



GRADE FOUR READING

The Diocese of Knoxville has adapted the following Reading Standards to establish for teachers, students and parents the knowledge, understanding and skills students need to acquire in order to satisfy the Reading requirements for Grade 4.

READING APPLICATION

Each year students' reading should demonstrate their development in applying the strategies learned to comprehend and interpret information and develop skills that are the foundation for independent reading. Students advancing through the grades are expected to meet each year's specific standards, retain or further develop skills and understandings mastered in previous grades, and work steadily toward meeting the more general expectations described in the anchor standards.

Reading is divided into three standards:

- I. Foundational Reading:** Foundational skills are directed toward fostering students' understanding and working knowledge of concepts of print, phonemic awareness, vocabulary acquisition, English syntax and other basic conventions of the English reading and writing system.
- II. Literature Reading:** Literature reading standards provide a focus for instruction each year and help ensure students gain extensive exposure to a range of texts and tasks. Literature is a body of written works of a language, period or culture. It may be imaginative and creative and is appreciated for artistic value.
- III. Informational Reading:** Informational reading standards provide a focus for instruction each year and help ensure students gain adequate exposure to a range of texts and tasks and academic vocabulary. Informational reading is reading to gain or acquire knowledge and focuses on non-fictional texts.

SUMMARY-READING

Grade Four (4)

Students in Grade 4 can demonstrate fluent oral reading, varying their intonation and timing as appropriate for the text. Students establish and adjust purposes for reading to understand, to interpret, to enjoy and to solve problems. Students can summarize main ideas, locate important details, identify cause and effect and distinguish non-fiction from fiction.

Fluency continues to develop past the primary grades. Readers increase their rate of oral reading to near conversational pace. They utilize appropriate use of pauses, pitch, stress and intonation in their reading of clauses and sentence units to support comprehension. Students gain control over a wider, complex sight vocabulary and over longer syntactic structures, so they are able to read progressively more demanding texts with greater ease. Silent reading becomes considerably faster than oral reading and becomes the preferred, more efficient way to process everyday texts.

The Diocese of Knoxville stipulates the following exiting skills in reading for Grade Four students:

1. Determine the meaning of unknown words by using a variety of context clues, including word sentence and paragraph clues.
2. Use context clues to determine the meaning of synonyms, antonyms, homophones, homonyms and homographs.
3. Recognize the difference between the meanings of connotation and denotation.
4. Identify and apply the meaning of the terms synonym, antonym, homophone and homograph.
5. Identify and understand new uses of words and phrases in text, such as similes and metaphors.
6. Identify word origins to determine the meaning of unknown words and phrases.
7. Identify the meanings of prefixes, suffixes and roots and their various forms to determine the meanings of words.
8. Identify the meanings of abbreviations.
9. Determine the meanings and pronunciations of unknown words by using dictionaries, glossaries, technology and textual features, such as definitional footnotes or sidebars.
10. Predict and support predictions using an awareness of new vocabulary, text structures and familiar plot patterns.
11. Compare and contrast information on a single topic or theme across different text and non-text resources.
12. Summarize important information in texts to demonstrate comprehension.
13. Make inferences or draw conclusions about what has been read and support those conclusions with textual evidence.
14. Select, create and use graphic organizers to interpret textual information.
15. Answer literal, inferential and evaluative questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.
16. Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on, or looking back.
17. List questions and search for answers within the text to construct meaning.
18. Use criteria to choose independent reading materials (e.g., personal interest, knowledge of authors and genres, or recommendations from others).
19. Independently read books for various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task).

20. Make inferences about informational text from the title page, table of contents, chapter headings, index, and glossary.
21. Summarize main ideas in informational text, using supporting details as appropriate.
22. Locate important details about a topic using different sources of information including books, magazines, newspapers, and online resources.
23. Identify examples of cause and effect used in informational text.
24. Draw conclusions from information in maps, charts, graphs and diagrams.
25. Clarify steps in a set of instructions or procedures for completeness.
26. Distinguish fact from opinion.
27. Describe the thoughts, words, and interactions of characters.
28. Identify the influence of setting on the selection.
29. Identify the main incidents of a plot, sequence of events, by identifying the major conflict and its resolution.
30. Identify the speaker and recognize the difference between first- and third-person narrations.
31. Determine the theme and whether it is implied or stated directly.
32. Identify and explain the defining characteristics of literary forms and genres, including poetry, drama, fables, fantasies, chapter books, historical fiction, fiction, and non-fiction.
33. Explain how an author's choice of words appeals to the senses and suggests mood.
34. Identify figurative language in literary works, including idioms, similes, and metaphors.

STANDARD-READING

GRADE FOUR (4)

READING: FOUNDATIONAL SKILLS

I. PHONICS AND WORD RECOGNITION

STANDARD

STANDARD DESCRIPTION

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|-----------------|--|
| RF.4.3 | Know and apply grade-level phonics and word analysis skills in decoding words. |
| RF.4.3.1 | Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. |

II. FLUENCY

STANDARD

STANDARD DESCRIPTION

- | | |
|-----------------|--|
| RF.4.4 | Read with sufficient accuracy and fluency to support comprehension. |
| RF.4.4.1 | Read grade level text with purpose and understanding. |

- RF.4.4.2 Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
- RF.4.4.3 Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

READING: LITERATURE

1. KEY IDEAS AND DETAILS

<u>STANDARD(S)</u>	<u>STANDARD DESCRIPTION</u>
RL.4.1	Refer to details and examples when explaining what the text says explicitly and when drawing inferences from the text.
RL.4.2	Determine the theme of a story, drama, or poem from details in the text.
RL.4.3	Summarize the text.
RL.4.4	Describe in depth a character, setting, or event in a story or drama, drawing on specific details. (e.g. from a character's thoughts, words, deeds or interactions with others).
RL.4.5	Use predicting and confirming strategies to achieve meaning while reading.
RL.4.6	Differentiate between fact and opinion.
RL.4.7	Draw inferences from ideas and concepts presented in text.
RL.4.8	Explain how the author's purpose for writing influences the contents of the selection (e.g., express/share feelings, inform, entertain, persuade).

II. CRAFT AND STRUCTURE

<u>STANDARD(S)</u>	<u>STANDARD DESCRIPTION</u>
RL.4.9	Determine the meaning of words and phrases, including those that allude to significant characters found in mythology (e.g. Herculean) drawing on a wide reading of myths from a variety of cultures.

- RL.4.10** Explain major differences between poems, drama, and prose and refer to the structural elements of poems and drama when writing or speaking about a topic.
- RL.4.11** Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
- RL.4.12** Learn and determine the meanings of general academic language and domain-specific words and phrases encountered in a text relevant to Grade 4 topic or subject area.

III.INTEGRATION OF KNOWLEDGE AND IDEAS

- RL.4.13** Make connections between the text of a story or drama and a visual oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
- RL.4.14** Compare an eyewitness account to secondhand account of the same topic or event.
- RL.4.15** Integrate visual information with words in a text to develop understanding of the setting, characters and plot development.
- RL.4.16** Identify elements of fiction (e.g., characters, setting, plot, problems, solution) and elements of poetry (e.g., rhyme, rhythm, figurative language, alliteration, onomatopoeia).
- RL.4.17** Compare and contrast the treatment of similar themes, topics (e.g., opposition of good and evil) and patterns of events in stories (e.g., the quest), myths, and traditional literature from different cultures.
- RL.4.18** Read and comprehend literature, including stories, drama, and poetry, in the grade 4-5 text complexity band proficiently.
- RL.4.19** Compare and contrast personal experience and knowledge with events or characters in a story and relate it to self and the world.
- RL.4.20** Explain author's use of vocabulary during group discussions.

- RL.4.21 Locate and analyze examples of similes and metaphors in stories, poems, folktales, and plays, and explain how these literary devices enrich the text.
- RL.22 Apply Catholic values and teachings in the evaluation of literary themes and plots.

III. RANGE OF READING AND LEVEL OF TEXT COMPLEXITY

<u>STANDARD</u>	<u>STANDARD DESCRIPTION</u>
RL.4.23	By the end of the year read and comprehend literature, including stories, dramas and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently, with scaffolding as needed at the high end of the range.
RL.4.24	Read and respond to a wide range of writing to build an understanding of written materials, of themselves, of others, and of their Catholic heritage.

READING: INFORMATIONAL TEXT

I. KEY IDEAS AND DETAILS

<u>STANDARDS</u>	<u>STANDARD DESCRIPTION</u>
RI.4.1	Determine the main idea of a text and how it is supported by key details.
RI.4.2	Summarize the text.
RI.4.3	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

II. CRAFT AND STRUCTURE

<u>STANDARDS</u>	<u>STANDARD DESCRIPTION</u>
RI.4.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a Grade 4 topic or subject area.

- RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts or information in a text or part of a text.
- RI.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus from the information provided.

V. INTEGRATION OF KNOWLEDGE AND IDEAS

STANDARDS

STANDARD DESCRIPTION

- RI.4.7 Interpret information presented graphically, visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
- RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.
- RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
- RI.4.10 Interpret written directions for grade level material.
- RI.4.11 Identify cause and effect relationships in a text.
- RI.4.12 Demonstrate ability to relate new concepts to prior knowledge.
- RI.4.13 Read assigned and self-selected non-fiction texts.
- RL.4.14 Use text features and search tools (e.g., bold print, key words, topic sentences, hyperlinks, electronic menus, icons) to locate and process information relevant to a given topic.
- RI.4.15 Apply Catholic values and teachings in the evaluation of informational literature and text.

RANGE OF READING LEVEL OF TEXT COMPLEXITY

STANDARD

STANDARD DESCRIPTION

RI.4.16

By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

GRADE FOUR ENGLISH LANGUAGE ARTS (ELA)

The Diocese of Knoxville has adapted the following English Language Arts (ELA) standards to establish for teachers, students and parents what knowledge, understanding and skills students need to acquire in order to satisfy the ELA requirements for Grade 4.

ENGLISH LANGUAGE ARTS (ELA) APPLICATION

As the Diocese of Knoxville students progress through elementary grades, the essential rules of standard English, both written and spoken, are crafted, and informed choices are perfected. General academic and grade level specific words and phrases increase with the development of vocabulary in written and spoken English including the conventions and mechanics of the English language.

English Language Arts Standards (ELA) are benchmarked to assist in the development of students demonstrating proficiency in speaking, reading and writing. These standards are:

- I. Conventions of Standard English**
- II. Knowledge of Language**
- III. Vocabulary Acquisition and Use**

SUMMARY-ELA

GRADE FOUR (4)

Fourth grade students demonstrate command of the conventions of English grammar and usage when writing and speaking. Students form and use the progressive verb tense (e.g. *I was praying; I am praying; I will be praying*), as well as relative pronouns (*who, whose, whom, etc.*). Fourth grade students can produce complete sentences recognizing fragments and run-on sentences and can correctly use frequently confusing words (e.g. *to, too, two, their, there, etc.*). Students also demonstrate command of capitalization, punctuation, and spelling in their writings. Grade 4 students use their knowledge of language to convey ideas through words or phrases and by choosing punctuation for effect. They can clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading through the use of various strategies (e.g. using context, using grade appropriate Greek and Latin affixes and roots as clues). Students can also explain the meaning of similes and metaphors,

and explain common idioms, adages, proverbs and psalms. Students demonstrate mastery of words by relating them to antonyms and synonyms. Students in Grade 4 accurately use words that signal precise actions, emotions or states of being (e.g., quizzed, stammered).

The Diocese of Knoxville stipulates the following exit skills in English/ Language Arts for Fourth Grade students:

1. Write legibly in cursive, spacing letters, words and sentences appropriately.
2. Spell high-frequency words correctly.
3. Spell plurals and inflectional endings correctly.
4. Spell roots, suffixes and prefixes correctly.
5. Use commas, end marks, apostrophes and quotation marks correctly.
6. Use correct capitalization.
7. Use various parts of speech such as nouns, pronouns, adjectives, and verbs (e.g., regular and irregular, past, present, and future).
8. Use conjunctions and interjections.
9. Use adverbs.
10. Use prepositions and prepositional phrases.
11. Use objective and nominative case pronouns.
12. Use subjects and verbs that are in agreement.
13. Use irregular plural nouns.

STANDARDS-ELA

Grade Four

I. CONVENTIONS OF STANDARD ENGLISH

<u>STANDARD(s)</u>	<u>STANDARD DESCRIPTION</u>
L.4.1	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
L.4.1.1	Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>).
L.4.1.2	Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses.
L.4.1.3	Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions

- L.4.1.4 Order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*).
- L.4.1.4.A Identify, form, and use adjectives and adverbs (including comparative and superlative forms) placing appropriately within sentences.
- L.4.1.5 Identify, form, and use prepositional phrases.
- L.4.1.6 Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
- L.4.6A Use and punctuate declarative, interrogative, exclamatory, and imperative sentences.
- L.4.1.7 Correctly use frequently confused words (e.g., *to, too, two; there, their, they're*).
- L.4.1.8 Use coordinating and subordinating conjunctions.
- L.4.1.9 Differentiate between and produce simple, compound, and complex sentences.
- L.4.1.10 Identify and use the following parts of speech: singular and plural nouns, common and proper nouns, personal pronouns, possessive pronouns, pronoun agreement, subject and object pronouns.
- L.4.1.11 Identify the person, case, gender, and number of nouns.
- L.4.1.12 Identify and use linking/state of being verbs.
- L.4.1.13 Identify and use irregular verbs.
- L.4.1.14 Identify and use interrogative pronouns (who, whom, what, which).
- L.4.1.15 Identify and define the function of parts of speech as elements of sentence structure (simple and complete subject, simple and complete predicate).

L.4.1.16	Identify compound subjects and compound predicates.
L.4.1.17	Use and define subject/verb agreement.
L.4.2	Produce legibly written work, using the standards of cursive handwriting.
L.4.3	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
L.4.3.1	Use commas and quotation marks to mark direct speech and quotations from a text.
L.4.3.2	Use a comma before a coordinating conjunction in a compound sentence.
L.4.3.3	Use a comma in a complex sentence when the dependent clause comes first.
L.4.3.3	Spell grade-appropriate words correctly, consulting references as needed.

II. KNOWLEDGE OF LANGUAGE

STANDARDS

STANDARD DESCRIPTION

L.4.4	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.4.5	Choose words and phrases to convey ideas precisely.
L.4.6	Choose punctuation for effect.
L.4.7	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

L.4.8 Maintain consistency in style and tone.

III. VOCABULARY ACQUISITION AND USE

STANDARDS

STANDARD DESCRIPTION

L.4.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade Four reading and content, choosing flexibly from a range of strategies.
L.4.4.1	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
L.4.4.2	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g. <i>telegraph, photograph, autograph</i>).
L.4.4.3	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
L.4.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L.4.5.1	Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context.
L.4.5.2	Recognize and explain the meaning of common idioms, adages, and proverbs.
L.4.5.3	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
L.4.6	Acquire and use accurately grade-appropriate general academic and domain specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g. quizzed, whined, stammered)) and

that are basic to a particular topic (e.g., *wildlife, conservations, and endangered* when discussing animal preservation).

GRADE FOUR WRITING

The following standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications.

WRITING APPLICATION

Each year students' writings should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources.

Writing standards are benchmarked to assist in developing writers who are able to select text forms to suit the purpose and audience. These standards are:

- I. Text Types and Purpose**
- II. Production and Distribution of Writing**
- III. Research to Build and Present Knowledge**
- IV. Range of Writing**
- V. Handwriting**

SUMMARY-WRITING

GRADE FOUR(4)

Students in grade 4 are mastering the technique to support a point of view with reasons and information. They clearly introduce a topic or text and provide reasons supported by facts and details while providing a concluding statement. Writing informative/explanatory texts is introduced by a clearly stated topic while related information is grouped in paragraphs and sections. Ideas are linked with categories of information using words and phrase that transition and provide a concluding statement. Narrative writing is developed portraying real or imaginative experiences using descriptive details and clear sequences by establishing situation and characters using dialogue. Transitional words and phrases provide a conclusion that is appropriate to task, purpose, and audience. Planning, revising, and editing strengthen writing and allow for support from peers. Through investigations and use of the internet, students demonstrate keyboard skills and learn to gather relevant information to conduct short research projects that build knowledge and relevance.

Students draw evidence from literary or informational texts to support analysis, reflection, and research. Students apply Grade 4 Reading Standards to literature, drawing on specific details in the text. Students explain how an author uses reasons and evidence for support while applying Grade 4 Reading Standards to informational texts. Students write routinely either in extended time frames or shorter time frames for tasks, purposes, and audiences.

The Diocese of Knoxville stipulates the following exit skills in writing application for Grade Four students:

1. Write narratives that sequence events, including descriptive details and vivid language to develop plot characters and setting and to establish a point of view.
2. Write responses to novels, stories and poems that include a simple interpretation of a literary work and support judgments with specific references to the original text and to prior knowledge.
3. Write formal and informal letters (e.g., thank you notes, letters of request) that follow letter format (e.g. date, proper salutation, body, closing and signature), include important information and demonstrate a sense of closure.
4. Write informational reports that include facts and examples and present important details in a logical order.
5. Produce informal writings (e.g. messages, journals, notes and poems) for various purposes.
6. Vary language and style when appropriate to audience and purpose.
7. Use available technology to compose text.
8. Reread, rearrange proofread writings and edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization) and correct fragments and run-on sentences and paragraphs.
9. Apply tools (e.g., rubric checklist and feedback) to judge the quality of writing.
10. Prepare for publication (e.g., for display or sharing with others) writings that follow a format appropriate to the purpose, using techniques such as electronic resources and graphics to enhance the final product.

STANDARD-WRITING

GRADE FOUR

I. TEXT TYPES AND PURPOSES

STANDARD

STANDARD DESCRIPTION

W.4.1

Write opinion pieces on topic or texts, supporting a point of view with reasons and information.

- W.4.1.1** Introduce a topic or text clearly, state an opinion and create an organizational structure in which related ideas are grouped to support the writer’s purpose.
- W.4.1.2** Provide reasons that are supported by facts and details.
- W.4.1.3** Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
- W.4.1.4** Provide a concluding statement or section related to the opinion presented.
- W.4.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- W.4.2.1** Introduce a topic clearly and create group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
- W.4.2.2** Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- W.4.2.3** Link ideas within categories of information using words and phrases (e.g. another, for example, also, because).
- W.4.2.4** Use precise language and domain-specific vocabulary to inform about or explain the topic.
- W.4.2.5** Provide a concluding statement or section related to the information or explanation presented.
- W.4.2.6** Identify the need for correct citation of sources to avoid plagiarism.
- W.4.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

- W.4.3.1 Orient the reader by establishing a situation introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- W.4.3.2 Use dialogue and description to develop experiences and events or to show the responses of characters to situations.
- W.4.3.3 Use a variety of temporal (transitional) words and phrases to manage the sequence of events.
- W.4.3.4 Use concrete words and phrases and sensory details to convey experiences and events precisely.
- W.4.3.5 Provide a conclusion that follows from the narrated experiences or events.
- W.4.4 Write stories, poems, and scripts that use similes and/or metaphors.
- W.4.5 Write thank you notes, friendly letters and letters of request and correctly address envelopes for correspondence.
- W.4.6 Write a well-developed paragraph including: topic sentence, supporting sentences, unity, coherence, concluding sentence and proper punctuation.

II. PRODUCTION AND DISTRIBUTION OF WRITING

- W.4.7 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types defined in Standards 1-3).
- W.4.8 With guidance and support from adults and peers, develop and strengthen writing as needed by adding details, planning, revising, and editing. (Use graphic organizers or thinking charts to plan writing).

(Editing for conventions should demonstrate command of Language Standards 1-3 up to and including Grade 4 Standards).

- W.4.9 Demonstrate ability to use descriptive language in writing.
- W.4.10 Develop voice by use of high interest vocabulary when writing.
- W.4.11 With some guidance and support from adults, use Technology, including internet to produce and publish writing (using keyboard skills) as well as to interact and collaborate with others; Demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single setting.
- W.4.12 Produce coherent and clear writing in which the organization, development, substance, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types defined in previous standards).

III. RESEARCH TO BUILD AND PRESENT KNOWLEDGE

- W.4.13 Perform short, focused research projects that build knowledge through investigation of different aspects of a topic.
- W.4.14 Recall relevant information from experiences or gather information from print and digital sources; take notes and categorize information, and provide a list of sources.
- W.4.15 Draw evidence from literary or informational texts to support analysis, reflection, and research.
- W.4.16 Apply Grade 4 Reading Standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions”).
- W.4.17 Apply Grade 4 Reading Standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).

IV. RANGE OF WRITING

- W.4.18** Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.

V. HANDWRITING

- HW.4** Use the conventions of cursive in purposeful writing activities.

GRADE FOUR SPEAKING AND LISTENING

The Diocese of Knoxville has adapted the following Speaking and Listening Standards to define for teachers, students and parents what knowledge, understanding and skills students need to acquire in order to satisfy the Speaking and Listening requirements for Grade Four (4).

SPEAKING AND LISTENING APPLICATION

Students must have ample opportunity to take part in a variety of rich, structured conversations-as part of a whole class, in small groups, and with a partner. Being productive members of these conversations requires that students contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrasts; and analyze and synthesize a multitude of ideas in various domains.

Technology has broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge. Digital texts confront students with the potential for continually updated content and dynamically changing combinations of words, graphics, images, hyperlinks, and embedded video and audio.

Speaking and listening standards are benchmarked to assist in developing mastery to help ensure that students gain adequate skills and practice to be effective communicators. These standards are:

- Comprehension and Collaboration
- Presentation and Knowledge and Ideas

SUMMARY-SPEAKING AND LISTENING

GRADE FOUR (4)

Fourth grade students effectively engage in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on Grade 4 topics and texts. Students are prepared for discussions and follow the agreed-upon rules for discussions. Students can pose and respond to specific questions to follow up on information. They are capable of paraphrasing portions of a text, and identify reasons a speaker provides particular points to support ideas. Students in Grade 4 enhance a presentation by adding audio and visual aids. Students also differentiate between formal and informal discourse and know when to use appropriate style for task and situation.

The Diocese of Knoxville stipulates the following exit skills in Speaking and Listening for Grade Four students:

1. Demonstrate active listening strategies (e.g., asking focused questions, responding to cues, making visual contact).
2. Recall the main idea, including relevant supporting details, and identify the purpose of presentations and visual media.
3. Distinguish between a speaker's opinions and verifiable facts.
4. Demonstrate an understanding of the rules of the English language.
5. Select language appropriate to purpose and audience.
6. Use clear diction and tone, and adjust volume and tempo to stress important ideas.
7. Adjust speaking content according to the needs of the audience.
8. Deliver informational presentations (e.g., expository, research) that:
 - A) present events or ideas in logical sequence and maintain a clear focus;
 - B) demonstrate an understanding of the topic;
 - C) include relevant facts, details, examples, quotations, statistics, stories, and anecdotes to clarify and explain information;
 - D) organize information to include a clear introduction, body and conclusion;
 - E) use appropriate visual materials (e.g., diagrams, charts, illustrations) and available technology; and
 - F) draw from several sources and identify sources used.
9. Deliver formal and informal descriptive presentations recalling an event or personal experience that convey relevant information and descriptive details.

STANDARDS-SPEAKING AND LISTENING GRADE FOUR

I. COMPREHENSION AND COLLABORATION

STANDARD(s)

STANDARD DESCRIPTION

- SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
- SL.4.1.1 Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- SL.4.1.2 Follow agreed-upon rules for discussions and carry out assigned roles.
- SL.4.1.3 Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
- SL.4.1.4 Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
- SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.
- SL.4.4 Demonstrate respect for views of others judging new ideas in light of Catholic doctrine.
- SL.4.5 Acknowledge new information provided by others and incorporate it into their own thinking as appropriate.

II. PRESENTATION OF KNOWLEDGE AND IDEAS

- SL.4.6 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

- SL.4.7 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
- SL.4.8 Differentiate between context that call for formal English (e.g., presenting ideas and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
- SL.4.9 Use appropriate manners and speech when addressing individuals or groups.