

FLORIDA READING AND LANGUAGE ARTS STANDARDS: GRADE 4

INSTRUCTIONS: At the end of your final 180 days of teaching, complete this checklist indicating a **mastered skill** with an “M” and a **skill you are working on** with a “W”. If you find a **skill you are not ready to tackle**, indicate that with a “NA”. Submit this checklist with a completed a Private School Covering Semester Report available at <http://www.mycca.org/updates.htm>. Completed checklists for subjects that students are taking through CCA group classes are not required.

READING PROCESS

Phonics/Word Analysis Standard - The student demonstrates knowledge of the alphabetic principle and applies grade level phonics skills to read text. The student will:

- ___ recognize knowledge of spelling patterns;
- ___ use structural analysis; and
- ___ use language structure to read multi-syllabic words in text.

Fluency Standard - The student demonstrates the ability to read grade level text orally with accuracy, appropriate rate, and expression. The student will:

- ___ demonstrate the ability to read grade level text; and
- ___ adjust reading rate based on purpose, text difficulty, form, and style.

Vocabulary Development Standard - The student uses multiple strategies to develop grade appropriate vocabulary. The student will:

- ___ use new vocabulary that is introduced and taught directly;
- ___ listen to, read, and discuss familiar and conceptually challenging text;
- ___ use context clues to determine meanings of unfamiliar words;
- ___ categorize key vocabulary and identify salient features;
- ___ relate new vocabulary to familiar words;
- ___ identify “shades of meaning” in related words (e.g., blaring, loud);
- ___ use meaning of familiar base words and affixes to determine meanings of unfamiliar complex words;
- ___ use knowledge of antonyms, synonyms, homophones, and homographs to determine meanings of words;
- ___ determine the correct meaning of words with multiple meanings in context; and
- ___ determine meanings of unfamiliar words and alternate word choices by using a dictionary, thesaurus, and digital tools.

Reading Comprehension Standard - The student uses a variety of strategies to comprehend grade level text. The student will:

- ___ identify the purpose of text features (e.g., format, graphics, sequence, diagrams, illustrations, charts, maps);
- ___ identify the author’s purpose (e.g., to inform, entertain, explain) in text and how an author’s perspective influences text;
- ___ determine explicit ideas and information in grade-level text, including but not limited to main idea, relevant supporting details, implied message, inferences, chronological order of events summarizing and paraphrasing;
- ___ identify cause-and-effect relationships in text;
- ___ identify the text structure an author uses (e.g., comparison/contrast, cause/effect, sequence of events) and explain how it impacts meaning in text;
- ___ identify themes or topics across a variety of fiction and nonfiction selections;
- ___ compare and contrast elements in multiple texts (e.g., setting, characters, problems); and
- ___ use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, summarizing, questioning, and clarifying by checking other sources.

LITERARY ANALYSIS

Fiction Standard - The student identifies, analyzes, and applies knowledge of the elements of a variety of fiction and literary texts to develop a thoughtful response to a literary selection. The student will:

- ___ read and distinguish among the genres and sub-genres of fiction, nonfiction, poetry, drama, and media;
- ___ identify and explain the elements of plot structure, including exposition, setting, character development, problem/resolution, and theme in a variety of fiction;

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- ___ identify and explain how language choice helps to develop mood and meaning in poetry (e.g., sensory and concrete words as well as figurative language);
- ___ identify an author's theme, and use details from the text to explain how the author developed that theme;
- ___ respond to, discuss, and reflect on various literary selections, connecting text to self (personal connection), text to world (social connection), text to text (comparison among multiple texts);
- ___ write a book report, review or critique that identifies the main idea, character(s), setting, sequence of events, conflict, crisis, and resolution;
- ___ identify and explain an author's use of descriptive, idiomatic, and figurative language (e.g., personification, similes, metaphors, symbolism), and examine how it is used to describe people, feelings, and objects;
- ___ recognize that vocabulary and language patterns have changed in literary texts from the past to the present; and
- ___ select a balance of age and ability appropriate fiction materials to read (e.g., novels, mysteries, mythology, poetry), based on teacher recommendations, to continue building a core foundation of knowledge.

Nonfiction Standard -The student identifies, analyzes, and applies knowledge of the elements of a variety of nonfiction, informational, and expository texts to demonstrate an understanding of the information presented. The student will:

- ___ locate, explain, and use information from text features (e.g., table of contents, glossary, headings, charts, graphs, diagrams, illustrations);
- ___ use information from the text to answer questions related to explicitly stated main ideas or relevant details;
- ___ organize information to show an understanding of main ideas within a text through charting, mapping, or summarizing;
- ___ identify and explain the functions and characteristics of a variety of types of text (e.g., reference, children's newspapers, practical/functional texts); and
- ___ select a balance of age and ability appropriate nonfiction materials to read (e.g., biographies and topical areas, such as animals, science, history), based on teacher recommendations, to continue building a core foundation of knowledge.

WRITING PROCESS

Prewriting Standard - The student will use prewriting strategies to generate ideas and formulate a plan. The student will prewrite by:

- ___ generating ideas from multiple sources (e.g., text, brainstorming, graphic organizer, drawing, writer's notebook, group discussion) based upon teacher-directed topics and personal interests;
- ___ determining the purpose (e.g., to entertain, to inform, to communicate, to persuade) and the intended audience of a writing piece; and
- ___ organizing ideas using strategies and tools (e.g., technology, graphic organizer, KWL chart, log) to make a plan for writing that prioritizes ideas and addresses the main idea and logical sequence.

Drafting Standard - The student will write a draft appropriate to the topic, audience, and purpose. The student will draft writing by:

- ___ using a prewriting plan to focus on the main idea with ample development of supporting details that shows an understanding of facts and/or opinions;
- ___ organizing information into a logical sequence and combining or deleting sentences to enhance clarity; and
- ___ creating interesting leads through the use of quotations, questions, or descriptions.

Revising Standard - The student will revise and refine the draft for clarity and effectiveness. The student will revise by:

- ___ evaluating the draft for development of ideas and content, logical organization, voice (e.g., formal or informal), point of view, word choice, and sentence variation;
- ___ creating clarity by deleting extraneous or repetitious information and organizing and connecting related ideas (e.g., order of importance, chronological order, compare/contrast, repetition of words for emphasis);
- ___ creating precision and interest by expressing ideas vividly through varied language techniques (e.g., imagery, simile, metaphor, sensory language) and modifying word choices using resources and reference materials (e.g., dictionary, thesaurus); and
- ___ applying appropriate tools or strategies to evaluate and refine the draft (e.g., peer review, checklists, rubrics).

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Editing for Language Conventions Standard - The student will edit and correct the draft for standard language conventions. The student will edit for correct use of:

- ___ spelling, using spelling rules, orthographic patterns, and generalizations (e.g., r-controlled, diphthong, consonant digraphs, vowel digraphs, silent e, plural for words ending in -y, doubling final consonant, i before e, irregular plurals, CVC words, CCVC words, CVCC words, affixes) and using a dictionary, thesaurus, or other resources as necessary;
- ___ capitalization for proper nouns, including titles used with someone's name, initials, and words used as names (e.g., Uncle Jim, Mom, Dad, Jr.);
- ___ punctuation, including end punctuation, apostrophes, commas, colons, quotation marks in dialogue, and apostrophes in singular possessives;
- ___ present and past verb tense, noun-pronoun agreement, noun-verb agreement, subjective and objective pronouns, demonstrative pronouns and conjunctions;
- ___ subject/verb and noun/pronoun agreement in simple and compound sentences; and
- ___ end punctuation for declarative, interrogative, imperative, and exclamatory sentences.

Publishing Standard - The student will write a final product for the intended audience. The student will:

- ___ prepare writing using technology in a format appropriate to audience and purpose (e.g., manuscript, multimedia);
- ___ use elements of spacing and design to enhance the appearance of the document and add graphics where appropriate; and
- ___ share the writing with the intended audience.

WRITING APPLICATIONS

Creative Standard - The student develops and demonstrates creative writing. The student will:

- ___ write narratives based on real or imagined events or observations that include characters, setting, plot, sensory details, and a logical sequence of events, and a context to enable the reader to imagine the world of the event or experience; and
- ___ write a variety of expressive forms (e.g., short story, poetry, skit, song lyrics) that employ figurative language (e.g., simile, metaphor, onomatopoeia, personification), rhythm, dialogue, characterization, plot, and/or appropriate format.

Informative Standard - The student develops and demonstrates technical writing that provides information related to real-world tasks. The student will:

- ___ write in a variety of informational/expository forms (e.g., summaries, procedures, recipes, instructions, graphs/tables, experiments, rubrics, how-to manuals);
- ___ record information (e.g., observations, notes, lists, charts, map labels, legends) related to a topic, including visual aids as appropriate;
- ___ write informational/expository essays that contain introductory, body, and concluding paragraphs;
- ___ write a variety of communications (e.g., friendly letters, thank-you notes, formal letters, messages, invitations) that have a clearly stated purpose and that include the date, proper salutation, body, closing and signature; and
- ___ write simple directions to familiar locations using cardinal directions, landmarks, and distances, and create an accompanying map.

Persuasive Standard - The student develops and demonstrates persuasive writing that is used for the purpose of influencing the reader. The student will:

- ___ write persuasive text (e.g., essay, written communication) that establish and develop a controlling idea, supporting arguments for the validity of the proposed idea with detailed evidence; and
- ___ include persuasive techniques (e.g., word choice, repetition, emotional appeal).

COMMUNICATION

Penmanship Standard - The student engages in the writing process and writes to communicate ideas and experiences. The student will:

- ___ demonstrate legible cursive writing skills.

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Listening and Speaking Standard - The student effectively applies listening and speaking strategies. The student will:

- ___ listen to information presented orally and show an understanding of key points;
- ___ plan, organize, and give an oral presentation and use appropriate voice, eye, and body movements for the topic, audience, and occasion;
- ___ listen attentively to speakers and takes notes as needed to ensure accuracy of information;
- ___ ask questions of speakers, using appropriate tone and eye contact; and
- ___ make formal and informal oral presentations for a variety of purposes, audiences, and occasions, demonstrating appropriate language choices, body language, eye contact, gestures, and appropriate use of available technologies.

INFORMATION AND MEDIA LITERACY

Informational Text Standard - The student comprehends the wide array of informational text that is part of our day to day experiences. The student will:

- ___ read informational text and text features (e.g., format, graphics, legends, illustrations, diagrams) to organize information for different purposes (e.g., being informed, following multi-step directions, creating a report, conducting interviews, preparing to take a test, performing a task).

Research Process Standard - The student uses a systematic process for the collection, processing, and presentation of information. The student will:

- ___ select a topic for inquiry, refine a predetermined search plan;
- ___ apply evaluative criteria (e.g., readability, currency, accuracy) for selecting and using a variety of appropriate resources, gather and record information, noting the difference between opinions and fact;
- ___ communicate information in a report that includes main idea(s) and relevant details, with visual supports; and
- ___ record basic bibliographic data and present quotes using ethical practices (e.g., avoids plagiarism).

Media Literacy Standard - The student develops and demonstrates an understanding of media literacy as a life skill that is integral to informed decision making. The student will:

- ___ examine how ideas are presented in a variety of print and nonprint media and recognize differences between logical reasoning and propaganda; and
- ___ recognize and identify production elements (e.g., graphics, sound effects, music) used to create media messages and create a media message for a specific purpose.

Technology Standard - The student develops the essential technology skills for using and understanding conventional and current tools, materials and processes. The student will:

- ___ use appropriate available technologies to enhance communication and achieve a purpose (e.g., video, presentations); and
- ___ determine and use appropriate digital tools (e.g., word processing, multimedia authoring, web tools, graphic organizers) for publishing and presenting a topic.

FLORIDA MATHEMATICS STANDARDS: GRADE 4

ALGEBRA

Big Idea 1 - Develop quick recall of multiplication facts and related division facts and fluency with whole number multiplication.

- ___ Use and describe various models for multiplication in problem-solving situations, and demonstrate recall of basic multiplication and related division facts with ease.
- ___ Multiply multi-digit whole numbers through four digits fluently, demonstrating understanding of the standard algorithm, and checking for reasonableness of results, including solving real-world problems.

Big Idea 2 - Develop an understanding of decimals, including the connection between fractions and decimals.

- ___ Use decimals through the thousandths place to name numbers between whole numbers.
- ___ Describe decimals as an extension of the base-ten number system.
- ___ Relate equivalent fractions and decimals with and without models, including locations on a number line.
- ___ Compare and order decimals, and estimate fraction and decimal amounts in real-world problems.

Supporting Ideas

- ___ Generate algebraic rules and use all four operations to describe patterns, including nonnumeric growing or repeating patterns.
- ___ Describe mathematics relationships using expressions, equations, and visual representations.
- ___ Recognize and write algebraic expressions for functions with two operations.

GEOMETRY AND MEASUREMENT

Big Idea 3 - Develop an understanding of area and determine the area of two-dimensional shapes.

- ___ Describe and determine area as the number of same-sized units that cover a region in the plane, recognizing that a unit square is the standard unit for measuring area.
- ___ Justify the formula for the area of the rectangle “area = base x height.”
- ___ Select and use appropriate units, both customary and metric, strategies, and measuring tools to estimate and solve real-world area problems.

Supporting Ideas

- ___ Classify angles of two-dimensional shapes using benchmark angles (i.e. 45°, 90°, 180°, and 360°).
- ___ Identify and describe the results of translations, reflections, and rotations of 45, 90, 180, 270, and 360 degrees, including figures with line and rotational symmetry.
- ___ Identify and build a three-dimensional object from a two-dimensional representation of that object and vice versa.

NUMBER AND OPERATIONS

Supporting Ideas

- ___ Use and represent numbers through millions in various contexts, including estimation of relative sizes of amounts or distances.
- ___ Use models to represent division as: the inverse of multiplication, as partitioning, as successive subtraction.
- ___ Generate equivalent fractions and simplify fractions.
- ___ Determine factors and multiples for specified whole numbers.
- ___ Relate halves, fourths, tenths, and hundredths to decimals and percents.
- ___ Estimate and describe reasonableness of estimates; determine the appropriateness of an estimate versus an exact answer.