key: 1. Grade/Focus Area 1.1 Standard 1.1.1 Benchmark 1.1.1.1 Indicator

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Communication

GRADE 4

STANDARD 3

The student *uses interpersonal communication strategies and skills to work effectively with others.*

To meet this standard, the student will:

Benchmark 4C.3.1: Use language to interact effectively and responsibly with others

Indicators:

- 4C.3.1.1 Use language that is equitable and sensitive to diversity
- 4C.3.1.2 Use language to persuade, convince, correct or disagree
- 4C.3.1.3 Use conversation skills: enter in, take turns, respond to others, close a conversation
- 4C.3.1.4 Begin to show awareness of possible difficulties when communicating cross-culturally

Benchmark 4C.3.2: Work cooperatively as a member of a group

Indicator:

- 4C.3.2.1 Demonstrate knowledge of group process by listening, interacting, and evaluating
- 4C.3.2.2 Contribute to group with ideas and effort
- 4C.3.2.3 Respect others' feelings and rights to participate in a group

Benchmark 4C.3.3: Seek agreement and solutions through discussion

Indicators:

- 4C.3.3.1 Apply effective strategies to complex group problems
- 4C.3.3.2 Demonstrate willingness to build consensus
- 4C.3.3.3 Share and listen to ideas and points of view
- 4C.3.3.4 Accept responsibility for personal actions

Key: 1. Grade/Focus Area 1.1 Standard 1.1.1 Benchmark 1.1.1.1 Indicator

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Communication

GRADE 4

STANDARD 4

The student analyzes and evaluates the effectiveness of formal and informal communication.

To meet this standard, the student will:

Benchmark 4C.4.1: Assess strengths and need for improvement

Indicators:

- 4C.4.1.1 Establish and apply criteria for evaluating one's own and others' presentations
- 4C.4.1.2 Articulate the qualities that make a presentation effective
- 4C.4.1.3 Assess own strengths and needs as a presenter

Benchmark 4C.4.2: Seek and offer feedback

Indicator:

- 4C.4.2.1 Evaluate and apply feedback appropriately

Benchmark 4C.4.3: Analyze different sources of mass communication

Indicators:

- 4C.4.3.1 Identify various forms of mass communication such as magazines, television, newspaper, and the internet
- 4C.4.3.2 Identify fact, opinion, and assumptions in mass communication
- 4C.4.3.3 Understand that all media is produced from a point of view and with a set of assumptions
- 4C.4.3.4 Identify simple advertisements

Benchmark 4C.4.4: Analyze how communication is used in career settings (real life settings)

Indicator:

- 4C.4.4.1 Identify different ways people communicate in a variety of settings (e.g., telephone, email, formal presentations)

Key: 1. Grade/Focus Area 1.1 Standard 1.1.1 Benchmark 1.1.1.1 Indicator

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Grammar

GRADE 4

STANDARD 1

The student *understands the usage and mechanics of grammar.*

To meet this standard, the student will:

Benchmark 4G1.1: Identify and correctly use clauses, phrases, and mechanics of punctuation.

Indicators:

- 4G.1.1.1 Use commas to control meaning
- 4G.1.1.2 Demonstrate basic understanding of the use of colon and semi-colon
- 4G.1.1.3 Demonstrate basic understanding of dependent and independent clauses

Benchmark 4G1.2: Understand sentence construction and proper English usage

Indicators:

- 4G.1.2.1 Use semicolons and colons
- 4G.1.2.2 Write complete sentences
- 4G.1.2.3 Use correct sentence structure (nouns, verbs, adjectives and adverbs)
- 4G.1.2.4 Identify parts of a simple sentence
- 4G.1.2.5 Begin to identify and use compound sentences
- 4G.1.2.6 Become familiar with complex sentences
- 4G.1.2.7 Begin to understand use of prepositional phrases
- 4G.1.2.8 Identify and use irregular verbs

Benchmark 4G1.3: Control structure

Indicators:

- 4G.1.3.1 Appropriately organize paragraph and sentence structure
- 4G.1.3.2 Vary simple, compound and complex sentence structures
- 4G.1.3.3 Write complete sentences
- 4G.1.3.4 Recognize sentence fragments and run-ons
- 4G.1.3.5 Begin to classify complete sentences as declarative, interrogative or exclamatory statements

Key: 1. Grade/Focus Area 1.1 Standard 1.1.1 Benchmark 1.1.1.1 Indicator

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Grammar

GRADE 4

STANDARD 2

The student *understands and uses grammar conventions*.

To meet this standard, the student will:

Benchmark 4G.2.1: Employ basic conventions

Indicators:

- 4G.1.2.1 Use capitalization and end punctuation accurately in final draft
- 4G.1.2.2 Use correct subject-verb agreement
- 4G.1.2.3 Correct common errors in spelling, punctuation, and capitalization
 - Capital letters for beginning of sentences, proper names, and titles
 - End punctuation and commas

Benchmark 4G.2.2: Employ basic knowledge of grammar

Indicators:

- 4G.2.2.1 Continue to develop concept of noun, verb, adjective, and pronoun
- 4G.2.2.2 Use all eight parts of speech: noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection
- 4G.2.2.3 Use regular and irregular verbs
- 4G.2.2.4 Use helping and linking verbs
- 4G.2.2.5 Use subject-verb agreements
- 4G.2.2.6 Use object pronouns

Key: 1. Grade/Focus Area 1.1 Standard 1.1.1 Benchmark 1.1.1.1 Indicator

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