

*Grade 4 - Overview of Content Standards
for Grades Four through Eight*

Adapted from the 1999 California Reading/Language Arts Curriculum Framework

At the onset of grade four most students will have progressed from the “learning to read”; phase to the “reading to learn” phase. (American Federation of Teachers 1997), and then, gradually over time and before they move on to high school, they will transition to the “reading and learning for life” phase.

Students will be able to

- read aloud grade level appropriate narrative and expository text fluently and accurately, ranging from classical literature to on-line information.
- continue to develop their vocabulary knowledge and skills in more sophisticated ways, such as analyzing idioms, analogies, metaphors, and similes to infer literal and figurative meanings of phrases and understanding historical influences on the meanings of English words.
- write clear, coherent, and focused essays
- conduct multiple-step information searches as part of the research process.
- using the learning resources and technology in the library media center and classroom.
- in grades five through eight, students extend their writing applications as they compose narrative, expository, persuasive, and descriptive text of at least 500 to 70 words each.
- use correct conventions in writing as they express their new-found knowledge and understanding and to exhibit increasing sophistication in sentence structure, grammar, punctuation, and capitalization, and spelling.

Standards Based Rubrics

Writing Applications

If you use a number scale, divide the number of points earned by number of traits.

- 0=not evident
- 1=minimal evidence of mastery
- 2=adequate evidence of mastery
- 3=strong evidence of mastery
- 4=outstanding evidence of mastery

Grade 3

Writing Standard 2.1 - Narrative Writing

- Write narratives that
 - 1 provide a context within which an action takes place
 - 2 include well-chosen detail to develop the plot; and
 - 3 provide insight into why this incident is memorable

Writing Standard 2.2 - Description

- Write descriptions that use concrete sensory details to present and support unified impressions of people, places, things, or experiences.

Writing Standard 2.3 - Personal and Formal Letter

- Write personal and formal letters, thank you notes and invitations that
 - 1 consider the audience, purpose, and context
 - 2 address knowledge and interests of the audience, stated purpose, and context
 - 3 include the date, proper salutation, body, closing, and signature

Grade 4

Writing Standard 2.1 - Narrative Writing

- Write narratives on incidents that
 1. relate ideas, observations, and/or memories
 2. provide a context to enable the reader to imagine the world of the event or experience
 3. use concrete sensory details
 4. provide insight into why this incident is memorable

Writing Standard 2.2 - Response to Literature

- Write responses to literature that
 - 1 demonstrate an understanding of the literary work
 - 2 support judgments through references both to the text and to prior knowledge

Writing Standard 2.3 - Summary

- Write summaries that contain the main ideas of the reading selection and the most significant details

4th Grade Instructional Considerations

adapted from the 1999 California Reading/Language Arts Curriculum Framework

The fourth grade content standards collectively represent an important transformation for students. When students advance from the third grade to the fourth grade, they make a critical transition from learning to read to reading to learn in subject-matter content. This change over requires students to be fluent and automatic readers by the end of the third grade so that they are prepared to read and comprehend complex narrative and expository texts in such content areas as history-social science and science. An instructional priority for grades four through six is a continuing focus on ensuring that all students have good reading comprehension skills and are able to read fluently and accurately. In addition, students are beginning a technological adventure of acquiring a new set of skills, such as basic keyboarding and familiarity with computer terminology.

Content and Instructional Connections-Integration

The teacher can help students integrate mastery of standards across domains, strands, and academic disciplines by having students:

1. Read narrative and expository text aloud with grade-appropriate fluency and accuracy and with appropriate pacing, intonation, and expression.
2. Use knowledge of root words to determine the meaning of unknown words using a variety of reading materials.
3. Use appropriate strategies when reading for different purposes (e.g., full comprehension, location of information, personal enjoyment) and in a range of contexts.
4. Make connections between the main events of the plot, their causes, and the influence of each event on future actions.
5. Answer questions about their knowledge of the situation and setting and of character traits and motivations to determine the causes of characters' actions.
6. Make connections between the focus of a composition, its organizational structure, and its point of view according to purpose, audience, length, and format.
7. Create multiple-paragraph compositions.
8. Complete writing and oral assignments in the language arts that provide opportunities to attain content standards simultaneously in the social sciences, and mathematics.

In addition to the above strategies, the framework offers a wealth of additional insights, tips, and strategies that will help teachers address all the specified standards and benchmarks. We highly recommend that all teachers have access to this valuable planning tool.

Grade 4 - Standards and Benchmark Proficiencies

READING – (R)

- Standard I** **Word Analysis, Fluency, and Systematic Vocabulary Development**
- Word Recognition
 - Vocabulary and Concept Development
- Standard II** **Reading Comprehension**
- Structural Features of Informational Materials
 - Comprehension and Analysis of Grade-Level-Appropriate Text
- Standard III** **Literary Response and Analysis**
- Structural Features of Literature
 - Narrative Analysis of Grade-Level-Appropriate Text

WRITING – (W)

- Standard I** **Writing Strategies**
- Organization and Focus
 - Penmanship
 - Research and Technology
 - Evaluation and Revision
- Standard II** **Writing Applications – Genres and Their Characteristics**
- Writing Applications

WRITTEN AND ORAL LANGUAGE CONVENTIONS – (WOL)

- Standard I** **Written and Oral Language Conventions**
- Sentence Structure
 - Grammar
 - Punctuation
 - Capitalization
 - Spelling

LISTENING AND SPEAKING – (LS)

- Standard I** **Listening and Speaking Strategies**
- Comprehension
 - Organization and Delivery of Oral Communication
 - Analysis and Evaluation of Oral and Media Communication
- Standard II** **Speaking Applications–Genres and Their Characteristics**
- Speaking Applications

GRADE 4 - READING

(R) Standard I							
<i>Word Analysis, Fluency, and Systematic Vocabulary Development</i>							
<p>Word Analysis, Fluency, and Systematic Vocabulary Development Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.</p>							
Legend							
<p>Q/T= Quarter or Trimester Ong.=Ongoing Int=Integration with other subjects - REL=Religion SS=Social Studies M/S=Math or Science O=Other Assessment: 1= 20% or fewer students mastered the benchmark 2=about 50% 3=80% or more Benchmark Numbering: Grade – Standard Title – Standard number – Benchmark number</p>							
Benchmarks							
<i>Word Recognition</i>	Timeline		Int.	Assessment			
Gr4.R.I.1 Read narrative and expository text aloud with grade-appropriate fluency and accuracy and with appropriate pacing, intonation, and expression.	Q/T1 Q/T2 Q/T3 Q4	Ong. Ong. Ong. Ong.	REL SS M/C O	Q/T1 1 2 3	Q/T2 1 2 3	Q/T3 1 2 3	Q4 1 2 3
<i>Vocabulary and Concept Development</i>	Timeline		Int.	Assessment			
Gr4.R.I.2 Apply knowledge of word origins, derivations, synonyms, antonyms, and idioms to determine the meaning of words and phrases.	Q/T1 Q/T2 Q/T3 Q4	Ong. Ong. Ong. Ong.	REL SS M/C O	Q/T1 1 2 3	Q/T2 1 2 3	Q/T3 1 2 3	Q4 1 2 3
Gr4.R.I.3 Use knowledge of root words to determine the meaning of unknown words within a passage.	Q/T1 Q/T2 Q/T3 Q4	Ong. Ong. Ong. Ong.	REL SS M/C O	Q/T1 1 2 3	Q/T2 1 2 3	Q/T3 1 2 3	Q4 1 2 3
Gr4.R.I.4 Know common roots and affixes derived from Greek and Latin and use this knowledge to analyze the meaning of complex words (e.g., <i>international</i>).	Q/T1 Q/T2 Q/T3 Q4	Ong. Ong. Ong. Ong.	REL SS M/C O	Q/T1 1 2 3	Q/T2 1 2 3	Q/T3 1 2 3	Q4 1 2 3
Gr4.R.I.5 Use a thesaurus to determine related words and concepts.	Q/T1 Q/T2 Q/T3 Q4	Ong. Ong. Ong. Ong.	REL SS M/C O	Q/T1 1 2 3	Q/T2 1 2 3	Q/T3 1 2 3	Q4 1 2 3
Gr4.R.I.6 Distinguish and interpret words with multiple meanings.	Q/T1 Q/T2 Q/T3 Q4	Ong. Ong. Ong. Ong.	REL SS M/C O	Q/T1 1 2 3	Q/T2 1 2 3	Q/T3 1 2 3	Q4 1 2 3

GRADE 4 – READING

(R) Standard II *Reading Comprehension*

Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources). The selections in *Recommended Readings in Literature, Kindergarten Through Grade Eight* illustrate the quality and complexity of the materials to be read by students. In addition to their regular school reading, students read one-half million words annually, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information).

Legend

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Assessment: 1= 20% or fewer students mastered the benchmark 2=about 50% 3=80% or more

Benchmark Numbering: Grade – Standard Title – Standard number – Benchmark number

Benchmarks							
<i>Structural Features of Informational Materials</i>	Timeline		Int.	Assessment			
Gr4.R.II.1 Identify structural patterns found in informational text (e.g., compare and contrast, cause and effect, sequential or chronological order, proposition and support) to strengthen comprehension.	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4
	Q/T2	Ong.	SS	1	1	1	1
	Q/T3	Ong.	M/C	2	2	2	2
	Q4	Ong.	O	3	3	3	3
<i>Comprehension and Analysis of Grade-Level-Appropriate Text</i>	Timeline		Int.	Assessment			
Gr4.R.II.2 Use appropriate strategies when reading for different purposes (e.g., full comprehension, location of information, personal enjoyment).	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4
	Q/T2	Ong.	SS	1	1	1	1
	Q/T3	Ong.	M/C	2	2	2	2
	Q4	Ong.	O	3	3	3	3
Gr4.R.II.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, and foreshadowing clues.	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4
	Q/T2	Ong.	SS	1	1	1	1
	Q/T3	Ong.	M/C	2	2	2	2
	Q4	Ong.	O	3	3	3	3
Gr4.R.II.4 Evaluate new information and hypotheses by testing them against known information and ideas.	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4
	Q/T2	Ong.	SS	1	1	1	1
	Q/T3	Ong.	M/C	2	2	2	2
	Q4	Ong.	O	3	3	3	3

GRADE 4 - READING

(R) Standard II (continued) *Reading Comprehension*

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Benchmarks							
<i>Comprehension and Analysis of Grade-Level-Appropriate Text</i>	Timeline		Int.	Assessment			
Gr4.R.II.5 Compare and contrast information on the same	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4
	Q/T2	Ong.	SS	1	1	1	1
	Q/T3	Ong.	M/C	2	2	2	2
	Q4	Ong.	O	3	3	3	3
Gr4.R.II.6 Distinguish between cause and effect and between fact and opinion in expository text.	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4
	Q/T2	Ong.	SS	1	1	1	1
	Q/T3	Ong.	M/C	2	2	2	2
	Q4	Ong.	O	3	3	3	3
Gr4.R.II.7 Follow multiple-step instructions in basic technical manuals (e.g., how to use computer commands or video games).	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4
	Q/T2	Ong.	SS	1	1	1	1
	Q/T3	Ong.	M/C	2	2	2	2
	Q4	Ong.	O	3	3	3	3

GRADE 4 - READING

(R) Standard III											
<i>Literary Response And Analysis</i>											
<p>Students read and respond to a wide variety of significant works of children's literature. They distinguish between the structural features of the text and the literary terms or elements (e.g., theme, plot, setting, characters). The selections in <i>Recommended Readings in Literature, Kindergarten Through Grade Eight</i> illustrate the quality and complexity of the materials to be read by students</p>											
Legend											
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Benchmarks											
<i>Structural Features of Literature</i>				Timeline		Int.		Assessment			
Gr4.R.III.1 Describe the structural differences of various imaginative forms of literature, including fantasies, fables, myths, legends, and fairy tales.				Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4	
				Q/T2	Ong.	SS	1	1	1	1	
				Q/T3	Ong.	M/C	2	2	2	2	
				Q4	Ong.	O	3	3	3	3	
<i>Narrative Analysis of Grade-Level-Appropriate Text</i>				Timeline		Int.		Assessment			
Gr4.R.III.2 Identify the main events of the plot, their causes, and the influence of each event on future actions.				Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4	
				Q/T2	Ong.	SS	1	1	1	1	
				Q/T3	Ong.	M/C	2	2	2	2	
				Q4	Ong.	O	3	3	3	3	
Gr4.R.III.3 Use knowledge of the situation and setting and of a character's traits and motivations to determine the causes for that character's actions.				Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4	
				Q/T2	Ong.	SS	1	1	1	1	
				Q/T3	Ong.	M/C	2	2	2	2	
				Q4	Ong.	O	3	3	3	3	
Gr4.R.III.4 Compare and contrast tales from different cultures by tracing the exploits of one character type and develop theories to account for similar tales in diverse cultures (e.g., trickster tales).				Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4	
				Q/T2	Ong.	SS	1	1	1	1	
				Q/T3	Ong.	M/C	2	2	2	2	
				Q4	Ong.	O	3	3	3	3	
Gr4.R.III.5 Define figurative language (e.g., simile, metaphor, hyperbole, personification) and identify its use in literary works				Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4	
				Q/T2	Ong.	SS	1	1	1	1	
				Q/T3	Ong.	M/C	2	2	2	2	
				Q4	Ong.	O	3	3	3	3	

GRADE 4 - WRITING

(W) Standard I *Writing Strategies*

Students write clear, coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions).

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Benchmarks							
<i>Organization and Focus</i>	Timeline		Int.	Assessment			
Gr4.W.I.1 Select a focus, an organizational structure, and a point of view based upon purpose, audience, length, and format requirements.	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4
	Q/T2	Ong.	SS	1	1	1	1
	Q/T3	Ong.	M/C	2	2	2	2
	Q4	Ong.	O	3	3	3	3
Gr4.W.I.2 Create multiple-paragraph compositions: a Provide an introductory paragraph. b Establish and support a central idea with a topic sentence at or near the beginning of the first paragraph. c Include supporting paragraphs with simple facts, details, and explanations. d Conclude with a paragraph that summarizes the points. e Use correct indentation.	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4
	Q/T2	Ong.	SS	1	1	1	1
	Q/T3	Ong.	M/C	2	2	2	2
	Q4	Ong.	O	3	3	3	3
Gr4.W.I.3 Use traditional structures for conveying information (e.g., chronological order, cause and effect, similarity and difference, and posing and answering a question).	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4
	Q/T2	Ong.	SS	1	1	1	1
	Q/T3	Ong.	M/C	2	2	2	2
	Q4	Ong.	O	3	3	3	3
<i>Penmanship</i>	Timeline		Int.	Assessment			
Gr4.W.I.4 Write fluidly and legibly in cursive or joined italic.	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4
	Q/T2	Ong.	SS	1	1	1	1
	Q/T3	Ong.	M/C	2	2	2	2
	Q4	Ong.	O	3	3	3	3

GRADE 4 – WRITING

(W) Standard I (continued) *Writing Strategies*

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Benchmarks							
<i>Research and Technology</i>	Timeline		Int.	Assessment			
Gr4.W.I.5 Quote or paraphrase information sources, citing them appropriately	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4
	Q/T2	Ong.	SS	1	1	1	1
	Q/T3	Ong.	M/C	2	2	2	2
	Q4	Ong.	O	3	3	3	3
Gr4.W.I.6 Locate information in reference texts by using organizational features (e.g., prefaces, appendixes).	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4
	Q/T2	Ong.	SS	1	1	1	1
	Q/T3	Ong.	M/C	2	2	2	2
	Q4	Ong.	O	3	3	3	3
Gr4.W.I.7 Use various reference materials (e.g., dictionary, thesaurus, card catalog, encyclopedia, online information) as an aid to writing.	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4
	Q/T2	Ong.	SS	1	1	1	1
	Q/T3	Ong.	M/C	2	2	2	2
	Q4	Ong.	O	3	3	3	3
Gr4.W.I.8 Understand the organization of almanacs, newspapers, and periodicals and how to use those print materials.	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4
	Q/T2	Ong.	SS	1	1	1	1
	Q/T3	Ong.	M/C	2	2	2	2
	Q4	Ong.	O	3	3	3	3
Gr4.W.I.9 Demonstrate basic keyboarding skills and familiarity with computer terminology (e.g., cursor, software, memory, disk drive, hard drive).	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4
	Q/T2	Ong.	SS	1	1	1	1
	Q/T3	Ong.	M/C	2	2	2	2
	Q4	Ong.	O	3	3	3	3
<i>Evaluation and Revision</i>	Timeline		Int.	Assessment			
Gr4.W.I.10 Edit and revise selected drafts to improve coherence and progression by adding, deleting, consolidating, and rearranging text.	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4
	Q/T2	Ong.	SS	1	1	1	1
	Q/T3	Ong.	M/C	2	2	2	2
	Q4	Ong.	O	3	3	3	3

GRADE 4 WRITING

(W) STANDARD II

Writing Applications Genres and their Characteristics

Students write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of standard American English and the drafting, research, and organizational strategies outlined in Writing Standard 1.0. Using the writing strategies of grade four outlined in Writing Standard 1.0, students:

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Benchmarks							
<i>Write narratives:</i>	Timeline		Int.	Assessment			
Gr4.W.II.1 Write narratives:	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4
a Relate ideas, observations, or recollections of an event or experience.	Q/T2	Ong.	SS	1	1	1	1
b Provide a context to enable the reader to imagine the world of the event or experience.	Q/T3	Ong.	M/C	2	2	2	2
c Use concrete sensory details.	Q4	Ong.	O	3	3	3	3
d Provide insight into why the selected event or experience is memorable.							
Gr4.W.II.2 Write responses to literature:	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4
a Demonstrate an understanding of the literary work.	Q/T2	Ong.	SS	1	1	1	1
b Support judgments through references to both the text and prior knowledge.	Q/T3	Ong.	M/C	2	2	2	2
	Q4	Ong.	O	3	3	3	3
Gr4.W.II.3 Write information reports:	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4
a Frame a central question about an issue or situation.	Q/T2	Ong.	SS	1	1	1	1
b Include facts and details for focus.	Q/T3	Ong.	M/C	2	2	2	2
c Draw from more than one source of information (e.g., speakers, books, newspapers, other media sources).	Q4	Ong.	O	3	3	3	3
Gr4.W.II.4 Write summaries that contain the main ideas of the reading selection and the most significant details.	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4
	Q/T2	Ong.	SS	1	1	1	1
	Q/T3	Ong.	M/C	2	2	2	2
	Q4	Ong.	O	3	3	3	3

GRADE 4 – WRITTEN AND ORAL LANGUAGE CONVENTIONS

(WOL) STANDARD I							
<i>Written and Oral English Language Conventions</i>							
<p>The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills. Students write and speak with a command of standard English conventions appropriate to this grade level.</p>							
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Benchmarks							
<i>Sentence Structure</i>	Timeline		Int.	Assessment			
Gr4.WOL.I.1 Use simple and compound sentences in writing and speaking.	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4
	Q/T2	Ong.	SS	1	1	1	1
	Q/T3	Ong.	M/C	2	2	2	2
	Q4	Ong.	O	3	3	3	3
Gr4.WOL.I.2 Combine short, related sentences with appositives, participial phrases, adjectives, adverbs, and prepositional phrases.	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4
	Q/T2	Ong.	SS	1	1	1	1
	Q/T3	Ong.	M/C	2	2	2	2
	Q4	Ong.	O	3	3	3	3
<i>Grammar</i>	Timeline		Int.	Assessment			
Gr4.WOL.I.3 Identify and use regular and irregular verbs, adverbs, prepositions, and coordinating conjunctions in writing and speaking.	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4
	Q/T2	Ong.	SS	1	1	1	1
	Q/T3	Ong.	M/C	2	2	2	2
	Q4	Ong.	O	3	3	3	3
<i>Punctuation/Capitalization</i>	Timeline		Int.	Assessment			
Gr4.WOL.I.4 Use parentheses, commas in direct quotations, and apostrophes in the possessive case of nouns and in contractions.	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4
	Q/T2	Ong.	SS	1	1	1	1
	Q/T3	Ong.	M/C	2	2	2	2
	Q4	Ong.	O	3	3	3	3
Gr4.WOL.I.5 Use underlining, quotation marks, or italics to identify titles of documents.	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4
	Q/T2	Ong.	SS	1	1	1	1
	Q/T3	Ong.	M/C	2	2	2	2
	Q4	Ong.	O	3	3	3	3
Gr4.WOL.I.6 Capitalize names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations when appropriate.	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4
	Q/T2	Ong.	SS	1	1	1	1
	Q/T3	Ong.	M/C	2	2	2	2
	Q4	Ong.	O	3	3	3	3
<i>Spelling</i>	Timeline		Int.	Assessment			
Gr4.WOL.I.7 Spell correctly roots, inflections, suffixes and prefixes, and syllable constructions.	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4
	Q/T2	Ong.	SS	1	1	1	1
	Q/T3	Ong.	M/C	2	2	2	2
	Q4	Ong.	O	3	3	3	3

GRADE 4 - LISTENING AND SPEAKING

(LS) STANDARD I									
<i>Listening and Speaking Strategies</i>									
Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.									
Legend									
Q/T= Quarter or Trimester									
Ong.=Ongoing									
Int=Integration with other subjects - REL=Religion SS=Social Studies M/S=Math or Science O=Other									
Assessment: 1= 20% or fewer students mastered the benchmark 2=about 50% 3=80% or more									
Benchmark Numbering: Grade – Standard Title – Standard number – Benchmark number									
Benchmarks									
<i>Comprehension</i>				Timeline		Int.		Assessment	
Gr4.LS.I.1 Ask thoughtful questions and respond to relevant questions with appropriate elaboration in oral settings.	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4		
	Q/T2	Ong.	SS	1	1	1	1		
	Q/T3	Ong.	M/C	2	2	2	2		
	Q4	Ong.	O	3	3	3	3		
Gr4.LS.I.2 Summarize major ideas and supporting evidence presented in spoken messages and formal presentations.	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4		
	Q/T2	Ong.	SS	1	1	1	1		
	Q/T3	Ong.	M/C	2	2	2	2		
	Q4	Ong.	O	3	3	3	3		
Gr4.LS.I.3 3 Identify how language usages (e.g., sayings, expressions) reflect regions and cultures.	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4		
	Q/T2	Ong.	SS	1	1	1	1		
	Q/T3	Ong.	M/C	2	2	2	2		
	Q4	Ong.	O	3	3	3	3		
Gr4.LS.I.4 Give precise directions and instructions.	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4		
	Q/T2	Ong.	SS	1	1	1	1		
	Q/T3	Ong.	M/C	2	2	2	2		
	Q4	Ong.	O	3	3	3	3		

GRADE 4 - LISTENING AND SPEAKING

(LS) STANDARD I (continued) *Listening and Speaking Strategies*

Legend

Q/T= Quarter or Trimester

Ong.=Ongoing

Int=Integration with other subjects - REL=Religion SS=Social Studies M/S=Math or Science O=Other

Assessment: 1= 20% or fewer students mastered the benchmark 2=about 50% 3=80% or more

Benchmark Numbering: Grade – Standard Title – Standard number – Benchmark number

Benchmarks							
<i>Organization and Delivery of Oral Communication</i>	Timeline		Int.	Assessment			
Gr4.LS.I.5 Present effective introductions and conclusions that guide and inform the listener's understanding of important ideas and evidence.	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4
	Q/T2	Ong.	SS	1	1	1	1
	Q/T3	Ong.	M/C	2	2	2	2
	Q4	Ong.	O	3	3	3	3
Gr4.LS.I.6 Use traditional structures for conveying information (e.g., cause and effect, similarity and difference, and posing and answering a question).	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4
	Q/T2	Ong.	SS	1	1	1	1
	Q/T3	Ong.	M/C	2	2	2	2
	Q4	Ong.	O	3	3	3	3
Gr4.LS.I.7 Emphasize points in ways that help the listener or viewer to follow important ideas and concepts.	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4
	Q/T2	Ong.	SS	1	1	1	1
	Q/T3	Ong.	M/C	2	2	2	2
	Q4	Ong.	O	3	3	3	3
Gr4.LS.I.8 Use details, examples, anecdotes, or experiences to explain or clarify information.	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4
	Q/T2	Ong.	SS	1	1	1	1
	Q/T3	Ong.	M/C	2	2	2	2
	Q4	Ong.	O	3	3	3	3
Gr4.LS.I.9 Use volume, pitch, phrasing, pace, modulation, and gestures appropriately to enhance meaning.	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4
	Q/T2	Ong.	SS	1	1	1	1
	Q/T3	Ong.	M/C	2	2	2	2
	Q4	Ong.	O	3	3	3	3
<i>Analysis and Evaluation of Oral Media Communication</i>	Timeline		Int.	Assessment			
Gr4.LS.I.10 Evaluate the role of the media in focusing attention on events and in forming opinions on issues.	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4
	Q/T2	Ong.	SS	1	1	1	1
	Q/T3	Ong.	M/C	2	2	2	2
	Q4	Ong.	O	3	3	3	3

GRADE 4 - LISTENING AND SPEAKING

(LS) STANDARD II									
<i>Speaking Applications</i>									
<p>Students deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement. Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard II.</p> <p>Using the speaking strategies of grade four outlined in Listening and Speaking Standard II, students Should be able to:</p>									
Legend									
<p>Q/T= Quarter or Trimester Ong.=Ongoing Int=Integration with other subjects - REL=Religion SS=Social Studies M/S=Math or Science O=Other Assessment: 1= 20% or fewer students mastered the benchmark 2=about 50% 3=80% or more Benchmark Numbering: Grade – Standard Title – Standard number – Benchmark number</p>									
Benchmarks									
<i>Speaking Applications</i>				Timeline		Int.		Assessment	
<p>Gr4.LS.II.1 Make narrative presentations:</p> <p>a Relate ideas, observations, or recollections about an event or experience.</p> <p>b Provide a context that enables the listener to imagine the circumstances of the event or experience.</p> <p>c Provide insight into why the selected event or experience is memorable.</p>	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4		
	Q/T2	Ong.	SS	1	1	1	1		
	Q/T3	Ong.	M/C	2	2	2	2		
	Q4	Ong.	O	3	3	3	3		
<p>Gr4.LS.II.2 Make informational presentations: Frame a key question.</p> <p>a Include facts and details that help listeners to focus.</p> <p>b Incorporate more than one source of information (e.g., speakers, books, newspapers, television or radio reports).</p>	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4		
	Q/T2	Ong.	SS	1	1	1	1		
	Q/T3	Ong.	M/C	2	2	2	2		
	Q4	Ong.	O	3	3	3	3		
<p>Gr4.LS.II.3 Deliver oral summaries of articles and books that contain the main ideas of the event or article and the most significant details.</p>	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4		
	Q/T2	Ong.	SS	1	1	1	1		
	Q/T3	Ong.	M/C	2	2	2	2		
	Q4	Ong.	O	3	3	3	3		
<p>Gr4.LS.II.4 Recite brief poems (i.e., two or three stanzas), soliloquies, or dramatic dialogues, using clear diction, tempo, volume, and phrasing.</p>	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4		
	Q/T2	Ong.	SS	1	1	1	1		
	Q/T3	Ong.	M/C	2	2	2	2		
	Q4	Ong.	O	3	3	3	3		