



# ADW GRADE 4 LANGUAGE ARTS STANDARDS & INSTRUCTION GUIDE

2017

<b>READING: Word recognition, Fluency &amp; Vocabulary (WRFV)</b>	<b>Standard</b>	<b>Core Concepts</b>	<b>Key terms</b>
LA.4.WRFV.1	Read aloud grade-level-appropriate narrative text (stories) and expository text (information) with fluency and accuracy and with appropriate timing, changes in voice, and expression.	<ul style="list-style-type: none"><li>• Reading with fluency and accuracy supports comprehension.</li><li>• Fluent reading includes: accuracy, appropriate rate, word stress, inflections, phrasing, and pausing.</li><li>• Effective readers monitor their understanding of text by adjusting their strategies.</li><li>• Readers slow down to problem-solve words or complex language and then resume a normal pace.</li></ul>	<ul style="list-style-type: none"><li>• Fluency</li><li>• Reading rate</li><li>• Expression</li><li>• Inflections</li><li>• phrasing</li></ul>



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LA.4.WRFV.2	Apply knowledge of synonyms (words with the same meaning), antonyms (words with opposite meaning), homographs (words that are spelled the same but have different meanings) and idioms (expressions that cannot be understood just by knowing the meanings of the words in the expression, such as couch potato) to determine the meaning of words and phrases.	<ul style="list-style-type: none"><li>• Words can have relationships with one another such as synonyms, antonyms, and homographs.</li><li>• Understanding and being able to explain those relationships supports comprehension</li></ul>	<ul style="list-style-type: none"><li>• Synonyms</li><li>• Antonyms</li><li>• Homographs</li><li>• Idioms</li></ul>



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LA.4.WRFV.3	Use knowledge of root words (nation) to determine the meaning of unknown words within a passage (national, nationality).	<ul style="list-style-type: none"><li>• Understanding word structure can aid in determining the meaning of unknown words.</li><li>• Many words are the combination of a number of parts, each part playing a role in the overall meaning of the word.</li><li>• Root words are the primary building block of many longer, more complex words.</li><li>• Knowing the meaning of a word's root can help with understanding the meaning of that word.</li></ul>	<ul style="list-style-type: none"><li>• Root words</li></ul>



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LA.4.WRFV.4	Use common roots (meter = measure) and word parts (therm = heat) derived from Greek and Latin to analyze the meaning of complex words (thermometer).	<ul style="list-style-type: none"><li>• Many words are the combination of a number of parts, each part playing a role in the overall meaning of the word.</li><li>• Many of these word parts are derived from the Greek and Latin.</li><li>• These roots are the primary building blocks of longer, more complex words.</li><li>• Knowing these roots and word parts can aid in the analysis of and determination of the meaning of unknown words.</li></ul>	<ul style="list-style-type: none"><li>• Roots</li></ul>



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LA.4.WRFV.5	Use a thesaurus to find related words and ideas.	<ul style="list-style-type: none"><li>• One way to determine the meaning of an unknown word is to identify other words or ideas that have related meanings.</li><li>• A thesaurus is a tool to locate those related words and ideas.</li></ul>	<ul style="list-style-type: none"><li>• Thesaurus</li></ul>



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<b>READING: Word recognition, Fluency &amp; Vocabulary (WRFV)</b>	<b>Standard</b>	<b>Core Concepts</b>	<b>Key terms</b>
LA.4.WRFV.6	Distinguish and interpret words with multiple meanings (quarters) by using context clues (the meaning of the text around a word).	<ul style="list-style-type: none"><li>• Some words have multiple meanings. The meaning of surrounding text (Individual words, sentences, and paragraphs) can help identify the meaning of unknown words within a text.</li><li>• Readers use these clues to support comprehension and can articulate how those clues have led to an understanding of the text.</li></ul>	<ul style="list-style-type: none"><li>• Homonyms</li><li>• Homographs</li></ul>



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<b>READING: Word recognition, Fluency &amp; Vocabulary (WRFV)</b>	<b>Standard</b>	<b>Core Concepts</b>	<b>Key terms</b>
LA.4.WRFV.7	Use context to determine the meaning of unknown words.	<ul style="list-style-type: none"><li>• The meaning of unknown words can be determined by analyzing the context in which the word is used within the text.</li></ul>	<ul style="list-style-type: none"><li>• Context</li></ul>



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<b>READING: Comprehension (C)</b>	<b>Standard</b>	<b>Core Concepts</b>	<b>Key terms</b>
LA.4.RC.1	Use the organization of informational text to strengthen comprehension.	<ul style="list-style-type: none"><li>• In addition to facts and information, nonfiction informational texts often contain elements and organizational features that provide specific information and expand on narrative information, supporting overall comprehension.</li><li>• These elements/features could be but are not limited to: illustrations, table of contents, diagrams, graphs, italics, headings, maps, etc.</li><li>• Strategic readers use these features to help locate information.</li></ul>	<ul style="list-style-type: none"><li>• Organizational features</li><li>• Illustrations</li><li>• Table of contents</li><li>• Diagrams</li><li>• Graphs</li><li>• Italics</li><li>• Headings</li><li>• maps</li></ul>





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READING: Comprehension (C)	Standard	Core Concepts	Key terms
LA.4.RC.2	Use appropriate strategies when reading for different purposes.	<ul style="list-style-type: none"><li>Depending on the nature of the text and their purpose for reading, readers will use different strategies to approach and comprehend the text.</li></ul>	
LA.4.RC.3	Make and confirm predictions about text by using prior knowledge and ideas presented in the text itself, including illustrations, titles, topic sentences, important words, foreshadowing clues (clues that indicate what might happen next), and direct quotations.	<ul style="list-style-type: none"><li>Anticipating what will follow while reading a text is a strategic action for processing and comprehension.</li><li>Readers constantly make and confirm or disconfirm predictions using prior knowledge, clues included by the author, and literary features such as illustrations and titles.</li><li>These predictions add to the understanding and enjoyment of a text.</li></ul>	<ul style="list-style-type: none"><li>Predictions</li><li>Foreshadowing</li></ul>
LA.4.RC.4	Evaluate new information and hypotheses (statements of theories or assumptions) by testing them against known information and ideas.	<ul style="list-style-type: none"><li>Texts often present new information and/or hypotheses to readers.</li><li>Strategic readers first identifying information as new and then evaluating and/or testing that information against what is already known is a strategic action used by readers to enhance comprehension.</li></ul>	<ul style="list-style-type: none"><li>Hypotheses</li></ul>

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READING: Comprehension (C)	Standard	Core Concepts	Key terms
LA.4.RC.5	Compare and contrast information on the same topic after reading several passages or articles.	<ul style="list-style-type: none"><li>Information on the same topic may be presented in different ways by different authors.</li><li>Comparing and contrasting information from different sources and perspectives expands the reader's understanding of the topic.</li></ul>	<ul style="list-style-type: none"><li>Compare and contrast</li></ul>
LA.4.RC.6	Distinguish between cause and effect and between fact and opinion in informational text.	<ul style="list-style-type: none"><li>Informational text use cause and effect to inform readers about a topic.</li><li>The cause is the reason something happened.</li><li>The effect is what happened as a result of the cause.</li><li>Being able to distinguish between the cause and effect and fact and opinion skill that helps readers comprehend the text.</li></ul>	<ul style="list-style-type: none"><li>Cause and effect</li><li>Fact and opinion</li></ul>
LA.4.RC.7	Follow multi-step instructions in a basic technical manual.		



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<b>READING: Comprehension (C)</b>	<b>Standard</b>	<b>Core Concepts</b>	<b>Key terms</b>
LA.4.RC.8	Identify informational texts written in narrative form (sometimes with undeveloped characters and minimal dialogue) using sequence or chronology.	<ul style="list-style-type: none"><li>• Informational text may be either expository or narrative in structure.</li><li>• Each structure has unique characteristics and organization.</li><li>• Narrative informational may include undeveloped characters, dialogue and use sequence and/or chronology to organize information.</li></ul>	<ul style="list-style-type: none"><li>• Narrative</li></ul>



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<b>READING: Comprehension (C)</b>	<b>Standard</b>	<b>Core Concepts</b>	<b>Key terms</b>
LA.4.RC.9	Recognize main ideas and supporting details presented in expository (informational texts).	<ul style="list-style-type: none"><li>• The main idea of the text is the most important or central thought or theme.</li><li>• It is developed through evidence and details presented within the text.</li><li>• In an informational text, readers can identify the main idea by reviewing, analyzing and synthesizing the specific supporting details.</li></ul>	<ul style="list-style-type: none"><li>• Main idea</li></ul>



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<b>READING: Literacy Response and Analysis (LRA)</b>	<b>Standard</b>	<b>Core Concepts</b>	<b>Key terms</b>
LA.4.LRA.1	Describe the differences of various imaginative forms of literature, including fantasies, fables, myths, legends, and fairy tales.	<ul style="list-style-type: none"><li>• The different imaginative forms of fiction each have distinct characteristics and elements.</li><li>• Knowing those characteristics and how they can be revealed within the story can help a reader identify the kind of literature as well as support a reader's comprehension of the story.</li></ul>	<ul style="list-style-type: none"><li>• Fantasy</li><li>• Fable</li><li>• Myth</li><li>• Legend</li><li>• Fairy tales</li></ul>



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<b>READING: Literacy Response and Analysis (LRA)</b>	<b>Standard</b>	<b>Core Concepts</b>	<b>Key terms</b>
LA.4.LRA.2	Identify the main events of the plot, including their causes and the effects of each even on future actions, and the major theme from the story action.	<ul style="list-style-type: none"><li>• Story plotlines generally evolve through a series of events which are often structured in a cause and effect relationship.</li><li>• That relationship is what advances the plot and allows the reader to make predictions about future plot events.</li><li>• The relationship between those events can also reveal the major theme of the story.</li></ul>	<ul style="list-style-type: none"><li>• Plot</li><li>• Cause and effect</li><li>• Theme</li></ul>



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<b>READING: Literacy Response and Analysis (LRA)</b>	<b>Standard</b>	<b>Core Concepts</b>	<b>Key terms</b>
LA.4.LRA.3	Use knowledge of the situation, setting, and a character's traits, motivations, and feelings to determine the causes for that character's actions.	<ul style="list-style-type: none"><li>• Authors reveal the nature of characters in a number of ways including physical description, description of his/her behavior and thoughts/feelings, his/her dialogue with other characters, the response he/she evokes from other characters and the setting in which the character exists.</li><li>• This information can be used by the reader to identify why characters might react in particular ways throughout the story.</li></ul>	<ul style="list-style-type: none"><li>• Setting</li><li>• Character traits</li></ul>



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<b>READING: Literacy Response and Analysis (LRA)</b>	<b>Standard</b>	<b>Core Concepts</b>	<b>Key terms</b>
LA.4.LRA.4	Compare and contrast tales from different cultures by tracing the adventures of one character type. Tell why there are similar tales in different cultures.	<ul style="list-style-type: none"><li>• Themes from various stories cross cultures and time.</li><li>• Comparing the characters between the same story from different cultures deepens understanding of one's own and other cultures.</li></ul>	<ul style="list-style-type: none"><li>• Cultural impact</li></ul>
LA.4.LRA.5	Define figurative language, such as similes, metaphors, hyperbole, or personification, and identify its use in literary works.	<ul style="list-style-type: none"><li>• Figurative language is used by authors to be more effective, impactful, persuasive, or to connect to the reader's senses. Identifying how an author uses them can help reader understand the author's purpose.</li></ul>	<ul style="list-style-type: none"><li>• Figurative language</li><li>• Similes</li><li>• Hyperbole</li><li>• Personification</li></ul>





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<b>READING: Literacy Response and Analysis (LRA)</b>	<b>Standard</b>	<b>Core Concepts</b>	<b>Key terms</b>
LA.4.LRA.6	Determine the theme.	<ul style="list-style-type: none"><li>• A theme or message in a text is the idea or lesson around which the entire text revolves.</li><li>• Themes/messages may be clearly articulated or revealed in less explicit ways.</li><li>• Readers use clues within from the text to identify the theme/message. Identifying the importance of the theme/message to and describing its impact on the overall story/text demonstrates comprehension.</li></ul>	<ul style="list-style-type: none"><li>• Theme</li></ul>



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<b>READING: Literacy Response and Analysis (LRA)</b>	<b>Standard</b>	<b>Core Concepts</b>	<b>Key terms</b>
LA.4.LRA.7	Identify the narrator in a selection and tell whether the narrator or speaker is involved in the story.	<ul style="list-style-type: none"><li>• Narratives are told from a specific perspective or point of view (the lens through which the reader sees the story).</li><li>• The perspective could be an omniscient one. They can also be told by a character in the story.</li><li>• Who is telling the story can influence how the reader interacts with the plot.</li><li>• Identifying the narrator demonstrates comprehension.</li></ul>	<ul style="list-style-type: none"><li>• Narrator</li><li>• Perspective</li><li>• Point-of-view</li><li>• Omniscient</li></ul>



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<b>WRITING: Writing Process (WP)</b>	<b>Standard</b>	<b>Core Concepts</b>	<b>Key terms</b>
LA.4.WP.1	Discuss ideas for writing. Find ideas for writing in conversations with others and in books, magazines, newspapers, school textbooks, or on the Internet. Keep a list or notebook of ideas.	<ul style="list-style-type: none"><li>• Writers seek writing ideas from multiple sources including environmental, print, and digital sources and through discussions with others.</li><li>• They often record ideas in a notebook to save for later.</li></ul>	
LA.4.WP.2	Select a focus, an organizational structure, and a point of view based upon purpose, audience, length, and format requirements for a piece of writing.	<ul style="list-style-type: none"><li>• The development, organization and style of a piece of writing should be dictated by the intended purpose, the audience, and the requirements of the piece.</li></ul>	



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<b>WRITING: Writing Process (WP)</b>	<b>Standard</b>	<b>Core Concepts</b>	<b>Key terms</b>
LA.4.WP.3	Write informational pieces with multiple paragraphs that: • provide an introductory paragraph. • establish and support a central idea with a topic sentence at or near the beginning of the first paragraph. • include supporting paragraphs with simple facts, details, and explanations. • present important ideas or events in sequence or in chronological order. • provide details and transitions to link paragraphs. • conclude with a paragraph that summarizes the points. • use correct indentation at the beginning of paragraphs.	<ul style="list-style-type: none"><li>• In order for writers to present information to their readers, regardless of the subject matter, they must structure the written piece so that it flows coherently and clearly articulates the central idea and includes sufficient information to support the central idea.</li></ul>	<ul style="list-style-type: none"><li>• Multi-paragraph essay</li><li>• Topic sentence</li><li>• Supporting details</li><li>• Transitions</li><li>• Indentation</li><li>• Conclusion</li></ul>
LA.4.WP.4	Use common organizational structures for providing information in writing, such as chronological order, cause and effect, or similarity and difference, and posing and answering a question.	<ul style="list-style-type: none"><li>• Writers have a number of organizational structures from which to choose and will select the one that best suits their purpose for writing.</li></ul>	<ul style="list-style-type: none"><li>• Chronological order</li><li>• Cause and effect</li><li>• Similarity and difference/comparison and contrast</li><li>• Questioning</li></ul>

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<b>WRITING: Writing Process (WP)</b>	<b>Standard</b>	<b>Core Concepts</b>	<b>Key terms</b>
LA.4.WP.5	Quote or paraphrase information sources, citing them appropriately.	<ul style="list-style-type: none"><li>• Including information from outside sources in a written piece can be done through direct quotations or through paraphrasing, each of which is a distinct writing skill.</li><li>• Both also require appropriate citation.</li><li>• Additionally, quotations have specific punctuation requirements.</li></ul>	<ul style="list-style-type: none"><li>• Quotation</li><li>• Paraphrase</li><li>• Citations</li><li>• Plagiarism</li></ul>



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WRITING: Writing Process (WP)	Standard	Core Concepts	Key terms
LA.4.WP.6	Locate information in reference texts by using organizational features, such as prefaces and appendixes.	<ul style="list-style-type: none"><li>Writers use multiple reference materials (dictionaries, thesaurus, encyclopedias, websites, newspapers, almanacs, to assist in spelling, word choice, and content development and elaboration. Reference materials have organizational features which assist writers in locating information.</li></ul>	<ul style="list-style-type: none"><li>Reference texts</li><li>Preface</li><li>Appendix</li><li>Table of contents</li><li>Index</li><li>Headings</li><li>Dictionary</li><li>Encyclopedia</li><li>Almanac</li><li>Newspapers</li><li>Periodicals</li><li>Reference websites</li></ul>
LA.4.WP.7	Use multiple reference materials and online information (the Internet) as aids to writing.		
LA.4.WP.8	Understand the organization of almanacs, newspapers, and periodicals and how to use those print materials.		



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<b>WRITING: Writing Process (WP)</b>	<b>Standard</b>	<b>Core Concepts</b>	<b>Key terms</b>
LA.4.WP.9	Use a computer to draft, revise, and publish writing, demonstrating basic keyboarding skills and familiarity with common computer technology.	<ul style="list-style-type: none"><li>• Technology is a tool writers can use throughout the writing process to produce and publish writing and to interact and collaborate with others.</li></ul>	



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<b>WRITING: Writing Process (WP)</b>	<b>Standard</b>	<b>Core Concepts</b>	<b>Key terms</b>
LA.4.WP.10	Review, evaluate, and revise writing for meaning and clarity.	<ul style="list-style-type: none"><li>• Writers undertake the revision process to insure that their purpose for writing is met and in order to make writing stronger and clearer to readers. Revision involves reviewing and evaluating writing for clarity of content, proper spelling, and appropriate use of conventions (punctuation, capitalization, sentence structure, etc.). Writers make adjustments to their writing (making corrections, adding words/information, deleting words/ information, changing text, reorganizing content) as needed to improve focus, flow and clarity and based on their own evaluation of writing and/or feedback provided by peer editors and teachers.</li><li>• Editors often use an editing checklist or list of rules to insure a complete evaluations.</li></ul>	<ul style="list-style-type: none"><li>• Revision</li><li>• Proofread</li><li>• Editing</li></ul>





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<b>WRITING: Writing Process (WP)</b>	<b>Standard</b>	<b>Core Concepts</b>	<b>Key terms</b>
LA.4.WP.11	Proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of frequent errors.		
LA.4.WP.12	Revise writing by combining and moving sentences and paragraphs to improve the focus and progression of ideas.		



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<b>WRITING: Writing Applications (WA)</b>	<b>Standard</b>	<b>• Core Concepts</b>	<b>• Key terms</b>
LA.4.WA.1	Write narratives (stories) that: <ul style="list-style-type: none"><li>• include ideas, observations, or memories of an event or experience.</li><li>• provide a context to allow the reader to imagine the world of the event or experience.</li><li>• use concrete sensory details.</li></ul>	<ul style="list-style-type: none"><li>• Narratives describe a real or imagined experience or event using effective story telling technique, well-chosen details and well-structured event sequence.</li><li>• Narratives have a central focus with a beginning, middle and end.</li><li>• Students choose descriptive words to use within their writing that show their thinking, relate their feelings and describe actions.</li><li>• Students develop plot by identifying events in a logical order and within a clearly articulated context.</li></ul>	<ul style="list-style-type: none"><li>• Narrative</li><li>• Plot</li><li>• Details</li></ul>



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<b>WRITING: Writing Applications (WA)</b>	<b>Standard</b>	<b>• Core Concepts</b>	<b>• Key terms</b>
LA.4.WA.2	Write responses to literature that: <ul style="list-style-type: none"><li>• demonstrate an understanding of a literary work.</li><li>• support judgments through references to both the text and prior knowledge.</li></ul>	<ul style="list-style-type: none"><li>• In order to respond to literature, writers must read closely to determine what the text says explicitly.</li><li>• Then they must that clearly state their thoughts and opinions and supply the reasoning for their thinking.</li><li>• In doing so, writers need to understand how their reasoning supports their opinion, identify information within the text and from prior knowledge to support their viewpoint, and share this thinking.</li><li>• Writers build their response by linking their ideas together.</li></ul>	<ul style="list-style-type: none"><li>• Close reading</li><li>• Reader response</li></ul>



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<b>WRITING: Writing Applications (WA)</b>	<b>Standard</b>	<b>Core Concepts</b>	<b>Key terms</b>
LA.4.WA.3	Write or deliver a research report that has been developed using a systematic research process (defines the topic, gathers information, determines credibility, reports findings) and that: * includes information from a variety of sources (books, technology, multimedia), * demonstrates that information that has been gathered has been summarized, * organizes information by categorizing it into multiple categories (such as solid, liquid, and gas; or reduce, reuse, and recycle) or includes information gained through observation.	<ul style="list-style-type: none"><li>• A research report is more than a collection of different pieces of information about a topic, and more than a review of the literature in a field.</li><li>• A research report is the culmination and final product of a process of exploring a topic in greater detail by developing a research question that helps bring focus to the topic, researching the topic, thinking critically about the information, evaluating sources, organizing, and composing.</li><li>• A research project involves surveying a field of knowledge using primary and secondary sources, both print and digital, in order to find the best possible information in that field.</li><li>• Researchers build upon what they already know about the subject and make a deliberate attempt to find out what experts know.</li><li>• A completed research project should present the researchers own thinking backed up by others' ideas and information.</li></ul>	<ul style="list-style-type: none"><li>• Research</li><li>• Primary source</li><li>• Secondary source</li><li>• Topic</li><li>• Summarization</li><li>• Research question</li></ul>



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<b>WRITING: Writing Applications (WA)</b>	<b>Standard</b>	<b>Core Concepts</b>	<b>Key terms</b>
LA.4.WA.4	Write summaries that contain the main ideas of the reading selection and the most significant details.	<ul style="list-style-type: none"><li>Summarization requires that the reader/writer reads closely and critically to determine the main idea/theme of the piece, is able to identify the most significant points from the written piece that develop the idea/theme and then articulate that in a synopsis.</li></ul>	<ul style="list-style-type: none"><li>Summarization</li></ul>
LA.4.WA.5	Use varied word choices to make writing interesting.		
LA.4.WA.6	Write for different purposes (information, persuasion) and to a specific audience or person.	<ul style="list-style-type: none"><li>Writers have a particular purpose when writing and an intended audience.</li><li>The development and organization of the piece, and style of writing chosen are determined based on the task, purpose and audience.</li></ul>	<ul style="list-style-type: none"><li>Writing purpose</li></ul>



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Writing: English Language Conventions (ELC)	Standard	Core Concepts	Key terms
LA.4.ELC.1	Write smoothly and legibly in cursive, forming letters and words that can be read by others.	<ul style="list-style-type: none"><li>In addition to planning, writers use skills and strategies for revising, editing, and rewriting. Knowledge of and ability to use basic Basic Conventions of the English language (spelling, punctuation, grammar, etc.) and legible handwriting support a writer's ability to create a clear and understandable piece and supports the revision process.</li></ul>	
LA.4.ELC.2	Use simple sentences (Dr. Vincent Stone is my dentist.) and compound sentences (His assistant cleans my teeth and Dr. Stone checks for cavities.) in writing.		<ul style="list-style-type: none"><li>Simple sentence</li><li>Compound sentence</li></ul>
LA.4.ELC.3	Create interesting sentences, by using words that describe, explain, or provide additional details and connections, such as adjectives, adverbs, appositives, participial phrases, prepositional phrases, and conjunctions.		<ul style="list-style-type: none"><li>Adjectives</li><li>Adverbs</li><li>Appositives</li><li>Participial phrases</li><li>conjunctions</li></ul>



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<b>Writing: English Language Conventions (ELC)</b>	<b>Standard</b>	<b>Core Concepts</b>	<b>Key terms</b>
LA.4.ELC.4	Identify and use in writing regular verbs (live/lived, shout/shouted) and irregular verbs (swim/swam), (ride/rode, hit/hit), adverbs (constantly, quickly), and prepositions (through, beyond, between).	•	<ul style="list-style-type: none"><li>• Regular verbs</li><li>• Irregular verbs</li><li>• Prepositions</li></ul>
LA.4.ELC.5	Use parentheses to explain something that is not considered of primary importance to the sentence, commas in direct quotations (He said, "I'd be happy to go."), apostrophes to show possession (Jim's shoes, the dog's food) and apostrophe's in contractions (can't, didn't, won't).		<ul style="list-style-type: none"><li>• Parentheses</li><li>• Commas</li><li>• Quotations</li><li>• Apostrophes</li><li>• Contractions</li></ul>



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<b>Writing: English Language Conventions (ELC)</b>	<b>Standard</b>	<b>Core Concepts</b>	<b>Key terms</b>
LA.4.ELC.6	Use underlining, quotation marks, or italics to identify titles of documents. • When writing by hand or by computer, use quotation marks to identify the titles of articles, short stories, poems, or chapters of books. • When writing on a computer italicize the following, when writing by hand underline them: the titles of books, names of newspapers and magazines, works of art, and musical compositions.	•	<ul style="list-style-type: none"><li>• Quotation marks</li><li>• Italics</li><li>• Titles</li></ul>
LA.4.ELC.7	Capitalize names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations, when appropriate.		<ul style="list-style-type: none"><li>• Capitalization</li><li>• Titles</li></ul>

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<b>Writing: English Language Conventions (ELC)</b>	<b>Standard</b>	<b>Core Concepts</b>	<b>Key terms</b>
LA.4.ELC.8	Spell correctly roots (bases of words, such as unnecessary, cowardly), inflections (words like care/careful/caring or words with more than one acceptable spelling like advisor/adviser), suffixes and prefixes (-ly, -ness, mis-, un-), and syllables (word parts each containing a vowel sound, such as sur-prise or e-co-lo-gy).	•	<ul style="list-style-type: none"><li>• Roots</li><li>• Inflections</li><li>• Suffixes</li><li>• Prefixes</li><li>• Syllables</li></ul>



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Listening and Speaking (LS)	Standard	• Core Concepts	• Key terms
LA.4.LS.1	Ask thoughtful questions and respond orally to relevant questions with appropriate elaboration.	• Attentive listeners integrate and evaluate information being conveyed in various formats (speakers, read-alouds, videos, other media, etc.) with the intent to understand. They intentionally attempt to make personal connections with the speaker's experience. They are able to ask and answer appropriate questions when they do not understand in order to clarify or gain more information as well as describe the main idea in a presentation with supporting evidence.	• Questioning skills
LA.4.LS.2	Summarize major ideas and supporting evidence presented in spoken presentations.		• Summarization
LA.4.LS.3	Identify how language use (sayings and expressions) reflects regions and cultures.		• Regional/cultural language and expressions



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Listening and Speaking (LS)	Standard	Core Concepts	Key terms
LA.4.LS.4	Give precise directions and instructions.	<ul style="list-style-type: none"><li>• Students prepare for and participate in a range of oral activities including conversations, formal and informal presentations, recitations, dramatic readings/performances, giving directions, and providing explanations</li><li>• Speakers use a variety of strategies to insure they convey meaning to their listeners including careful word choice, strategic use of examples and anecdotes, organization that supports flow and emphasizes the main idea and line of reasoning, selection of structures (e.g. cause/effect) that help develop the main idea, and use of meaningful gestures, facial expressions and vocal modulations.</li><li>• Speakers deliver material in a manner appropriate to the type of presentation or performance being given (tone of voice, timing rhythm, fluency).</li></ul>	<ul style="list-style-type: none"><li>• Oral communication</li><li>• Providing directions and introductions</li><li>• Cause and effect</li><li>• Similarity and difference</li><li>• questioning</li></ul>

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Listening and Speaking (LS)	Standard	Core Concepts	Key terms
LA.4.LS.5	Present effective introductions and conclusions that guide and inform the listener's understanding of important ideas and details.	•	•
LA.4.LS.6	Use traditional structures for conveying information, including cause and effect, similarity and difference, and posing and answering a question.		
LA.4.LS.7	Emphasize points in ways that help the listener or viewer to follow important ideas and concepts.		
LA.4.LS.8	Use details, examples, anecdotes (stories of a specific event), or experiences to explain or clarify information.		<ul style="list-style-type: none"> <li>• Details</li> <li>• anecdotes</li> </ul>
LA.4.LS.9	Engage the audience with appropriate words, facial expressions, and gestures.		<ul style="list-style-type: none"> <li>• Facial expressions</li> <li>• Gestures</li> </ul>

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Listening and Speaking (LS)	Standard	Core Concepts	Key terms
LA.4.LS.10	Evaluate the role of the media in focusing people's attention on events and in forming their options	•	• Media impact
LA.4.LS.11	Make narrative (story) presentations that relate ideas, observations, or memories about an event or experience, and provide a context that allows listeners to imagine the circumstances of the event or experience.		• Narrative
LA.4.LS.12	Make information presentations that focus on one main idea, include facts and details that help listeners to focus, and incorporate more than one source of information		• Main idea • Sources



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Listening and Speaking (LS)	Standard	Core Concepts	Key terms
LA.4.LS.13	Deliver oral summaries of articles and books that contain the main ideas of the event or article and the most significant details.	•	• Summarization
LA.4.LS.14	Recite brief poems (two or three stanzas long), soliloquies (sections of plays in which characters speak out loud to themselves), or dramatic dialogues, clearly stating words and using appropriate timing, volume, and phrasing.		• Poetry • Soliloquies • Dialogue • Articulation • Inflection
LA.4.LS.15	Connect and relate experiences and ideas to those of a speaker.	• See LA.4.LS.1&2	•



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Listening and Speaking (LS)	Standard	Core Concepts	Key terms
LA.4.LS.16	Distinguish between the speaker's opinions and verifiable facts.	<ul style="list-style-type: none"><li>• See LA.4.LS.1&amp;2</li></ul>	<ul style="list-style-type: none"><li>• Opinions</li><li>• Facts</li></ul>
LA.4.LS.17	Make descriptive presentations that use concrete sensory details to set forth and support unified impressions of people, places, things, or experiences.	<ul style="list-style-type: none"><li>• See LA.4.LS.4-14</li></ul>	<ul style="list-style-type: none"><li>• Sensory details</li></ul>