

Fourth Grade

Reader's Workshop

Solve Words - Use a range of strategies to read and understand words

- Solve multi-syllable words (many with three or more syllables) using vowel patterns, phonogram patterns, affixes (prefixes and suffixes), and other word parts
- Use the context of a sentence, paragraph, or whole text to determine the meaning of a word
- Solve content-specific words and technical words using graphics and definitions embedded in the text as well as background knowledge
- Use illustrations in graphic texts to derive meaning of words
- Notice unusual use of words in graphic texts (e.g. onomatopoeic words)
- Apply problem-solving strategies to technical words or proper nouns that are challenging
- Use readers' tools such as glossaries, dictionaries, and pronunciation guides to solve words, including difficult proper nouns and technical words
- Solve some undefined words using background knowledge
- Identify words with multiple meanings, discuss alternative meanings, and select the precise meaning within the text
- Notice new and interesting words, record them and actively add them to speaking or writing vocabulary
- Develop deeper understanding of words that have been encountered before but are not familiar
- Demonstrate knowledge of flexible ways to solve words (noticing word parts, noticing endings and prefixes)
- Understand emotions and associations connected to words
- Understands figurative use of words

Monitor and Correct - Check on accuracy and understanding and work to self-correct errors

- Continue to monitor accuracy and understanding, self-correcting when errors detract from meaning

Search For and Use Information - Notice and use information sources (meaning, language structure, visual information)

- Process a wide range of complex dialogue, some unassigned
- Process long sentences (fifteen or more words) that are carried over several lines or to the next page
- Process sentences with embedded clauses (parenthetical material, prepositional phrases introductory clauses, series of nouns, verbs, or adverbs)

- Use a full range of readers' tools to search for information (table of contents, glossary, headings and subheadings, call-outs, pronunciation guides, index, references)
- Search for information in graphics (simple diagrams, illustrations with labels, maps, charts, captions under pictures)
- Form implicit questions and search for answers while reading
- Respond to plot tension or suspense by reading on to seek resolutions to problems
- Sustain attention to a text read over several days, remembering, details and revising interpretations as new events are encountered
- Process texts with a variety of complex layouts
- Remember the details of complex plots with many episodes
- Process long stretches of descriptive language and remember pertinent information

Summarize - Remember important information and carry it forward

- Remember the story problem or plot, as well as important information, over a longer text in order to continue to construct meaning
- Summarize a text at intervals during the reading of a longer text
- Summarize longer narrative texts with multiple episodes either orally or in writing
- Identify important ideas in a text and report them in an organized way either orally or in writing
- Identify important ideas in a text (including some longer and more complex narratives) and report them in an organized way either orally or in writing
- Remember information in summary form over chapters, a series of short stories, or sequels in order to understand larger themes
- Remember important information about the plot and character over the reading of a larger text in order to continuously construct meaning

Maintain Fluency - Read at a good rate, with phrasing, pausing, intonation, and appropriate stress

- Read dialogue with phrasing and expression that reflects understanding of characters and events
- Demonstrate appropriate stress on words, pausing and phrasing, intonation, and use of punctuation while reading in a way that reflects understanding.
- Demonstrate phrased and fluent oral reading

Adjust - Take action in flexible ways to solve problems or fit purpose and genre

- Slow down or reread to solve words or think about ideas and resume good rate of reading
- Adjust reading to process texts with difficult and complex layout
- Change style and pace of reading to reflect purpose
- Change purpose and aspects of processing to reflect understanding of genre

Predict - Think about what may happen next

- Make a wide range of predictions based on personal experiences, content knowledge, and knowledge of similar texts
- Search for and use information to confirm or disconfirm predictions
- Justify predictions using evidence
- Change predictions as new information is gathered from a text

Make Connections - Connect the text to personal and world knowledge as well as to other texts

- Make connections between the reader's real-life experiences or feelings and people who live in diverse cultures, distant places, and different times
- Bring background (content) knowledge to understanding a wide variety of fiction and nonfiction texts
- Make connections between the text and other texts that have been read or heard
- Use knowledge from one text to help in understanding diverse cultures and settings encountered in new texts
- Specify the nature of connections (topic, content, type of story, writer)
- Make connections between the text and other texts that have been read or heard (particularly texts with diverse settings)
- Make connections between characters in different texts (similar setting, type of problem, type of person)
- Bring knowledge from personal experiences to the interpretation of characters and events, particularly content and situations related to preadolescents

Synthesize - Adjust present understandings to accommodate new knowledge

- Through reading both fiction and nonfiction texts about diverse cultures, times, and places, acquire new content and perspectives
- Demonstrate learning new content from reading
- Mentally form categories of related information and revise them as new information is acquired across the text
- Demonstrate changing perspective as events in a story unfold, particularly applied to people and cultures different from the reader's own
- Draw conclusions from information
- When reading chapters, connected short stories, or sequels, incorporate new knowledge to better understand characters and plots from material previously read
- Express changes in ideas or perspective across the reading (as events unfold) after reading a text
- Acquire new content and perspectives through reading both fiction and nonfiction texts about diverse cultures, times, and places

Infer - Think about what the writer means but has not stated

- Infer characters' feelings and motivations through reading their dialogue and what other characters say about them
- Demonstrate understandings of characters (their traits, how and why they change), using evidence to support statements
- Infer cause and effect in influencing characters' feelings or underlying motives
- Follow multiple characters in different episodes, inferring their feelings about each other
- Take perspectives that may be unfamiliar in interpreting characters' motives, causes for action, or themes
- Infer the big ideas or themes of a text (some texts with mature themes and issues) and discuss how they are applicable to people's lives today
- Speculate on alternative meanings that the text may have
- Infer causes of problems or of outcomes in fiction and nonfiction texts
- Identify significant events and tell how they are related to the problem of the story or the solution
- Apply inferring to multiple characters and complex plots, with some subplots

Analyze - Notice aspects of the writer's craft and text structure

- Notice combined genres in hybrid texts
- Notice aspects of genres (realistic and historical fiction, fantasy, biography, autobiography, memoir and diaries, and other nonfiction)
- Identify similarities across texts
- Understand, talk about, and/or write or draw when a writer has used underlying organizational structures (description, compare/contrast, temporal sequence, problem/solution, cause/effect)
- Demonstrate the ability to identify how a text is organized (diagram or talk)
- Notice how the author or illustrator has used pictures and other graphics to convey meaning or enjoyment of a text
- Notice aspects of a writer's style after reading several texts by the author
- Notice aspects of a writer's craft (style, language, perspective, themes) after reading several texts by the same author
- Notice aspects of the writer/illustrator's style in graphic texts
- Notice specific writing techniques (for example, question and answer format)
- Recognize the use of figurative or descriptive language (or special types of language such as irony) and talk about how it adds to the quality (enjoyment and understanding) of a text
- Notice and interpret figurative language and discuss how it adds to the meaning or enjoyment of a text
- Notice descriptive language and discuss how it adds to enjoyment or understanding
- Notice how the setting is important in a story
- Identify elements such as setting, plot, resolution, conflict, point of view

- Identify multiple points of view
- Describe story problem and resolution
- Identify main ideas and supporting details
- Identify the author's explicitly stated purpose
- Notice how illustrations and text work together in graphic texts
- Understand and talk about the role of the setting in realistic and historical fiction as well as fantasy
- Talk about how the writer built interest and suspense across a story
- Analyze complex plots and sometimes represent in diagrams or drawings

Critique - Think critically about the text

- State opinions about a text and provide evidence to support them
- Evaluate the quality of illustrations or graphics
- Assess how graphics add to the quality of the text or provide additional information
- Notice and talk about the author's qualifications to write an informational text
- Hypothesize how characters could have behaved differently
- Evaluate aspects of a text that add to enjoyment (for example, a humorous character) or interest (plot or information)
- Assess whether a text is authentic and consistent with life experience or prior knowledge (for example, in historical fiction)
- Express tastes and preferences in reading and support choices with specific descriptions of text features (plots, use of language, kinds of characters, genres)
- Evaluate the text in terms of reader's own experience as preadolescents

Writer's Workshop

Genre/Form

- Understand that a report may include several categories about the same topic
- Understand that a report has an introductory section, followed by more information in sections or categories
- Use quotes from experts (written texts, speeches or interviews)
- Use descriptive and specific vocabulary
- Use new vocabulary specific to the topic

Memoir

- Select and write personal experiences as "small moments" or experiences and share thinking and feelings about them
- Describe characters by how they look, what they do, say, and think, and what others say about them

Short Fiction

- Understand the structure of narrative, including lead or beginning, introduction of characters, setting, problem, series of events, and ending
- Develop an interesting story with believable characters and a realistic or fantastic plot
- Write using the structure of narrative-characters involved in a plot, with events ordered by time
- End a narrative with a problem solution and a satisfying conclusion
- Use a range of descriptive words to enhance the meaning
- Use transitional words for time flow (after, then)
- Describe the setting with appropriate detail

Test Writing

- State a point of view and provide evidence

Expository Nonfiction

- Understand that feature articles and reports require research and organization
- Write with a focus on a topic, including several aspects (e.g., report)

Essay

- Take topics from stories or everyday observations
- Include illustrations, charts, or diagrams to inform or persuade the reader

Craft

- Begin with a title or opening that tells the reader what is being argued or explained and end with a conclusion
- Provide a series of clear arguments or reasons to support the argument
- Use opinions supported by facts
- Present ideas clearly and in a logical sequence or categories
- Introduce ideas followed by supportive details and examples
- Use a variety of transitions and connections (words, phrases, sentences and paragraphs)
- Produce expository writing that is persuasive and well constructed, and reveals the stance of the writer toward the topic
- Use a variety of sentence structures and lengths
- Select precise words to reflect the intended message or meaning
- Use words in figurative ways to make comparisons (simile, metaphor)
- Use a range of descriptive words to enhance the meaning
- Use transitional words for time flow (after, then)
- Use concrete sensory details and descriptive language to develop plot (tension and problem resolution) and setting in memoir, biography, and fiction
- Use descriptive language and dialogue to present characters/subjects who appear and develop in memoir, biography and fiction

- Use memorable or vivid words (gigantic, desperate)
- Use words that convey an intended mood or effect
- Produce narratives that are engaging, honest, and reveal the person behind the writing
- Present ideas clearly and in a logical sequence or categories
- Organize information according to purpose
- Clearly communicate main points
- Choose a narrative or informational genre and organize the text appropriately
- Vary language and style as appropriate to audience and purpose
- Clearly show topics and subtopics and indicate them with headings and subheadings in expository writing
- Support ideas with facts, details, examples, and explanations from multiple authorities
- Use paragraphs to organize ideas
- Bring a piece to closure with a concluding statement
- Select precise words to reflect the intended message or meaning

Conventions

- Use nouns and pronouns that are in agreement (Mike/he)
- Use indefinite and relative pronouns correctly (me, him, her; I, he, she)
- Use adjectives and adverbs correctly
- Use prepositions and prepositional phrases correctly
- Use conventional sentence structure for complex sentences with embedded clauses
- Edit for grammar
- Use capital letters correctly in dialogue
- Use more complex capitalization with increasing accuracy, such as abbreviations and quotation marks in split dialogue
- Use commas to identify a series and to introduce clauses
- Use spell check on the computer, monitoring changes carefully
- Use a dictionary to check on spelling and meaning
- Learn about the possibility of using punctuation and its effect on readers by studying mentor texts
- Correctly spell words that have been studied
- Be aware of the spelling of common suffixes
- Use word processor to get ideas down, revise, edit, and publish
- Use efficient keyboarding skills to create drafts, revise, edit, and publish

Writing Process

- Create paragraphs that group related ideas
- Establish an initiating event in a narrative with a series of events flowing from it
- Establish the situation, plot or problem, and point of view in fiction drafts
- Write for a specific purpose: to inform, entertain, persuade, reflect, instruct, retell, maintain relationships, plan
- Take audience and purpose into account when choosing a topic

- Understand a range for genres and forms and select from them according to topic and purpose
- Generate and expand ideas through talk with peers and teacher
- Look for ideas and topics in personal experiences, shared through talk
- Get ideas from other books and writers about how to approach a topic
- Understand the role of the writer, teacher or peer writer in conference
- Understand revision as a means for making written messages stronger and clearer to readers
- Change writing in response to peer or teacher feedback
- Understand that a writer rereads and revises while drafting
- Know how to use an editing/proofreading checklist
- Show interest in and work at crafting good writing, incorporating new learning from instruction
- Self-evaluate own writing and talk about what is good about it and what techniques were used
- Use spell check on the computer, monitoring changes carefully
- Use grammar check on the computer, monitoring changes carefully
- Determine when research is necessary to cover a topic adequately
- Conduct research to gather information in planning a writing project
 - (e.g., live interviews, Internet, artifacts, articles, books)
- Take notes from interviews or observation
- Observe carefully events, people, settings, and other aspects of the world to gather information on a topic
- Create categories of information
- Use notes to record and organize information
- Search for appropriate information from multiple sources (books, and other print materials, websites, interviews)
- Use footnotes to add information
- Use a writer's notebook or booklet as a tool for collecting ideas, experimenting, planning, sketching, or drafting
- Gather a variety of entries (character map, timeline, sketches, observations, freewrites, drafts, lists) in a writer's notebook
- Think through a topic, focus, organize and consider audience
- Select from a variety of forms the kind of text that will fit the purpose (books with illustrations and words; alphabet books; poetry books; question and answer books; illustration-only books)
- Provide insight as to why an incident or event is memorable
- Reread and revise the discovery draft or rewrite sections to clarify meaning
- Reread writing to rethink and make changes
- Write in a variety of genres across the year
- View self as a writer
- Notice what makes writing effective and name the craft or technique
- Produce a reasonable quantity of writing within the time available

- Compare previous to revised writing and notice and talk about the differences
- Self-evaluate pieces of writing in light of what is known about a genre
- Add transitional words and phrases to clarify meaning and make the writing smoother

Communication

- Summarize ideas from oral presentations or reading
- Draw information from both text (print) and non text (photos, sound effects, animation, illustrations, variation in font and color) elements
- Use technology tools for research and problem solving across curriculum areas
- Demonstrate understanding of an informational topic through formal presentations

Language and Word Study Workshop

Interactive Read-Aloud and Literature Discussion

- **Thinking within the text**
 - Identify and discuss the problem, the events of the story, and the problem solution
 - Notice and remember attributes and actions that will help in understanding character development
 - Notice and remember details of the setting and discuss the impact of the setting on characters and problems
 - Add new vocabulary words to known words and use them discussion and in writing
 - Recognize and actively work to learn the meaning of new vocabulary words, including complex, specialized, and technical words
- **Thinking about the text**
 - Recognize and discuss the differences between narrative and other structures
 - Recognize the narrator of the text and discuss how the choice of first or third person point of view contributes to the effectiveness of the writing
 - Recognize and discuss the artistic aspects of a text, including how illustrations and narrative form a cohesive whole
 - Notice and understand text structure including descriptions, chronological order, comparison and contrast, cause and effect, and problem and solution
 - Notice how the writer has organized an informational text (categories and subcategories, sequence, and others)
 - Notice and discuss why the writer used graphic features such as labels, heading, subheading, sidebars, legends
 - Think critically about informational texts in terms of quality of writing, accuracy, and the logic of conclusions

- Provide specific examples of evidence to support statements about the quality, accuracy, or craft of the text
- **Thinking beyond the text**
 - Form implicit questions and search for answers in the text while listening and during discussion
 - Make connections to other texts by topic, major ideas, authors' styles, and genre
 - Apply background knowledge gained from experiences, content study, and wide reading
 - Support thinking beyond the text with specific evidence based on personal experiences or knowledge or evidence from the text
 - Identify and discuss cultural and historical perspectives that are in conflict in the text or that are different from their own perspective

Writing about Reading

Genre / Form

Information Writing

- Short report utilizing information from one or more texts
- **Thinking within the text**
 - Write summaries that reflect literal understanding of a text
 - Provide details that are important to understanding the relationships among plot, setting, and character traits
 - Include details that show a character's traits
 - Provide specific examples and evidence to support written statements about the quality, accuracy, or craft of a text
 - Include appropriate and important details when writing a summary
 - Include important details from the content of an informational text
 - Reflect both prior knowledge and evidence from the text in responses to texts
- **Thinking about the text**
 - State opinions about texts including specific rationales for thinking
 - Show how a text is organized
 - Show awareness of chronological order, compare and contrast, cause and effect, and problem and solution
 - Comment on how layout contributes to the meaning and effectiveness of the both fiction and nonfiction texts
 - Comment on the writer's use of graphic tools and effective ways of placing them in the text
 - Critique the quality or accuracy of a text, citing evidence for opinions
- **Thinking beyond the text**

- Provide specific examples and evidence from personal experience to support thinking beyond the text
- Reflect awareness of the author's underlying message (themes)
- Make connections to other texts by topic, major ideas, authors' styles, and genre
- Interpret and respond to illustrations
- Derive and record information from graphics

Shared Reading

- **Thinking Within the Text**
- **Thinking Beyond the Text**
- **Thinking About the Text**

Phonics, Spelling, and Word Study

Letter/Sound Relationships

- Recognize and use letters that represent no sound in words (*lamb, light*)
- Understand that some consonant letters represent several different sounds (*ch-cheese, school, machine, choir, yacht*)
- Understand that some consonant sounds can be represented by several different letters or letter clusters (final *k* by *c, que, ke, k, ck*; final *f* by *ff, gh*)
- Recognize and use vowel sounds in open syllables (CV: *ho-tel*)
- Recognize and use vowel sounds in closed syllables (CVC: *cab-in*)
- Recognize and use vowel sounds with *r* (*car, first, hurt, her, corn, floor, world, near*)
- Recognize and use letters that represent the wide variety of vowel sounds (long, short)

Spelling Patterns

- Recognize and use a large number of phonograms (VC, CVC, CVCe, VCC, VVC, VVCC, VVCe, VCCC, and VVCCC);
- Notice and use frequently appearing syllable patterns in multisyllabic words (other than most frequent) (*-a, ab, -ad, -ag, -age, -ang, -am, -an, -ant, -ap, -ent, -el(l), -ep, -es, -ev, -id, -ig, -il(l), -ob, -oc(k), -od, -ol, -om, -on, -op, -ot, -ub, -uc(k), -ud, -uf, ug, -up, -um, -us, -ut, uz*)
- Notice and use frequently appearing syllable patterns in multi-syllable words (*-en, -ago, -ar, -at, -it, -in, -is, -un, -be, -re, -or, -a, -y, -ey, -ble, -l, -ur, -um, -ic(k), -et, -im*)
- Understand that some words have double consonants in the pattern (*coffee, address, success, accident, mattress, occasion*)

High-Frequency Words

- Employ self-monitoring strategies for continually accumulating ability to read and write accurately a large core of high-frequency words (working toward automatic knowledge of the five hundred most frequent)

Word Meaning

- Compound Words
 - Recognize and use a variety of complex compound words and hyphenated compound words (*airplane, airport, another, anyone, anybody, anything, everyone, homesick, indoor, jellyfish, skyscraper, toothbrush, underground, whenever, empty-handed, well-being, re-elect, father-in-law*)
- Synonyms and Antonyms
 - Recognize and use synonyms (words that mean about the same: *begin/start, close/shut, fix/mend, earth/world, happy/glad, high/tall, jump/leap*) and antonyms (words that mean the opposite: *hot/cold, all/none, break/fix, little/big, long/short, sad/glad, stop/start*)
- Homographs and Homophones
 - Recognize and use homographs (same spelling and different meaning: *bat/bat, well/well, wind/wind*), homophones (sound the same and are spelled differently; *to/too/two, here/hear, blue/blew, there/their/they're*), and words with multiple meanings (*beat, run, play*)
- Nouns
 - Recognize and use words that represent a person, place, or thing
- Verbs
 - Recognize and use action words
- Adjectives
 - Recognize and use words that describe
- Figurative Language
 - Recognize and use words as metaphors and similes to make comparisons
- Portmanteau Words
 - Recognize and use words that are blended together (*brunch*)
- Idioms
 - Recognize and use metaphors that have become traditional sayings and in which the comparisons are not evident (*raining cats and dogs*)

Word Structure

- Syllables
 - Recognize and use syllables: open syllable (*ho-tel*), closed syllable (*lem-on*) syllables with a vowel and silent e (*hope-ful*), syllables with vowel combinations

(*poi-son, cray-on*), syllables with a vowel and *r* (*corn-er, cir-cus*), syllables in words with VV pattern (*ri-ot*), syllables with double consonants (*lad-der*)

- Plurals
 - Understand the concept of plurals and plural forms: adding *-s* (*dogs, cats, apples, cans, desks, faces, trees, monkeys*); adding *-es* (when words end in *x, ch, sh, s, ss, tch, zz*); changing *-y* to *-i* and edding *-es*: changing spelling (*foot/feet, goose/geese, man/men, mouse, mice, woman/women*); adding an unusual suffix (*ox/oxen, child/children*), keep the same spelling in singular and plural form (*deer, lamb, sheep, mouse*), and either *-s* or *-es* in words that end in a vowel and *o* or a consonant and *o* (*radios, rodeos, kangaroos, zeroes, heroes, potatoes, volcanoes*)
- Verb Endings
 - Recognize and form various tenses by adding endings (*-es, -e, -ing, -d, -ful*) to verbs
- Endings for Adjectives
 - Recognize and use endings for adjectives that add meaning or change the adjective to an adverb (*-ly, -ally*)
 - Recognize and use endings for adjectives that add meaning or change the adjective to a noun (*-tion, -ible*, for partial words; *-able* for whole words) and some exceptions
- Adverbs
 - Recognize and use ending that form adverbs (*-ly, -ally*)
- Suffixes
 - Recognize and use suffixes that change verbs and nouns for different functions, such as adjectives and adverbs (*-er, -es, -r, -ing, -ily, -able, -ible, -ar, -less*)
- Contractions
 - Recognize and understand contractions with *am (I'm), is (he's), will (I'll), not (can't), have (could've), would* or *had (I'd, you'd)*
- Possessives
 - Recognize and use possessives that add an apostrophe and an *s* to a singular noun (*dog/dog's, woman/woman's, girl/girl's, boy/boy's*), that *its* does not use an apostrophe, and that a plural possessive like *women* uses an apostrophe and an *s* (*students/student's, children/children's, men/men's*)
- Prefixes

- Recognize and use common prefixes (*re, un, im, in, il, dis, non, mis*), as well as, prefixes that refer to numbers (*uni, bi, tri, cent, dec, mon, multi, cot, pent, poly, quad, semi*)
- Abbreviations
 - Recognize and use abbreviations (state names; weights; Sr., Jr.)

Word-Solving Actions

- Break words into syllables to read or write them
- Use known words and word parts (onsets and rimes) to help in reading and spelling new words (*br-ing, cl-ap*)
- Notice patterns and categorize high-frequency words to assist in learning them quickly
- Recognize base words and remove prefixes and suffixes to break them down and solve them
- Add, delete, and change letters, letter clusters, and word parts to base words to help in reading or spelling words
- Use word parts to derive the meaning of a word
- Use the context of a sentence, paragraph, or whole text to help determine the precise meaning of a word
- Use the pronunciation guide in a dictionary
- Connect words that are related to each other because they have the same base or root word (*direct, direction, directional*)

Conventions

- Use nouns and pronouns that are in agreement (*Mike/he*)
- Use indefinite and relative pronouns correctly (*me, him, her; I, he, she*)
- Use adjectives and adverbs correctly
- Use prepositions and prepositional phrases correctly
- Use conventional sentence structure for complex sentences
- with embedded clauses
- Edit for grammar
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