

## Fourth Grade Language Arts Literacy Checklist

### 3.1.4 A Concepts About Print

- ▶ Identify differences about various print formats, including newspapers, magazines, books, and reference sources.
- ▶ Recognize purposes/uses for print conventions such as paragraphs, end-sentence punctuation, and bold print.
- ▶ Identify/locate text features that support text meaning (e.g., maps, charts, illustrations).

**Essential Questions:** How does understanding a text's structure better help me understand its meaning?

**Enduring Understandings:** Understanding a text's features, structures, and characteristics facilitate the reader's ability to make meaning of the text.

**Suggested Activities/Resources (in addition to guided reading with leveled materials):**  
Model with teacher think-alouds.

Use nonfiction trade books to chart features found, especially in big book format.

**Suggested Assessment Activities:**

Create an informational teaching page that incorporates specific features.

### 3.1.4 C/F Word Study Skills: Decoding/Word Recognition (3.1.4 C) Vocabulary/Concept Development (3.1.4 F)

- ▶ Use letter-sound correspondence and structural analysis (e.g., roots, prefixes, suffixes) to decode new words.
- ▶ Know/use common word families and patterns to decode unfamiliar words.
- ▶ Recognize compound words, contractions, and common abbreviations.
- ▶ Identify/correctly use synonyms/antonyms, homophones/homographs.
- ▶ Infer word meanings from context or from learned roots/prefixes/suffixes.
- ▶ Use the dictionary independently to define unknown words.

**Essential Questions:** How do I figure out a word I do not know? Why do readers need to pay attention to a writer's choice of words?

**Enduring Understandings:** Readers use language structure and context clues to identify the intended meaning of words and phrases as they are used in text. Words powerfully affect meaning.

**Suggested Activities/Resources (in addition to guided reading with leveled materials):**

Use word sorts and word hunts to focus on a particular pattern or structure.

Create card games that focus on syllables, affixes, homophones, and homographs.

Keep word study notebooks for rules and principles.

Use word maps that focus on a variety of semantic features, such as synonyms, antonyms, multiple meanings, parts of speech, and examples.

Play word games, like *Jeopardy* and *Concentration*, focusing on a particular skill or set of words.

**Suggested Assessment Activities:**

Assess decoding skills during guided reading.

Use developmental spelling assessment tool to ascertain spelling/decoding level of each student.

Assess inferring of meaning using passages with unknown words. Ensure text provides enough known context.

Collect notebooks and word maps periodically to evaluate.

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### 3.1.4 D/E/G Understanding Text: Fluency (3.1.4 D) Reading Strategies (3.1.4 E) Comprehension Skills/Response to Text (3.1.4 G)

- ▶ Read a variety of genre fluently, both orally and silently, and with appropriate phrasing, smoothness, and pronunciation.
- ▶ Read silently, adjusting reading rate as needed (e.g., scan, skim, read carefully).
- ▶ Use knowledge of word meaning, language structure, and sound-symbol relationships to check understanding when reading.
- ▶ Identify words/passages causing difficulty and use fix-it strategies to clarify comprehension (e.g., rereading, chunking, context clues)
- ▶ Select useful graphic organizers before, during, and after reading to comprehend information (e.g., story map, KWL, Venn diagram, web).
- ▶ Use questioning and inferring strategies to understand text (e.g., set purpose, predict/confirm, draw conclusions) and give text evidence as support.
- ▶ Vary reading strategies appropriately (questioning, inferring, visualizing, determining importance, synthesizing) to monitor comprehension.
- ▶ Use prior knowledge to make connections to self and other texts.
- ▶ Discuss author's purpose, views, and beliefs.
- ▶ Distinguish cause/effect, fact/opinion, main idea/supporting details in informational text.
- ▶ Identify/summarize central ideas in informational text.
- ▶ Read to follow written directions.
- ▶ Recognize/discuss character traits, setting, plot elements, mood, and point of view in a given story.
- ▶ Discuss underlying themes across cultures in various texts.
- ▶ Identify structures found in poetry and plays.
- ▶ Identify some literary devices used in stories (simile, metaphor).
- ▶ Recognize differences among forms of literature (e.g., poetry, drama, fiction, nonfiction).

**Essential Questions:** How does fluency affect comprehension? What do readers do when they do not understand everything in text? How do readers construct meaning from text?

**Enduring Understandings:** Fluent readers group words quickly to help them gain meaning from text. Good readers use strategies to help them understand text and monitor comprehension. Strategic readers connect, infer, question, visualize, determine importance, and synthesize.

**Suggested Activities/Resources (in addition to guided reading with leveled materials):**

Conduct repeated readings, Reader's Theater, and paired readings for fluency practice. Use timed repeated readings and have students set personal goals.  
Code short passages for specific strategy instruction.  
Create bookmarks/organizers for each strategy/concept that require students to make notes about the text and explain their reasoning. Use literature circles when students are ready to apply strategies independently.  
Select quality picture books that best illustrate specific strategies/concepts and read aloud/discuss. Use a think aloud if it is a new concept.  
Use a familiar, simple narrative (fairy tale) to explicitly teach the difference between plot and theme. Read a variety of quality picture books and chart themes, eliciting discussion.

**Suggested Assessment Activities:**

Assess fluency with timed passages, scoring accuracy, rate, and prosody.  
Chart responses and conversations in group discussions.  
Confer individually with students, keeping anecdotal records.  
Evaluate written responses/reflections.  
Use a project-based task, such as designing an advertisement for a new invention using persuasive language.

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### 3.1.4 H Inquiry and Research

- ▶ Locate information using library classification systems, print, or electronic sources.
- ▶ Investigate a topic or favorite author and produce evidence of research.
- ▶ Read independently and research topics using a variety of materials and produce evidence of understanding.
- ▶ Outline/web to organize information.

**Essential Questions:** Why conduct research?

**Enduring Understandings:** Researchers gather and critique information from different sources for specific purposes.

**Suggested Activities/Resources:**

Keep “Wonder Books” to record thoughts, questions, and interests about nonfiction topics. Differentiate resources for less proficient readers and use an inquiry research team approach. Experiment with a variety of note taking formats, including informal outlining, note cards, concept mapping, webbing, two-column notes, and three-column (with personal response). Personal responses to facts, details, and answers to questions promote synthesis.

**Suggested Assessment Activities:**

Assess the process using small groups or pairs before allowing independent research. Use authentic writing forms as final products, such as brochures, field guides, alphabet books, or catalogues. Design rubrics that evaluate the entire research process.

### 3.2.4 A Writing as a Process

- ▶ Generate possible ideas for writing through a variety of strategies (e.g., recalling experiences, hearing stories, reading, discussing models of writing, asking questions, and brainstorming).
- ▶ Use graphic organizers to generate/organize ideas.
- ▶ Draft writing in a variety of forms, structuring it for the intended audience.
- ▶ Revise drafts independently and with peers by rereading for meaning, narrowing focus, elaborating details, and reworking openings/closings.
- ▶ Edit work for spelling, mechanics, clarity, and fluency.
- ▶ Use a variety of reference materials to help edit and revise.
- ▶ Use computer writing applications during most of the writing process.
- ▶ Use a rubric to reflect on, improve, and evaluate writing.

**Essential Questions:** How do good writers express themselves?

**Enduring Understandings:** Good writers develop and refine their ideas for thinking, learning, communicating, and aesthetic expression.

**Suggested Activities/Resources:**

Introduce the concept of an open writing workshop and put procedures into place the first week of school. Use quality picture books that trigger ideas, model possibilities, and illustrate the focus of each mini-lesson. Incorporate short conferences into the workshop routine. Find a specific part of the student’s piece to praise, then teach one technique, skill, or strategy. Use “Drop the Bomb” to help students add details. They insert details or description into their writing using any white space available to “drop” the added details into their piece.

**Suggested Assessment Activities:**

Design a simple system for collecting information throughout each term, such as a clipboard checklist or flip chart. Record what happens in individual conferences and upon reviewing writing folders/portfolios. Use the information on the chart to help you select the next read aloud or plan a mini-lesson. Use a self-assessment tool so students can be involved in the process.

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### 3.2.4 B/D Writing as a Craft:

#### Writing as a Product (3.2.4 B)

#### Writing Forms, Audiences, Purposes (3.2.4 D)

#### Writing Traits (3.2.4)

- Write independently for different purposes and audiences, including self-selected purposes.
- Use a variety of strategies to organize writing, including sequence, chronology, and cause/effect.
- Improve the clarity of writing by adding/deleting/rearranging words, sentences, and paragraphs.
- Logically sequence/support the purpose of writing by developing transitions between ideas.
- Improve writing by adding detail, strengthening openings/closings, and using dialogue.
- Write sentences of varying length and complexity, using specific nouns, verbs, and descriptive words.
- Develop a personal style and voice in writing.
- Study the characteristics of a variety of genres, including narrative, expository, poetry, real-world, and reflective writing.
- Write narratives that contain description and establish a setting, characters, point of view, and sequenced plot events.
- Write informational pieces/reports across the curriculum that frame an issue/topic, include facts/details, and draw from more than one source.
- Respond to literature in writing to demonstrate an understanding of the text, to explore personal reactions, and to connect personal experiences to the text.
- Respond to open-ended/essay questions with clear and thoughtful answers.
- Use writing to paraphrase, clarify, and reflect on new learning across the curriculum.
- Write formal and informal letters for a variety of audiences/purposes.
- Use relevant graphics (e.g., maps, charts, illustrations, graphs, photographs).
- Develop a portfolio/collection of writings.

**Essential Questions:** How do writers develop a well-written product? Why does a writer choose a particular form of writing?

**Enduring Understandings:** Good writers develop a variety of strategies and select a form that enables them to write for different purposes, audiences, and contexts.

#### **Suggested Activities/Resources:**

Use word walls that include frequently and effectively used transitions, specific/descriptive vocabulary, interesting words.  
 Use quality picture books to study an author's use of specific traits or techniques.  
 Make a list of 20 picture books you will use to model a range of possibilities for your students, earmarking five for the earliest weeks of writing workshop.  
 Develop mini-lessons that focus instruction on specific genres, traits, or techniques.  
 Incorporate writing into the development of an understanding of social studies/science issues.

#### **Suggested Assessment Activities:**

Assess open-ended responses and essays on science/social studies tests.  
 Use a rubric that evaluates writing traits and use results to provide feedback to students.  
 Students self-select best piece (over a period of time) to develop, publish, and submit for assessment.

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### 3.2.4 C Conventions (Mechanics, Spelling, Handwriting)

- ▶ Use standard English conventions to craft writing (subject/verb agreement, appropriate verb tenses, pronoun usage/agreement, comparatives, and possessives).
- ▶ Use increasingly complex sentence structure and syntax to express ideas (e.g., compounds, edit run-ons).
- ▶ Use punctuation correctly in writing, including end punctuation, quotation marks in dialogue, commas, and abbreviations.
- ▶ Use capital letters correctly for sentences, proper nouns, and titles.
- ▶ Indent to show the beginning of a paragraph and understand the reason for doing so.
- ▶ Use knowledge of base words, structural analysis, and English spelling patterns to spell words correctly in writing.
- ▶ Spell frequently used words, contractions, and homophones correctly.
- ▶ Write legibly in manuscript or cursive to meet district standards.

**Essential Questions:** How do rules of language affect communication?

**Enduring Understandings:** Rules, or conventions of language, help readers understand what is being communicated.

**Suggested Activities/Resources:**

Create a simple checklist that students will use to edit their work (four or five appropriate skills). Keep checklists and reference tools in a writing center.

Students edit sample essays and stories. Work in groups or pairs at first.

Use interactive minilessons to directly instruct students about standard English conventions.

Use daily focused editing practice as a warm-up activity..

**Suggested Assessment Activities:**

Include “Use of Conventions” as an element of every scoring rubric.

Keep track of which students have mastered certain skills on the clipboard/chart kept for writing workshop.

### 3.3.4 Speaking

- ▶ Stay focused, ask relevant questions, and take turns without dominating during discussions.
- ▶ Use examples and reasons to support/clarify ideas in a discussion.
- ▶ Develop questioning (5 W’s) and interviewing techniques.
- ▶ Discuss information heard, offer personal opinions, and ask for clarification.
- ▶ Describe, narrate, or explain how and why things happen.
- ▶ Understand tasks and solve problems through group cooperation.
- ▶ Use appropriate vocabulary to support or clarify a message.
- ▶ Adapt language to entertain, persuade, explain, or seek information.
- ▶ Speak clearly and fluently for a variety of audiences and purposes.
- ▶ Prepare/rehearse/deliver a formal presentation in logical order with an opening/closing, maintaining audience interest.
- ▶ Participate in a dramatization, role-play, or storytelling across the curriculum, using convincing dialogue and purposeful figurative language.
- ▶ Understand and use criteria from a rubric to improve oral presentations.

**Essential Questions:** How can discussion increase our knowledge and understanding? How do speakers express their thoughts and feelings? How does a speaker communicate so others will listen and understand the message?

**Enduring Understandings:** Discussion builds connections to others and creates learning opportunities. Questioning and contributing help speakers explore issues and clarify thinking. A speaker uses the right elements and format to fit the audience and the purpose.

**Suggested Activities/Resources:**

Use literature circles to encourage small-group discussion, explicitly teaching roles.

Use Reader’s Theater to practice oral fluency.

Provide opportunities for speaking: panels, debates, mock trials, role-playing, storytelling.

**Suggested Assessment Activities:**

Use an oral presentation rubric and conference with students individually.

Videotape a presentation for assessment and feedback purposes.

Use a checklist while observing a literature circle being conducted.

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### 3.4.4 Listening

- ▶ Listen attentively/critically to a variety of speakers for various purposes.
- ▶ Demonstrate competence in active listening through literal/inferential comprehension of a story, interview, oral report, or presentation.
- ▶ Develop listening strategies (e.g., asking questions, taking notes) to understand what is heard.
- ▶ Interpret new vocabulary gained through listening.
- ▶ Interpret/apply information heard to new situations and to solve problems.
- ▶ Follow three- and four-step oral directions.

**Essential Questions:** How does a listener understand a message?

**Enduring Understandings:** Listeners receive, construct meaning from, and respond to spoken and nonverbal messages.

**Suggested Activities/Resources:**

Listen to recordings of quality literature. Respond using bookmarks designed for specific purposes.  
Use graphic organizers so students can take notes and develop questions as they listen to a presentation.  
Have students listen to follow directions and create a craft, recipe, etc...

**Suggested Assessment Activities:**

Read aloud a short story and elicit a retelling.  
Use a rubric to assess details and sequence of a retelling or summary.

### 3.5.4 Viewing and Media

- ▶ Interpret information found in pictorial graphs, map keys, and icons on a computer screen.
- ▶ Respond to/evaluate the use of illustrations to support text.
- ▶ Use graphs, charts, and diagrams to report data.
- ▶ Demonstrate an awareness of different media forms and how they contribute to communication.
- ▶ Discuss the targeted audience and central theme of a program, film, advertisement, and illustration.
- ▶ Distinguish between factual/fictional visual representations.
- ▶ Begin to explore/interpret messages found in advertisements and other texts.
- ▶ Compare/contrast media sources, such as film and book versions of a story.
- ▶ Express preferences for media choices,

**Essential Questions:** What's the media message? What affects media choice?

**Enduring Understandings:** People experience the same media message differently. Media choice is affected by personal experiences and sense of need.

**Suggested Activities/Resources:**

Conduct an author study of Roald Dahl, comparing his books to movies.  
Use web site evaluation forms, found at <http://kathyschrock.net/abceval/>, when researching online.  
Help students become aware of their own media habits by visiting <http://www.pbs.org/teachers/> to find the lesson plan entitled, *Are You Plugged In?*.  
Use graphs, charts, and diagrams to report data from a science lab.

**Suggested Assessment Activities:**

Assess multimedia presentations with a rubric.  
Assess student selection of web site resources during research activities.  
Assess graphic used in science lab report for accuracy.