

Language Arts - Grade 4

Idaho Department of Education Content Standards	Objective	Sub Objectives	Task Analysis	Essential Vocabulary	Sample Assessment Item	Materials and Resources
Cognitive level codes: • B: Memorize • C: Perform procedures • D: Demonstrate understanding • E: Conjecture, generalize, prove • F: Solve non-routine problems, make connections.	Bloom's Equivalent • B = Knowledge • C = Comprehension • D = Comprehension • E = Application and Analysis • F = Synthesis	Shaded objectives should be assessed in the classroom, but not included on the ISAT assessment.				
Standard 1: Reading Process						
Goal 1.1: Acquire Concepts About Print	No objectives at this grade level.					
Goal 1.2: Acquire Concepts About Text	4.LA.1.2.1 Apply knowledge of text types and formats of various kinds of text. CL: Content Limit:	<ul style="list-style-type: none"> Use knowledge of print within text Use knowledge of formats of various kinds of text 	<ul style="list-style-type: none"> Locate bold , italic, or underlined print within text Distinguish bold print, italics, and underlined words as words of importance compared to regular text Identify the characteristics of various types of text. (e.g. newspapers, dictionary, thesaurus, encyclopedia, atlas, magazines, internet, journal, fiction, non-fiction) Distinguish the various kinds of text using authentic material. 	Bold • Italics • Underlined • Text • Newspaper • Reference • Text • Magazine • Journal • Fiction • Non-fiction • Dictionary • Thesaurus • Encyclopedia • Atlas • Internet	<ul style="list-style-type: none"> Using a science text book or Social Studies book, list the important words in the selection In the <u>World Book</u>, we learn that <i>Sacagawea</i> led the Lewis and Clark expedition. Which word appears in bold print? Italics? Underlined? • Explain the text characteristics of a journal. 	The following websites maybe helpful as resources: HM Support: http://www.smbd.org eduplace.com Six Traits: http://www.edina.k12.mn.us Word Box-graphic organizers for vocabulary http://forpd.ucf.edu/strategies/stratWordB.html
	4.LA.1.2.2 Use text features (e.g., heading, captions) to comprehend various print formats (e.g., news papers, reference text). CL: Content Limit:	<ul style="list-style-type: none"> Use text features to comprehend various print formats 	<ul style="list-style-type: none"> Locate text features (e.g., title, heading, captions, etc) Define text features Read text features Use text features to find and understand information in various print formats (e.g., news papers, magazines, reference text, etc) 	Title • Heading • Captions	<ul style="list-style-type: none"> Choose the best heading for the last paragraph of the given passage? Identify the best caption for this picture. 	Word Box-graphic organizers for vocabulary
	4.LA.1.2.3 Identify and use graphic features that support text meaning (e.g., diagrams, maps, charts, illustrations). CL: C Content Limit: Item will address graphic features in a text passage (e.g., diagrams, maps, charts, illustrations). Only one concept may be assessed in an item.	<ul style="list-style-type: none"> Use graphic features that support text meaning 	<ul style="list-style-type: none"> Locate graphic features (e.g., diagrams, maps, charts, illustrations, etc). Define graphic features Read graphic features Use text features to find and understand information in various print formats (e.g., news papers, reference text, etc). 	Diagrams • Maps • Charts • Illustrations	<ul style="list-style-type: none"> What information could you obtain from the map that accompanies this article? What valuable information did the diagram give you to help you to understand the article? 	THIEVES http://pinellas.k12.fl.us/teachers/nohlgren/T.H.I.E.V.E.S.Strategy.html
Goal 1.3: Acquire Phonological Awareness Skills	No objectives at this grade level.					
Goal 1.4: Acquire Decoding Skills Using Word Parts	4.LA.1.4.1 Identify common root words, prefixes and suffixes, including Greek and Latin derivatives to decode unknown words. CL: C Content Limit: Item will address word structure using words containing a base word, root word, prefix, or suffix, including Greek and Latin derivatives, to assist in decoding.	<ul style="list-style-type: none"> Identify common root/base words, prefixes and suffixes, including Greek and Latin derivatives to decode unknown words. 	<ul style="list-style-type: none"> Find and label word parts as root/base words, prefixes, or suffixes. (Prefixes: dis-, in-, im-, il-, ir-, mis-, pre-, re-, un- Suffixes: -ful, -ion, -less, -ly, -ment, -ness) Decode words containing root/base words, prefixes, and/or suffixes. 	Prefix • Suffix • Root word • Base word • Greek • Latin • Origin	<ul style="list-style-type: none"> Breakable What is the base word of this word? What is the suffix? 	SIOP 4Step Vocabulary http://web1.d25.k12.id.us/home/siop/4_step_method_text_talk.pdf

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	4.LA.1.4.2 Read abbreviations appropriate to grade level. CL: Content Limit: Assessed in the classroom, not on the ISAT.	• Read abbreviations appropriate to grade level.	• Name and define abbreviations appropriate to grade level curriculum. - Blvd. - Boulevard - Dr. - Drive - St. - Street - Pkwy. - Parkway - Rd. - Road - Hwy. - Highway - Ln. - Lane - Ave. - Avenue - misc. - miscellaneous - pd. - paid - pkg. - package - pp. - pages - vocab. - vocabulary	Abbreviations	• Dr. Anderson is a good doctor. Write the abbreviation in the above sentence and define it. • Rewrite the following address using abbreviations: Doctor Bob Smith 1412 Dogwood Avenue Inkom, Idaho 12345	Abbreviations http://quizlet.com
Goal 1.5: Acquire Decoding Skills Using Syllabication	4.LA.1.5.1 Use knowledge of syllable types and syllable patterns to decode multisyllabic words. CL: Content Limit: Assessed in the classroom, not on the ISAT.	• Use knowledge of syllable types and syllable patterns to decode multisyllabic words.	• Count number of syllables in multisyllabic words • Read syllable parts. • Practice decoding multisyllabic words	Syllable • Multisyllabic • Open Syllable • Closed Syllable	• Mississippi How many syllables are in this word? Say the syllables and pronounce the word.	Syllable and Multisyllabic words http://www.madsenmethod.com/Article%20.pdf
Goal 1.6: Acquire Decoding Skills Using Context	4.LA.1.6.1 Use context clues to aid in decoding of new words. CL: Content Limit: Assessed in the classroom, not on the ISAT.	• Use context clues to aid in decoding of new words.	• Define the term <i>context clues</i> In grade level text: • Read text before and after unknown word • Pronounce unknown word correctly	Context clues • Decoding	• The young eaglet dreamed of soaring like the adult eagles. Use context clues to decode the word eaglet.	Context Clues/Decoding http://www.brightub.com/education/k-12/articles/6323.aspx
Goal 1.7: Acquire Fluency	4.LA.1.7.1 Read aloud grade-level-appropriate text with fluency and accuracy from at least 140 correct words per minute (Hasbrouck & Tindal). CL: Content Limit: Assessed in the classroom, not on the ISAT.	• Read aloud grade-level-appropriate text with fluency and accuracy from at least 140 correct words per minute	• Read common 4th grade high frequency/sight words quickly & accurately • Decode 4th grade text quickly & accurately • Read with prosody (phrasing, punctuation, and expression)	Fluency • Accuracy • Phrasing • Punctuation • Expression	• Students will orally read a passage for one minute. Mark the words the student misses and subtract them from their total word count.	Fluency http://www.richmond.k12.va.us/readamillion/literatureactivities.htm
Goal 1.8: Vocabulary and Concept Development	4.LA.1.8.1 Identify common root words, prefixes and suffixes, derived from Greek and Latin to determine the meaning of unknown words. CL: C Content Limit: Item will address word structure using words containing a base word, root word, prefix, or suffix, including Greek and Latin derivatives, to assist in determining meaning.	• Identify common root/base words, prefixes and suffixes, derived from Greek and Latin to determine the meaning of unknown words.	• Read words containing root/base words, prefixes, and/or suffixes. (Prefixes: dis-, in-, im-, il-, ir-, mis-, pre-, re-, un- Suffixes: -ful, -ion, -less, -ly, -ment, -ness) • Define words containing root words, base words, prefixes, and/or suffixes.	Prefix • Suffix • Root word • Base word • Origin	• What is the meaning of the word reread?	Vocabulary and Concept Development: Origin of Words: http://www.betterendings.org/homeschool/Words/Root%20Words.htm#ROOT
	4.LA.1.8.2 Use context, synonyms, antonyms, homophones and homographs to develop an understanding of new words. CL: C Content Limit: Item will address only the concepts of context, antonyms, synonyms, and simple analogies. Only one concept may be assessed in an item. Items do not require definition of the specific literary terms.	• Use context, synonyms, antonyms, homophones, homographs, and simple analogies to develop an understanding of new words.	• Define context, synonyms, antonyms, homophones, homographs, and simple analogies. • Read text before and after unknown word. • Describe the relationship of unknown word in connection with context, synonyms, antonyms, homophones, homographs, and simple analogies.	Synonym • Antonym • Homophone • Homograph • Analogy	• The enormous bridge went over the wide river. What is a synonym for enormous? What is an antonym for over? • Choose the correct homophone to complete the sentence: He is over _____. they're, there, or their. • Complete the following analogy: Airplane is to fly as boat is to _____.	Origin of Words: Analogies: http://www.funtrivia.com/playquiz.cfm?qid=194435 Antonyms/Synonyms/Homonyms: http://www.brainpop.com/english/grammar/antonymssynonymsandhomonyms/quiz/

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	4.LA.1.8.3 Use words and concepts necessary for comprehending math, science, social studies, literature and other Grade 4 content area text. CL: Content Limit: Assessed in the classroom, not on the ISAT.	• Use words and concepts necessary for comprehending math, science, social studies, literature and other Grade 4 content area text.	• Transfer concepts about text, decoding skills, fluency and vocabulary to comprehend content area text and literature (apply previous skills learned) • Generate a student-friendly definition of concepts from the content areas.	Refer to Teacher Editions	• What is a student-friendly definition for habitat?	Vocabulary for Content Areas: Math and Science Words: http://education.jlab.org/vocabhangman/addwords.html
	4.LA.1.8.4 Use a grade-level appropriate dictionary and glossary to define and confirm meaning of unknown words. CL: Content Limit: Assessed in the classroom, not on the ISAT.	• Use a grade-level appropriate dictionary and glossary to define and confirm meaning of unknown words.	• Review guide words • Use guide words to locate terms alphabetically. • Select the correct definition	Dictionary • Glossary • Guide words • Definition	• What is the meaning of <i>doubles</i> as it is used in this sentence? Being a scout <i>doubles</i> my fun during the school year. • Use the glossary in your Idaho History book to find the meaning of <i>expedition</i> .	http://eett.ceres.k12/opencourtRes.htm www.quia.com/tr/45806.html www.education-skills-4th-langbuilders.htm www.education-world.com/a_lesson/lesson/lesson206.shtml
Standard 2: Comprehension/Interpretation						
Goal 2.1: Acquire Strategies and Skills for Comprehending Text	4.LA.2.1.1 State author's main purpose for writing various texts. CL: C Content Limit: Item requires identification of the author's main purpose for writing.	• State author's main purpose for writing various texts.	• Recognize signal words in order to identify types of various texts. • List and define the common purposes of writing to inform, persuade, and entertain. • Read various grade level passages and identify the author's purpose.	Inform • Persuade • Entertain	• What was the author's main purpose for writing the passage? To entertain, inform, or persuade.	* Bbc.co.uk/skillswise/words www.internet4classrooms.com/skills-4th-langebuilders.htm
	4.LA.2.1.2 Identify cause and effect relationships in text by responding to "why", "how", and "what if" questions. CL: D Content Limit: Item requires a conclusion based on determining the cause and effect.	• Identify cause and effect relationships in text by responding to "why", "how", and "what if" questions.	• Answer "why", "how", and "what if" questions from grade level text. • Identify the cause and effect within the text • State the conclusion based on the cause & effect	Cause • Effect • Conclusion	• If it rained all night, describe what the ground would be like.	www.internet4classrooms.com/skills-4th-langebuilders.htm skills-4th-langbuilders.htm
	4.LA.2.1.3 Draw conclusions based on information gathered from text. CL: D Content Limit: Item requires information obtained solely from the text given.	• Draw conclusions based on information gathered from text.	• List important information from text • Use that information to generate simple to complex conclusions	Complex • Conclusion	• What could you conclude about the main character based on details from the passage? • What do you think will happen next?	http://umdrive.memphis.edu/payers/public/readingcenter/fourth.html Drawing Conclusions: www.mrscarosclass.com/Drawing%20conclusions.ppt
Goal 2.2: Acquire Skills to Comprehend Expository Text	4.LA.2.2.1 Distinguish between facts and opinions in expository text to support comprehension. CL: D Content Limit: Item will have text that clearly distinguishes between fact and opinion.	• Distinguish between facts and opinions in expository text to support comprehension.	• Define <i>fact</i> and <i>opinion</i> . • Classify statements from text as fact or opinion	Fact • Opinion • Expository	• From a list of sentences distinguish which is fact and which is opinion. Is there any way this statement can be proven as a fact?	Edhelper.com
	4.LA.2.2.2 Generate how, why, and what-if questions for interpreting expository texts. CL: Content Limit: Assessed in the classroom, not on the ISAT.	• Generate how, why, and what-if questions for interpreting expository texts.	• Identify the topic of expository text • Be able to answer "why", "how", and "what if" questions from grade level text. • Create how, why, and what-if questions that relate to the topic.	Topic • Main Idea • Supporting Details	• Write a how, why, and what-if question for this statement. Birds of prey use their strong wings and keen eyesight to capture other animals while in flight.	www.internet4classrooms.com/skills-4th-langebuilders.htm
	4.LA.2.2.3 Identify main ideas and signal words to summarize information from expository text. CL: C Content Limit: Item will require the identification of the main ideas and key details relevant to the nonfiction text given; item responses may include main ideas, key details, and/or signal words.	• Identify main ideas and signal words to summarize information from expository text.	• Identify signal words (time order words), key details, and main ideas. • Summarize main ideas in sequence.	Summarize • Sequence • Signal words	• Your ribs act like a cage around your chest. They protect your heart, lungs, and liver. Your skull is like a helmet. It protects your brain from injury. What's the main idea? A. Some bones give your body support. B. The place where two bones meet is called a joint. C. Some bones shield the organs in the body.	Into the book http://readingecb.org.teacher/summarizing/index.html

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	4.LA.2.2.4 Follow multi-step written directions. CL: B Content Limit: Multi-step instructions will be multiple steps in response to an item. Item may require organization and/or sequencing of information. Item requires information obtained solely from the text given.	<ul style="list-style-type: none"> Follow multi-step written directions. Including detailed recipes, assembling an object. 	<ul style="list-style-type: none"> Read grade level passages with multi-step directions (i.e. recipes, directions for assembling an object) Put the steps in logical sequence Follow directions to correctly complete task 	Multi-step • Organization • Sequence	<ul style="list-style-type: none"> Tear out a piece of notebook paper. Fold the paper in half vertically. Open the paper up. Fold the paper horizontally. Open the paper up. <p>How many sections are on your paper?</p> <ul style="list-style-type: none"> Follow the directions for the recipe. 	http://www.Readwritethink.org/lesson_view/studentmaterials
Goal 2.3: Acquire Skills for Comprehending Literary Text	4.LA.2.3.1 Identify defining characteristics of literature genres, including poetry. CL: B Content Limit: Item will contain information about defining characteristics of the major genres of fiction (e.g., realistic fiction, tall tale, fable, legend, folktale, and poetry).	<ul style="list-style-type: none"> Identify defining characteristics of literature genres, including poetry. 	<ul style="list-style-type: none"> Describe the defining characteristics of literature genres. Recognize different literature genres Read various passages and determine their genre 	Genre • Literature • Characteristic • Realistic • Fiction • Tall Tales • Fables • Legends • Folktale • Poetry • Non-Fiction • Fiction	<ul style="list-style-type: none"> Which genre has animals who behave like humans and teaches a lesson? A. poetry B. fable C. tall tale D. realistic fiction 	www.huntel/rsweetland/literature/genre/index.html Mystery, Biography, Tall Tales, Arguments, Satires http://teacher.scholastic.com/reading/bestpractices/comprehension/genrechart.pdf Books Nuts Reading www.booknutsreadigclub.com/genrelist.html
	4.LA.2.3.2 Describe characters (e.g., traits, roles, similarities/differences) within a literary selection, heard or read. CL: C Content Limit: Item will contain information about a character; response may be a descriptor of a character trait. Characterization may be addressed in the item. Item does not require definition of the specific term.	<ul style="list-style-type: none"> Describe characters (e.g., traits, roles, similarities/differences) within a literary selection, heard or read. 	<ul style="list-style-type: none"> Locate and use key details to describe a character's traits. Compare and contrast characters' traits 	Character Traits • Roles • Compare • Contrast • Similarities • Differences	<ul style="list-style-type: none"> Read the following passage. Describe the traits of the main character. Compare and contrast the two characters in the story. 	Setting: www.kimskorner4teachertalk.com/reading/literature/literacy_elements_devices/setting.htm www.montgomeryschoolsmd.org/schools/beverlyfarmsets/tools/characters_traits.htm http://readwritethink.org/lesson_view/studentmaterials
	4.LA.2.3.3 Describe the setting and tell how it supports the story. CL: C Content Limit: Item may contain information about the setting or how the setting supports the story; responses may be aspects of the setting. Only one aspect of the setting is addressed in the item. Item does not require definition of the specific term.	<ul style="list-style-type: none"> Describe the setting and tell how it supports the story. 	<ul style="list-style-type: none"> Describe where the story takes place and how that supports the story Describe when the story takes place and why that is important to the meaning of the story 	Setting • Support	<ul style="list-style-type: none"> Read the following passage. Describe the setting and tell how it supports the story. 	
	4.LA.2.3.4 Explain the main problem, conflict, and resolution of a story plot. CL: D Content Limit: Item may require the identification of the main problem, key details, conflict, or resolution. Item does not require the definition of the specific literary terms.	<ul style="list-style-type: none"> Describe characters (e.g., traits, roles, similarities/differences) within a literary selection, heard or read. 	<ul style="list-style-type: none"> Describe the main problem, conflict and resolution of a story plot. 	Conflict • Resolution • Plot • Key Details	<ul style="list-style-type: none"> After reading Naya Nuki, explain the main problem faced by the Shoshoni girl. Create a story map including the problem, key details, conflict, and the resolution. 	Story Writing Tips for Kids http://www.coreygreen.com/storytips.html
	4.LA.2.3.5 Identify the narrator of a story (point of view). CL: D Content Limit: Identification is limited to who is telling the story (narrator). Definitions of narrator and point of view as vocabulary terms are assessed only at the classroom level.	<ul style="list-style-type: none"> Identify the narrator of a story (point of view). 	<ul style="list-style-type: none"> Define <i>point of view</i> and <i>narrator</i> List the characters of the story Identify the narrator of the story 	Character • Narrator • Point of View: 1st Person, 3rd Person	<ul style="list-style-type: none"> Read a grade-level passage. Identify the narrator of the story. 	

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	4.LA.2.3.6 Identify the moral of literary selection (e.g., fables, folktales, legends). CL: E Content Limit: Items that require a response to support reactions are restricted to ideas and details obtained solely from the text given. Items requiring literary connections are limited to passages provided. Passages should be at a fourth grade readability based on 2 readability formulas. Item may require identification of the lesson or theme of a selection. Passages may include realistic fiction.	<ul style="list-style-type: none"> Identify the moral of literary selection (e.g., fables, folktales, legends, or realistic fiction). 	<ul style="list-style-type: none"> Define <i>moral</i> List key details and events that support or lead to the moral State the moral 	Moral • Fables • Folktale • Legend • Realistic Fiction	<ul style="list-style-type: none"> Read Aesop's fable: The Miller, His Son, and Their Donkey. What is the moral of this fable? 	Aesop's fables-index http://www.4to40.com/fables/list.asp
	4.LA.2.3.7 Identify common similes and idioms. CL: C Content Limit: Item will address the understanding of the concept of simile. Item will not refer to both a simile and a metaphor. Definitions of simile and metaphor as vocabulary terms are assessed only at the classroom level.	Identify common similes and idioms.	Define <i>metaphor and simile</i> Review idioms Classify metaphors, similes, and idioms	Metaphor • Simile • Idiom	<ol style="list-style-type: none"> It's raining cats and dogs. My mother has eyes like a hawk. <ul style="list-style-type: none"> Which sentence is a simile and which is an idiom? 	Fun Brain http://www.funbrain.com/teachers/index.html
Standard 3: Writing Process						
Goal 3.1: Acquire Prewriting Skills	4.LA.3.1.1 Generate ideas using prewriting strategies (e.g., writer's notebook). CL: Content Limit: Assessed in the classroom, not on the ISAT.	<ul style="list-style-type: none"> Generate ideas using prewriting strategies (e.g., writer's notebook). 	<ul style="list-style-type: none"> Brainstorm a list of ideas to select a topic 	Brainstorm • Spiderweb • Graphic Organizer	<ul style="list-style-type: none"> Create a spiderweb listing all the things the students did last summer. 	5 Steps of the writing process www.ezwebsite.org/Photos/files112/5%20Steps%20of%20the%20Writing%20Process%20chart.doc ABC of the Writing process http://www.angelfire.com/wi/writingprocess/
	4.LA.3.1.2 Generate the main idea. CL: D Content Limit: Items may require related statements that will allow students to select the main idea from several options. Main idea Writer's focus	<ul style="list-style-type: none"> Generate the main idea. 	<ul style="list-style-type: none"> Select appropriate main idea for a given topic 	Main idea • Topic	<ul style="list-style-type: none"> Write a main idea sentence for the following passage? I am looking forward to election day. It is fun to vote, and exciting to watch the election results. No matter who wins, an election is a special occasion. 	ABC of the Writing process http://www.angelfire.com/wi/writingprocess/
	4.LA.3.1.3 Use organizational strategies appropriate for writing. CL: D Content Limit: Items may require students to select details to support the main idea or an ending sentence to match the main idea. Supporting details Beginning, middle, and end	<ul style="list-style-type: none"> Use organizational strategies appropriate for writing. 	<ul style="list-style-type: none"> Use a variety of graphic organizers to organize supporting details and a conclusion that support the main idea 	Graphic organizer • Beginning/Introduction • Middle/Body • End/Conclusion	<ul style="list-style-type: none"> Which detail supports the idea that volcanoes can erupt in different ways? A. Volcanoes begin far below Earth's surface, where heat melts rock. B. Melted rock rises through cracks in the solid rock above it. C. Some volcanoes erupt violently; others send out rivers of lava. D. Rivers of lava can ooze down the sides of a volcano. 	Education Place- Graphic organizers http://www.eduplace.com/graphicorganizer/ Super Teacher Work Sheets http://www.superteacherworksheets.com/graphic-organizers.html

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	4.LA.3.1.4 Select an appropriate writing format for purpose and audience. CL: D Content Limit: Items may require information that contains a clear writing purpose and intended audience. Item responses selected from the formats taught in Standard 4, Grades K-4. Examples: friendly letter, directions, paragraph Story writing that incorporates a setting, character, conflict (problem), and resolution (solution) Purpose Format Audience	<ul style="list-style-type: none"> Select an appropriate writing format for purpose and audience. 	<ul style="list-style-type: none"> Describe characteristics of friendly letters, directions, paragraphs, and story writing (including setting, character, conflict, and resolution) Identify purpose and audience of writing Select appropriate writing format 	Audience • Friendly Letter • Paragraph • Format • Purpose	<ul style="list-style-type: none"> If you wanted to tell your friend in another city about your day, which writing format would you use? A. Directions B. Friendly letter C. A paragraph 	Rubistar http://rubistar.4teachers.org/index.php
	4.LA.3.1.5 Plan writing to produce a piece of writing within a set time period. CL: Content Limit: Assessed in the classroom, not on the ISAT.	<ul style="list-style-type: none"> Plan writing to produce a piece of writing within a set time period. 	<ul style="list-style-type: none"> Examine prompt to determine purpose, audience, and format Generate ideas, main idea, use organizational strategies, and select an appropriate writing format within a set time period Consider time restraint to pace completion of writing 	Main idea • Graphic Organizer • Strategy • Checklist • Pacing • Prompt	<ul style="list-style-type: none"> Use a checklist to evaluate the organization of student's work. Include: purpose, audience, and format within time period set. 	Rubistar http://rubistar.4teachers.org/index.php
Goal 3.2: Acquire Skills for Writing a Draft	4.LA.3.2.1 Use ideas generated and organized in prewriting to write a draft that includes a main idea and details. CL: Content Limit: Assessed in the classroom, not on the ISAT.	<ul style="list-style-type: none"> Use ideas generated and organized in prewriting to write a draft that includes a main idea and details. 	<ul style="list-style-type: none"> Transfer ideas from ideas/organizer into complete sentences. 	Prewrite • Draft • Main Idea • Details • Story Map • Organizer	<ul style="list-style-type: none"> Use a rubric or a checklist to evaluate: the transfer of ideas from prewrite to draft, main idea, and details. 	Ed helper- graphic organizers http://www.edhelper.com/teachers/General_graphic_organizers.htm Graphic Organizers http://www.netrover.com/~kingskid/graphic/graphic.htm
Goal 3.3: Acquire Skills for Revising a Draft	4.LA.3.3.1 Revise draft for meaning and clarity. CL: Content Limit: Sequence Precise word choice Mixed grade-level revision skills (Includes a mix of skills assessed in 3.1.2, 3.1.3, 3.3.1, 3.3.2, 3.3.4, and 5.3.1)	<ul style="list-style-type: none"> Revise draft for meaning and clarity. 	<ul style="list-style-type: none"> Identify appropriate synonyms, adjectives, and verbs to improve clarity of writing Use synonyms, adjectives, and verbs to make word choice more precise Revise with words that create images for the reader Verify that draft is written with a logical sequence 	Revise • Sequence • Draft • Clarity • Synonym • Adjective • Verb • Word Choice	<ul style="list-style-type: none"> Spread the crunchy peanut butter. Get two pieces of fresh wheat bread. Spread the jelly on the bread. Put the pieces of fresh bread together, jelly & peanut butter facing each other. Rewrite this paragraph in a logical sequence. Rewrite this sentence to improve the meaning and clarity. The dog ran down the street. 	
	4.LA.3.3.2 Revise draft by adding details to enhance audience understanding. CL: Content Limit: Adding relevant details Removing irrelevant details	<ul style="list-style-type: none"> Revise draft by adding details to enhance audience understanding. 	<ul style="list-style-type: none"> Given a topic, distinguish relevant from irrelevant details. Supply additional relevant details to topics as needed Remove irrelevant details that do not support topic 	Draft • Details • Audience • Relevant Detail • Irrelevant Detail • Revise	<ul style="list-style-type: none"> The dog ran. Add relevant details to this sentence to enhance understanding. Which sentence does not belong in this paragraph. My 4th grade math class was very difficult this year. I had to learn my multiplication facts. I had to read chapter books. I had to learn the steps of division. 	

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	4.LA.3.3.3 Identify and add transition words to clarify sequence. CL: Content Limit: Assessed in the classroom, not on the ISAT.	• Identify and add transition words to clarify sequence.	• Identify transition words within a model • Add transition words to writing to clarify sequence	Transition • Clarify • Sequence	• To make a peanut butter sandwich, first get two pieces of bread. Then, spread the peanut butter on the bread. Next, spread the jelly on the bread. Put the pieces of bread together. List transition words. Add a transition word to the last sentence.	Transition activities and words http://findarticles.com/p/articles/mi_m0STR/is_4_114/a_i_n8681122/?tag=content;col1
	4.LA.3.3.4 Rearrange words and sentences as needed to clarify meaning. CL: Content Limit: Identifying and rearranging words within complete sentences Placing sentences in a paragraph in the correct order	• Rearrange words and sentences as needed to clarify meaning.	• Determine if a sentence's meaning is clear or unclear • Locate words within the sentences that make it unclear • Rearrange words within complete sentences • Utilize sentences in correct order within a paragraph	Clarify • Rearrange • Revise • Draft • Paragraph	• The dog yellow drank from the bowl. Rearrange the words in the sentence to clarify meaning. • __We bought milk. • __We went to the grocery store. • __We went home. Place the sentences in sequential order.	ABC of the Writing process http://www.angelfire.com/wi/writingprocess/
	4.LA.3.3.5 Use literary models to refine writing style. CL: Content Limit: Assessed in the classroom, not on the ISAT.	• Use literary models to refine writing style.	• Use an appropriate rubric to analyze writing samples for clarity, sequence, and details	Literary Model • Refine • Style • Clarity • Sequence • Details • Rubric	• Using a rubric analyze the literary model for clarity, sequence, and details. • Using a rubric analyze your writing for clarity, sequence, and details.	Writing Fun http://www.teachers.ash.org.au/jeather/writingfun/writingfun.html
	4.LA.3.3.6 Use strategies to guide the revision process. CL: Content Limit: Assessed in the classroom, not on the ISAT.	• Use strategies to guide the revision process.	• Use rubrics, checklists, or editing marks to guide revision of writing	Draft • Revise • Strategy • Rubric • Checklist • Editing Marks	• Using a red pen, use editing marks to revise the paragraph.	6 Trait Writing Written Report Checklist http://www.4teachers.org/projectbased/24wrt.shtml
Goal 3.4: Acquire Skills for Editing a Draft	4.LA.3.4.1 Edit the draft using an editing checklist with common editing marks. CL: E Content Limit: Mixed grade-level editing skills (Includes a mix of skills assessed in 5.2.1, 5.2.3, 5.3.1, 5.3.2, 5.4.1, and 5.4.2)	• Edit the draft using an editing checklist with common editing marks.	• Label common editing marks • Describe an editing checklist • Use editing checklist (see vocabulary) • Use common editing marks	Spelling/High-Frequency Words • Verb Tense • Adjective • Capitalization • Punctuation • Quotation Marks • Colon • Apostrophe	• Edit the sentence with common editing marks. the tall men hit his head	
Goal 3.5: Acquire Skills to Publish Writing	4.LA.3.5.1 Publish writing in an appropriate format for the purpose and audience. CL: Content Limit: Assessed in the classroom, not on the ISAT.	• Publish writing in an appropriate format for the purpose and audience.	• Transfer edited and revised draft to published format for intended purpose and audience	Transfer • Audience • Publish • Final Draft • Format • Purpose	• Use a rubric to evaluate students final draft for intended audience and purpose.	
	4.LA.3.5.2 Share writing with intended audience. CL: Content Limit: Assessed in the classroom, not on the ISAT.	• Share writing with intended audience.	• Share published work as appropriate		• Read the corrected sentence(writing) aloud to your partner.	Common proof Reading Symbols http://webster.comnet.edu/writing/symbols.htm Editing Checklist/Revision Checklist http://www.colquitt.k12.ga.us/jboduch/Teachers.htm
Standard 4 Writing Applications						
Goal 4.1: Acquire Expressive (Narrative/Creative) Writing Skills	4.LA.4.1.1 Write narratives with a logical sequence of events that include a beginning, middle, and end. CL: Content Limit: Assessed in the classroom, not on the ISAT.	• Write narratives with a logical sequence of events that include a beginning, middle, and end.	• Write a beginning that contains a topic sentence and captures the reader's interest • Write a middle with sensory supporting details • Write a logical ending	Narrative • Sequence • Supporting Details • Conclusion • Beginning • Middle • Ending	• Using the prompt: I walked outside and in the sky I saw. . . Write a narrative that includes a beginning, middle, and end.	

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	4.LA.4.1.2 Write a variety of expressive works that include sensory details and precise word choices. CL: Content Limit: Assessed in the classroom, not on the ISAT.	• Write a variety of expressive works that include sensory details and precise word choices.	• Use synonyms, adjectives, and verbs to incorporate precise word choice • Write with sensory details	Sensory Details • Word Choice • Precise	• What word or words should be added to the story to include sensory details and word choice.	Parts of Speech and Graphic organizers http://www.enchantedlearning.com/grammar/partsofspeech/adjectives/ The senses http://faculty.washington.edu/chudler/chsense.html
Goal 4.2: Acquire Expository (Informational/Research) Writing Skills	4.LA.4.2.1 Write a formal letter and correctly address the envelope. Write simple directions. CL: Content Limit: Assessed in the classroom, not on the ISAT.	• Write a formal letter and correctly address the envelope correctly. • Write simple directions.	• Use formal letter format • Address an envelope correctly • Sequence simple directions	Formal Letter • Address • Sequence • Simple Directions	• Write a formal letter announcing Back-to-School Night. Address the envelope to you parents. Explain in the letter the directions to our school.	
	4.LA.4.2.2 Write a report with a main idea that includes facts and details about the topic. CL: Content Limit: Assessed in the classroom, not on the ISAT.	• Write a report with a main idea that includes facts and details about the topic.	• Research a topic • Use facts and details to support a main idea/topic • Write facts and details in a logical order within paragraphs	Research • Facts • Details • Paragraph • Topic • Report • Logical	• Write a report about the life of a fur trapper. Include facts and details about how they trap beaver.	
Goal 4.3: Acquire Persuasive Writing Skills	4.LA.4.3.1 Write a persuasive letter that states and supports a position. CL: Content Limit: Assessed in the classroom, not on the ISAT.	• Write a persuasive letter that states and supports a position.	• Use formal letter format • Choose a topic and a position to support it • Use persuasive word choice to support the chosen position	Persuasive • Position • Word Choice • Formal Letter	• Write a persuasive letter to the principal that states your position on extending the noon recess period.	
Goal 4.4: Acquire Skills for Literary Response	4.LA.4.4.1 Write a response that identifies a text to self, text to world, and/or text to text connection. CL: Content Limit: Assessed in the classroom, not on the ISAT.	• Write a response that identifies a text to self, text to world, and/or text to text connection.	• Make text to self connections, text to world connections, and text to text connections using grade level text (i.e. Venn Diagram) • Write a response to explain the connection (s)	Connection • Text	• Write a response to the news article on the closing of one of the elementary schools. Identify how the information given in the article has an impact on you, impact on the community.	
	4.LA.4.4.2 Write or draw a response to a literature selection that identifies the plot. CL: Content Limit: Assessed in the classroom, not on the ISAT.	• Write or draw a response to a literature selection that identifies the plot.	• Review elements of a plot • Write or draw in response to grade level text	Literature Selection • Plot	• Read the following passage. Write a response identifying the plot of the passage and if you were the author, how would you have changed the plot.	
Standard 5: Writing Components						
Goal 5.1: Acquire Handwriting Skills	4.LA.5.1.1 Write fluently and legibly in cursive. CL: Content Limit: Assessed in the classroom, not on the ISAT.	• Write fluently and legibly in cursive.	• Write letters, words, and sentences in cursive • Focus on slant, size, and speed	Cursive	• Use a rubric to evaluate a sample of the student's handwriting.	
Goal 5.2: Acquire Spelling Skills	4.LA.5.2.1 Spell correctly Grade 4 high-frequency words and common content area (e.g., science, social studies) words. CL: B Content Limit: Includes grade-appropriate words commonly taught across multiple textbook series	• Spell correctly Grade 4 high-frequency words and common content area (e.g., science, social studies) words.	• Use a list of grade level high frequency words adopted by the district	High-frequency words	• Circle the word in parentheses () that is spelled correctly. All the (leaves/leafs) fell off the tree.	(D25 refer to "No excuse" words in K-12 Writing Handbook, spelling tab, and at http://web1.d25.k12.id.us/home/curriculum/hfwords.pdf)

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	<p>4.LA.5.2.2 Spell correctly Grade 4 phonetically regular words with common spelling patterns.</p> <p>CL: Content Limit: Assessed in the classroom, not on the ISAT.</p>	<ul style="list-style-type: none"> Spell correctly Grade 4 phonetically regular words with common spelling patterns. 	<ul style="list-style-type: none"> Review and practice common spelling patterns 	Phonetic	<ul style="list-style-type: none"> Which is the correct spelling? A. library B. libary C. librarie 	<p>The Reading Teacher's Book of Lists: 4th Edition ISBN# 0-13-028185-9 Edward Bernard Fry Ph. D Jacqueline E. Kress Ed.D DonaLee Fountoukidis Ed. D</p>
	<p>4.LA.5.2.3 Apply spelling rules appropriate to grade level to spell accurately.</p> <p>CL: C Content Limit: Includes homophones and commonly confused words</p>	<ul style="list-style-type: none"> Apply spelling rules appropriate to grade level to spell accurately. 	<ul style="list-style-type: none"> Review and practice spelling rules appropriate to grade level Review and practice frequently misspelled words Use in all writing tasks 	Homophones • Consonant (c) • Vowel (v)	<ul style="list-style-type: none"> Which is the correct spelling? 	<p>The Reading Teacher's Book of Lists: 4th Edition ISBN# 0-13-028185-9 Edward Bernard Fry Ph. D Jacqueline E. Kress Ed.D DonaLee Fountoukidis Ed. D</p>
Goal 5.3: Acquire Skills for Sentence Structure	<p>4.LA.5.3.1 Use simple and complex sentences.</p> <p>CL: Content Limit: Includes compound sentences</p> <p>Skills assessed in previous grades are included. Examples: Changing one sentence type into another (declarative into interrogative, etc.) Complete/incomplete sentences Combining sentences to correctly form complete simple, compound, or complex sentences</p>	<ul style="list-style-type: none"> Use simple, compound, and complex sentences. 	<ul style="list-style-type: none"> Memorize new technical terms for sentence types (declarative, imperative, interrogative, and exclamatory) Identify simple and complex sentences Review changing one sentence type into another Indicate whether or not a sentence is complete or incomplete Compose simple, compound, and complex sentences 	Declarative • Imperative • Interrogative • Exclamatory • Simple • Compound • Complex	<ul style="list-style-type: none"> Change this sentence into an interrogative sentence: The dog is yours. 	<p>Simple and Complex Sentences: http://www.eslbee.com/sentences.htm</p> <p>The Reading Teacher's Book of Lists: 4th Edition ISBN# 0-13-028185-9 Edward Bernard Fry Ph. D Jacqueline E. Kress Ed.D DonaLee Fountoukidis Ed. D</p>
	<p>4.LA.5.3.2 Identify: • future verb tenses • adjectives • personal pronouns • conjunctions</p> <p>CL: Content Limit: Skills assessed in previous grades are included. Examples: Past and present verb forms, including irregular verbs Subject-verb agreement (simple and compound sentences)</p>	<ul style="list-style-type: none"> Identify: Future verb tenses Adjectives Personal pronouns Conjunctions 	<ul style="list-style-type: none"> Define: future, past, and present verb tense Define: adjectives, personal pronouns, and conjunctions Correctly use irregular verbs Accurately show subject-verb agreement Identify in sentences: future verb tenses, adjectives, personal pronouns, and conjunctions 	Future • Past • Present Verb Tense • Irregular Verb • Adjective • Personal Pronoun • Conjunction	<ul style="list-style-type: none"> I will (wore/wear) my shoes to school. 	
Goal 5.4: Acquire Skills for Using Conventions	<p>4.LA.5.4.1 Correctly punctuate and capitalize titles, books, geographical names.</p> <p>CL: Content Limit: [Note: Book titles, names of ships, etc., are underlined in Grades 2-5 and placed in italics beginning at Grade 6.]</p> <p>Skills assessed in previous grades are included. Examples: Proper nouns Holidays</p>	<ul style="list-style-type: none"> Correctly punctuate and capitalize titles, books, geographical names. 	<ul style="list-style-type: none"> Recognize titles and geographical names Review capitalization rules (proper nouns, holidays) Use capitalization correctly in titles, books, geographical names. 	Capitalize • Punctuate • Geographical	<ul style="list-style-type: none"> My favorite book is, the legend of jimmy spoon, which is set in wyoming, utah, and idaho. Correctly punctuate and capitalize the sentence. 	<p>The Reading Teacher's Book of Lists: 4th Edition ISBN# 0-13-028185-9 Edward Bernard Fry Ph. D Jacqueline E. Kress Ed.D DonaLee Fountoukidis Ed. D</p>

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	<p>4.LA.5.4.2 Identify comma use in a direct address (“John, come here.”) and in compound sentences.</p> <p>CL: Content Limit: [Apostrophe used to create singular possessives is included.]</p> <p>Skills assessed in previous grades are included. Examples: Previous commas: words/phrases in a series, dates and addresses, friendly letter conventions End punctuation</p>	<ul style="list-style-type: none"> Identify comma use in a direct address (“John, come here.”) and in compound sentences. Use apostrophes to create singular possessive nouns 	<ul style="list-style-type: none"> Define direct address Identify compound sentences and conjunctions Identify possessive nouns Accurately use apostrophes in possessive nouns 	Direct Address • Compound Sentence • Conjunction • Apostrophe • Possessive noun	<ul style="list-style-type: none"> Susan please clean your room. Susan cleaned her room and she finished her homework. Correctly add commas to the sentences.	The Reading Teacher's Book of Lists: 4th Edition
Standard 6: Communication						
Goal 6.1: Acquire Listening Skills	4.LA.6.1.1 Listen critically to distinguish between a speaker's opinion and verifiable facts.	<ul style="list-style-type: none"> Listen critically to distinguish between a speaker's opinion and verifiable facts. 	<ul style="list-style-type: none"> Review the characteristics of a good listener (eye contact, feet and hands stay quiet) Determine and state the verifiable facts and opinions 	Eye Contact • Fact • Opinion	<ul style="list-style-type: none"> After listening to a speaker, list the facts then list the opinions. 	
	4.LA.6.1.2 Listen for similarities and differences in various oral presentations.	<ul style="list-style-type: none"> Listen for similarities and differences in various oral presentations. 	<ul style="list-style-type: none"> Review the characteristics of a good listener (eye contact, feet and hands stay quiet) Listen to various oral presentations. Determine and state the similarities and differences in various oral presentations. 	Eye Contact • Presentation • Similarity • Difference	<ul style="list-style-type: none"> After listening to various oral presentations, list three similarities and three differences. 	
	4.LA.6.1.3 Listen to acquire and summarize information from a variety of sources.	<ul style="list-style-type: none"> Listen to acquire and summarize information from a variety of sources. 	<ul style="list-style-type: none"> Listen to a variety of sources. Demonstrate the characteristics of a good listener. Discuss and answer questions about acquired information. Summarize important information heard. 	Summarize	<ul style="list-style-type: none"> After listening to an oral presentation, write a summary using the information given. 	
Goal 6.2: Acquire Speaking Skills	4.LA.6.2.1 Ask thoughtful questions and respond orally to relevant questions with appropriate elaboration.	<ul style="list-style-type: none"> Ask thoughtful questions and respond orally to relevant questions with appropriate elaboration. 	<ul style="list-style-type: none"> Acquire information through listening. Respond orally and elaborate by including relevant details to questions in response to what was heard clearly and precisely. Generate questions beginning with knowledge level questions and progressing to evaluation level questions based on what was heard clearly and precisely. 	Elaborate	<ul style="list-style-type: none"> Ask students to answer questions pertaining to written and presented material. Assess based on the appropriate details included in the response. Have students generate questions based on written and presented material. Assess based upon the student's ability to ask questions beginning at the knowledge level to the evaluation level. 	
	4.LA.6.2.2 Summarize major ideas and supporting evidence presented in oral presentations.	<ul style="list-style-type: none"> Summarize major ideas and supporting evidence presented in oral presentations. 	<ul style="list-style-type: none"> Listen to oral presentations. Determine the major ideas and supporting evidence in the presentations. In oral or written form summarize the major ideas and supporting evidence in the presentations clearly and precisely. 	Major Ideas • Supporting Evidence	<ul style="list-style-type: none"> Use rubric to evaluate the summaries. The summaries should include major ideas, supporting evidence, and the precision of the presentation. 	
	4.LA.6.2.3 Organize oral presentations to maintain a clear focus.	<ul style="list-style-type: none"> Organize oral presentations to maintain a clear focus. 	<ul style="list-style-type: none"> Determine the focus of the oral presentation using major ideas and supporting details. Use a graphic organizer to develop an oral presentation that maintains a clear focus. Deliver an oral presentation that maintains a clear focus. 	Focus • Supporting Details • Graphic Organizer • Oral Presentation	<ul style="list-style-type: none"> Use a rubric to evaluate the oral presentations. The presentations should include: a focus, major ideas, supporting details. 	
	4.LA.6.2.4 Deliver narrative (story) presentations that relate ideas, observations, or memories about an event or experience.	<ul style="list-style-type: none"> Deliver narrative (story) presentations that relate ideas, observations, or memories about an event or experience. 	<ul style="list-style-type: none"> Determine the focus of the narrative. Organize the narrative to relate ideas, observations, or memories in a logical sequence. Present the narrative to an audience clearly and precisely 	Focus • Narrative • Sequence	<ul style="list-style-type: none"> Use a rubric to evaluate the narrative. The presentation should include: a focus, logical sequence, and a clear and precise presentation. 	

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	4.LA.6.2.5 Engage the audience with appropriate words, facial expressions, and gestures.	<ul style="list-style-type: none"> Engage the audience with appropriate words, facial expressions, and gestures. 	<ul style="list-style-type: none"> Identify appropriate words (precise word choice), facial expressions (determined by presentation type), and gestures (standing still, using hands where appropriate) Deliver an oral presentation utilizing appropriate words (precise word choice), facial expressions (determined by presentation type), and gestures (standing still, using hands where appropriate) to maintain audience interest. 	Appropriate Words • Facial Expression • Gestures • Audience	<ul style="list-style-type: none"> Use a rubric to evaluate an oral presentation to include: appropriate words, facial expressions, gestures, and audience engagement. Readers Theater 	
Goal 6.3: Acquire Viewing Skills	4.LA.6.3.1 Identify similarities and differences in a variety of viewed media.	<ul style="list-style-type: none"> Identify similarities and differences in a variety of viewed media. 	<ul style="list-style-type: none"> View a variety of media. List the similarities and differences of the media. 	Media • Similarity • Difference	<ul style="list-style-type: none"> After viewing a variety of media, make a list of three similarities and differences. 	
	4.LA.6.3.2 Demonstrate understanding of graphics, pictures, and charts appropriate to grade level.	<ul style="list-style-type: none"> Demonstrate understanding of graphics, pictures, and charts appropriate to grade level. 	<ul style="list-style-type: none"> Locate, define, and use grade level graphics, pictures, and charts found in texts and presentations. 	Graphics • Pictures • Charts	<ul style="list-style-type: none"> When given examples of graphics, pictures, and charts, the student will label each and answer questions based on the correct example. 	
	4.LA.6.3.3 Analyze the role of media in focusing people's attention on events and in forming their opinions on issues.	<ul style="list-style-type: none"> Analyze the role of media in focusing people's attention on events and in forming their opinions on issues. 	<ul style="list-style-type: none"> Review fact and opinion. View grade level appropriate media and form an individual opinion about issues. Analyze the media's role in determining that opinion by identifying the evidence to support that opinion provided by the media. 	Fact • Opinion • Media • Evidence	<ul style="list-style-type: none"> After viewing determine the opinion presented by the media and give three pieces of evidence that supports that opinion. 	
	4.LA.6.3.4 Differentiate between fact and opinion in media presentations.	<ul style="list-style-type: none"> Differentiate between fact and opinion in media presentations. 	<ul style="list-style-type: none"> View a variety of media. Review fact and opinion. Distinguish between facts and opinions of the viewed media. 	Media • Fact • Opinion	<ul style="list-style-type: none"> After viewing media, list three facts and three opinions based on the viewed media. 	