

Oregon English/Language Arts Grade-level Standards Grade 4

READING

Decoding and Word Recognition

CCG: Analyze words, recognize words, and learn to read grade-level text fluently across the subject areas.

Read aloud grade-level narrative text and informational text fluently and accurately with effective pacing, intonation, and expression; by the end of fourth grade, read aloud unpracticed grade-level text at a rate of 115-140 wcpm (words correct per minute).

Read or demonstrate progress toward reading at an independent and instructional reading level appropriate to grade level.

Listen to and Read Informational and Narrative Text

CCG: Listen to, read, and understand a wide variety of informational and narrative text across the subject areas at school and on own, * applying comprehension strategies as needed.

#8 *The Forest of S. T. Shrew*
#13 *We All Need That*
#18 *Tale of the Sun*
#90 *Native Ways*



Skills to Support Standards:

- Listen to, read, and understand a wide variety of informational and narrative text, including classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information.
- Make connections to text, within text, and among texts across the subject areas.
- Demonstrate listening comprehension of more complex text through class and/or small group interpretive discussions across the subject areas.
- Match reading to purpose—location of information, full comprehension, and personal enjoyment.
- Understand and draw upon a variety of comprehension strategies as needed—re-reading, self-correcting, summarizing, class and group discussions, generating and responding to essential questions, making predictions, and comparing information from several sources.
- Clearly identify specific words or wordings that are causing comprehension difficulties and use strategies to correct.

*Suggested grade-level target for reading on own: Fourth Grade, 500,000 words annually.

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READING

Vocabulary

CCG: Increase word knowledge through systematic vocabulary development; determine the meaning of new words by applying knowledge of word origins, word relationships, and context clues; verify the meaning of new words; and use those new words accurately across the subject areas.

#5 Poet-Tree

#8 The Forest of S. T. Shrew

#14A Renewable of Not?



Skills to Support Standards:

- **Understand, learn, and use new vocabulary that is introduced and taught directly through informational text, literary text, and instruction across the subject areas.**
- **Develop vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud across the subject areas.**

Determine meanings of words using contextual and structural clues.

Distinguish and interpret words with multiple meanings (i.e., quarter) by using context clues.

Apply knowledge of synonyms, antonyms, homographs, and idioms to determine the meaning of words and phrases.

Use knowledge of root words to determine the meaning of unknown words within a passage (nation, national, nationality).

Use common roots (meter = measure) and word parts (therm = heat) derived from Greek and Latin, and use this knowledge to analyze the meaning of complex words (thermometer).

Read to Perform a Task

CCG: Find, understand, and use specific information in a variety of texts across the subject areas to perform a task.

#39B&C Energy Sleuths

#75 Tipi Talk

Read textbooks, biographical sketches, letters, diaries, directions, procedures, catalogs, magazines, and informational books.

Locate information in titles, tables of contents, chapter headings, illustrations, captions, glossaries, indexes, graphs, charts, diagrams, and tables to aid understanding of grade-level text.

Find information in specialized materials (e.g., atlas, magazine, catalog).

Use structural features found in informational text (e.g., headings and subheadings) to strengthen comprehension.

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READING

Informational Text: Demonstrate General Understanding

CCG: Demonstrate general understanding of grade-level informational text across the subject areas.

#80A Nothing Succeeds Like Succession

Identify and/or summarize sequence of events, main ideas, facts, supporting details, and opinions in informational and practical selections.

Identify key facts and information after reading two passages or articles on the same topic.

Informational Text: Develop an Interpretation

CCG: Develop an interpretation of grade-level informational text across the subject areas

#80A Nothing Succeeds Like Succession

*Make and confirm predictions about text by using **prior knowledge and ideas** presented in the text itself, including illustrations, titles, topic sentences, and important words.*

Draw inferences or conclusions about an author's meaning supported by facts and events from the text.

Identify the main idea of a passage when it is not explicitly stated.

Informational Text: Examine Content and Structure

CCG: Examine content and structure of grade-level informational text across the subject areas.

#80A Nothing Succeeds Like Succession

Determine the author's purpose, and relate it to details in the text.

Distinguish between cause-and-effect and between fact and opinion in expository text.

Recognize text that is written primarily to persuade, and distinguish between informational and persuasive text.

Identify and analyze text that uses sequential or chronological order.

Distinguish text that is biographical and autobiographical.

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LITERATURE

Listen to and Read Literary Text

CCG: Listen to text and read text to make connections and respond to a wide variety of literature of varying complexity.

#4D Sounds Around
#5A&B Poet-Tree
#8 The Forest of S. T. Shrew
#18 Tale of the Sun
#89A&V Trees for Many Reasons



Skills to Support Standards:

- Listen to text and read text to make connections and respond to a wide variety of significant works of literature, including poetry, fiction, non-fiction, and drama, from a variety of cultures and time periods that enhance the study of other subjects.
- Demonstrate listening comprehension of more complex literary text through class and/or small group interpretive discussions.

#4D Sounds Around

Literary Text: Demonstrate General Understanding

CCG: Demonstrate general understanding of grade-level literary text.

#4D Sounds Around
#8 The Forest of S. T. Shrew

Identify and/or summarize sequence of events, main ideas, and supporting details in literary selections.

Identify the main problem or conflict of the plot, and explain how it is resolved.

Literary Text: Develop an Interpretation

CCG: Develop an interpretation of grade-level literary text.

#4D Sounds Around
#8 The Forest of S. T. Shrew

Make and confirm predictions about text using ideas presented in the text itself.

Use knowledge of the situation and setting and of a character's traits and motivations to determine the causes for that character's actions.

Identify the main idea of a passage when it is not explicitly stated.

Draw inferences or conclusions about a text based on explicitly stated information.

Literary Text: Examine Content and Structure

CCG: Examine content and structure of grade-level literary text.

#4D Sounds Around
#8 The Forest of S. T. Shrew
#18 Tale of the Sun

Recognize that certain words (buzz, clang) and rhyming patterns can be used in a selection to imitate sound (onomatopoeia).

Compare and contrast tales from different cultures, and tell why there are similar tales in diverse cultures.

#4D Sounds Around, #18 Tale of the Sun

Differentiate among various imaginative forms of literature (e.g., fantasies, fables, myths, and fairy tales).

#4D Sounds Around, #18 Tale of the Sun

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WRITING

Planning, Evaluation, and Revision

CCG: Pre-write, draft, revise, edit, and publish across the subject areas.

#2 Get in Touch with Trees



Skills to Support Standards:

- Use a variety of strategies to prepare for writing, such as brainstorming, making lists, mapping, outlining, grouping related ideas, using graphic organizers, and taking notes.
- Discuss ideas for writing with classmates, teachers, and other writers, and develop drafts alone and collaboratively.
- Identify audience and purpose.
- Choose the form of writing that best suits the intended purpose—personal letter, letter to the editor, review, poem, report, or narrative.
- Use the writing process—prewriting, drafting, revising, editing, and publishing successive versions.
- Focus on a central idea, excluding loosely related, extraneous, and repetitious information.
- Use a scoring guide to review, evaluate, and revise writing for meaning and clarity.
- Revise drafts by combining and moving sentences and paragraphs to improve the focus and progression of ideas.
- Edit and proofread one's own writing, as well as that of others, using the writing conventions, and, for example, an editing checklist or list of rules with specific examples of corrections of specific errors.

Oregon English/Language Arts Grade-level Standards Grade 4

WRITING

Writing

CCG: Communicate supported ideas across the subject areas, including relevant examples, facts, anecdotes, and details appropriate to audience and purpose that engage reader interest; organize information in clear sequence, making connections and transitions among ideas, sentences, and paragraphs; and use precise words and fluent sentence structures that support meaning

These standards are assessed using Oregon's Official Writing Scoring Guide in grades 3 - CIM.

Select a focus and a point of view based upon purpose and audience.

Write multi-paragraph compositions that:

- *Provide an inviting introductory paragraph.*
- *Establish and support a central idea with a topic sentence at or near the beginning of the first paragraph.*
- *Include supporting paragraphs with simple facts, details, and explanations.*
- *Present important ideas or events in sequence or chronological order.*
- *Provide details and transitions to link paragraphs.*
- *Conclude with a paragraph that summarizes the points.*
- *Use correct indentation.*

Use words that describe, explain, or provide additional details and connections.

Use simple sentences and compound sentences in writing.

Create interesting sentences using a variety of sentence patterns by selecting words that describe, explain, or provide additional detail and connections.

Oregon English/Language Arts Grade-level Standards Grade 4

WRITING

CCG: Demonstrate knowledge of spelling, grammar, punctuation, capitalization, and penmanship across the subject areas.

Conventions

Spelling

Spell correctly:

- *roots (bases of words, such as *un* necessary, *coward* ly),*
- *inflections (words like *care/careful/caring*),*
- *suffixes and prefixes (-ly, -ness, mis-, un-),*
- *syllables (word parts each containing a vowel sound, such as *sur-prise* or *e-col-o-gy*), and*
- *homophones (to/too/two, hear/here, plain/plane, aisle/isle/I'll, caught/cot).*

Grammar

Correctly use:

- *regular verbs (live/lived, shout/shouted),*
- *irregular verbs (swim/swam, ride/rode, hit/hit),*
- *adverbs (slowly, quickly, fast),*
- *prepositions (over, under, through, between), and*
- *coordinating conjunctions (and, or, but).*

Punctuation

Correctly use:

- *apostrophes to show possession (Troy's shoe, the cat's food),*
- *apostrophes in contractions (can't, didn't, won't), and*
- *quotation marks around the exact words of a speaker and titles of articles, poems, songs, short stories, and chapters in books.*

Use underlining, quotation marks, or italics to identify titles of documents.

Correctly write plural possessive nouns (girls' hats).

Capitalization

Capitalize names of books, magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations, when appropriate.

Handwriting

Write smoothly and legibly in cursive or manuscript, forming letters and words that can be read by others.

Read cursive.

Student accountability for grades 3-8 and CIM standards begins 2005-06.

Oregon English/Language Arts Grade-level Standards Grade 4

WRITING

CCG: Write narrative, expository, and persuasive texts, using a variety of written forms—including journals, essays, short stories, poems, research reports, research papers, business and technical writing—to express ideas appropriate to audience and purpose across the subject areas

#4D Sounds Around

#5A&B Poet-Tree

#6B Picture This!

#9 Plant Diversity

#20 Environmental Exchange

Box

#21B Adopt a Tree

#31 Plant a Tree

#47 Are Vacant Lots Vacant?

#54 I'd Like to Visit a Place

Where

Writing Modes

Work Samples can be selected from any of the listed modes.

Personal Narrative

Fictional Narrative (Imaginative)

Expository

*Suggested word length: Fourth Grade, 250 words.

Italicized text defines content that may appear on classroom work samples and State Writing Assessments or on Reading and Literature Knowledge and Skills Tests in 2005-06.

Bold text defines instructional standards.

Oregon Department of Education
Oregon Standards – 2005-06 School Year

Oregon English/Language Arts Grade-level Standards Grade 4

WRITING

Writing Applications

Narrative Writing

#4D Sounds Around

Write personal narratives:

- Include ideas, observations, or memories of an event or experience.
- Provide a context to allow the reader to imagine the world of the event or experience.
- Use concrete sensory details.
- Provide insight into why the selected event or experience is memorable.

Expository Writing: Response to Literary Text

Write responses to literature:

- Demonstrate an understanding of the literary work.
- Support interpretations through references to both the text and prior knowledge.

Expository Writing: Research Reports/Multimedia Presentations

#12 Invasive Species

Write informational reports:

- Ask and then address a central question about an issue or event.
- Include facts and details for focus.
- Develop the topic with simple facts, details, examples, and explanations.
- Use more than one source of information, including speakers, books, newspapers, other media sources, and online information.

#12 Invasive Species
#22B Trees as Habitats
#23 The Fallen Log
#38 Every Drop Counts
#39B&C Energy Sleuth
#49A Tropical Treehouse
#53 On the Move
#58 There Ought to be a Law
#59 Power of Print
#79 Tree Lifecycle
#95B Did You Notice?

Persuasive Writing

Begin writing persuasive compositions to convince the reader to take a certain action or to avoid a certain action.

Summaries, Business Letters, Job Applications and Resumes, Technical Writing

Write summaries that contain the main idea of the reading selection.

Student accountability for grades 3-8 and CIM standards begins 2005-06.

Oregon English/Language Arts Grade-level Standards Grade 4

WRITING

Research Report Writing

CCG: Investigate topics of interest and importance across the subject areas, selecting appropriate media sources, using effective research processes, and demonstrating ethical use of resources and materials. (See *Writing Applications-Expository Writing: Research Reports*)

#2A Get in Touch with Trees
#7 Habitat Pen Pals
#11B Can it Be Real?
#22B Trees as Habitats
#23 The Fallen Log
#38 Every Drop Counts
#39B&C Energy Sleuth
#49A Tropical Treehouse
#56 We Can Work it Out
#58 There Ought to be a Law
#59 Power of Print
#82B Resource-Go-Round
#88C Life on the Edge
#95B Did You Notice?

Use multiple reference materials (e.g., dictionary, encyclopedia, online information) as aids to writing.

Use note-taking skills.

Locate information in reference texts by using organizational features (e.g., prefaces, appendixes).

Understand the organization of almanacs, newspapers, and periodicals and how to use those print materials.

Use a computer to draft, revise, and publish writing, demonstrating basic keyboarding skills.

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SPEAKING AND LISTENING

CCG: Communicate supported ideas across the subject areas using oral, visual, and multi-media forms in ways appropriate to topic, context, audience, and purpose; organize oral, visual, and multimedia presentations in clear sequence, making connections and transitions among ideas and elements; use language appropriate to topic, context, audience, and purpose; and demonstrate control of eye contact, speaking rate, volume, enunciation, inflection, gestures, and other non-verbal techniques.*

#6B Picture This!

#9 Plant Diversity

#11B Can It Be Real?

#22B Trees as Habitats

#23 The Fallen Log

#38 Every Drop Counts

#39B&C Energy Sleuth

#49A Tropical Treehouse

#55B Planning the Ideal Community

#56 We Can Work It Out

Speaking

These standards are assessed using Oregon's Official Speaking Scoring Guide for the purpose of classroom work sample assessment.

Present effective introductions and conclusions that guide and inform the listener's understanding of important ideas and evidence.

Emphasize points in ways that help the listener or viewer to follow important ideas and concepts.

Use details, examples, anecdotes (stories of a specific event), or experiences to clarify information.

Use a variety of descriptive words that help to convey a clear message.

Use correct grammar most of the time.

Use volume, pitch, phrasing, pace, modulation, gestures, and eye contact appropriately, to enhance meaning and to engage the audience.

*Suggested speech length: Fourth Grade, 2-4 minutes.

Listening

CCG: Listen critically and respond appropriately across the subject areas.

#4D Sounds Around

#6B Picture This!

#8 The Forest of S. T. Shrew

#9 Plant Diversity

#11B Can It Be Real?

#18 Tale of the Sun

#22B Trees as Habitats

#23 The Fallen Log

#38 Every Drop Counts

#39B&C Energy Sleuth

#56 We Can Work It Out

#59 Power of Print

Ask thoughtful questions and respond orally to questions with appropriate discussion.

#4D Sounds Around

Summarize major ideas and supporting evidence presented in spoken messages and formal presentations.

Follow detailed directions and instructions.

Student accountability for grades 3-8 and CIM standards begins 2005-06.

Analysis

CCG: Evaluate the significance and accuracy of information and ideas presented in oral, visual, and multimedia communications across the subject areas.

#5A Poet-Tree

#9 Plant Diversity

#11B Can It Be Real?

#38 Every Drop Counts

#39B&C Energy Sleuth

#56 We Can Work It Out

#59 Power of Print

Identify and discuss the use of cadence, repetitive patterns, and onomatopoeia for intent and effect.

#5A Poet-Tree