

Grades 2–4

Core Performance Indicators: common to all four ELA standards

Throughout grades 2, 3, and 4, students demonstrate the following core performance indicators in the key ideas of reading, writing, listening, and speaking.

<p>Reading</p> <ul style="list-style-type: none">• Identify purpose for reading• Use letter-sound correspondence, knowledge of grammar, and overall context to determine meaning• Use decoding strategies, such as sounding out words, comparing similar words, breaking words into smaller words, and looking for word parts, such as root words, prefixes, and suffixes• Use self-monitoring strategies, such as rereading and cross-checking• Apply corrective strategies, using classroom resources, such as teachers, peers, and reference tools• Recognize the difference between phrases and sentences• Read with attention to sentence structure and punctuation, such as periods, question marks, and commas, to assist in comprehension• Engage in independent silent reading• Locate the name of the author, illustrator, title page, table of contents, index, and chapter headings• Recognize and discriminate among a variety of informational texts• Determine the meaning of unfamiliar words by using context clues, dictionaries, and other classroom resources• Read aloud at appropriate rate• Read with increasing fluency and confidence from a variety of texts• Maintain a personal reading list to reflect reading goals and accomplishments• Use computer software to support reading <p>Listening</p> <ul style="list-style-type: none">• Listen respectfully and responsively• Attend to a listening activity for an extended period of time• Avoid interrupting• Respond appropriately to what is heard	<p>Writing</p> <ul style="list-style-type: none">• Begin to develop a voice in writing• Spell frequently used words correctly• Use basic punctuation correctly, such as<ul style="list-style-type: none">- commas in a series, in simple/compound sentences, and in friendly letters- periods, exclamation points, and question marks- apostrophes for contractions and singular possessives- quotation marks for titles and simple dialogue• Use, in writing simple/compound sentences,<ul style="list-style-type: none">- correct tense of regular/irregular verbs- subject-verb agreement- varied vocabulary and sentence structure- various parts of speech, including personal pronouns• Capitalize words such as literary titles, holidays, and product names• Write sentences in logical order and create paragraphs to develop ideas• Use an organizational format that reflects a beginning, middle, and end• Develop an idea within a brief text• Learn and use the writing process (e.g., prewriting, drafting, revising, proofreading, and editing)• Use revision strategies to develop writing, including conferring with teachers and peers, and cutting and pasting• Determine the intended audience before writing• Use legible print and/or cursive writing• Use word processing <p>Speaking</p> <ul style="list-style-type: none">• Respond respectfully• Initiate communication with peers and familiar adults• Use age-appropriate vocabulary• Speak in grammatically correct sentences• Use gestures appropriate to conveying meaning• Establish eye contact, when appropriate, to engage the audience• Speak loudly enough to be heard by the audience
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Grade 4 Reading

<p>LITERACY COMPETENCIES The reading competencies common to all four ELA standards that students demonstrate during grade 4 are</p>	<p>GRADE-SPECIFIC PERFORMANCE INDICATORS The grade-specific performance indicators that grade 4 students demonstrate as they learn to read include</p>
<p>Decoding Including Phonics and Structural Analysis</p> <ul style="list-style-type: none"> • Use knowledge of letter-sound correspondence to blend sounds when reading unfamiliar but decodable words • Use decoding strategies (e.g., knowledge of syllable patterns, decoding by analogy and word structure) to read unfamiliar words • Identify unfamiliar words using syntactic (grammar) cues • Identify unfamiliar words using semantic (meaning) cues • Integrate sources of information when word reading to decode and cross-check <p>Fluency</p> <ul style="list-style-type: none"> • Sight-read automatically high-frequency words and irregularly spelled content words • Read with confidence from a variety of grade-level texts with appropriate speed, accuracy, and expression <p>Background Knowledge and Vocabulary Development</p> <ul style="list-style-type: none"> • Learn grade-level vocabulary through a variety of means • Use word structure such as roots, prefixes, and suffixes to determine meaning • Use prior knowledge and experience in order to understand ideas and vocabulary found in books • Acquire new vocabulary by reading books and other print sources • Use self-monitoring strategies to identify specific vocabulary that cause comprehension difficulties • Determine the meaning of 	<p>Standard 1: Students will read, write, listen, and speak for information and understanding.</p> <ul style="list-style-type: none"> • Acquire information by locating and using library media resources, with some assistance • Collect and interpret data, facts, and ideas from unfamiliar texts • Understand written directions and procedures • Locate information in a text that is needed to solve a problem • Identify a main idea and supporting details in informational texts • Recognize and use organizational features, such as table of contents, indexes, page numbers, and chapter headings/subheadings, to locate information • Compare and contrast information on one topic from two different sources • Identify a conclusion that summarizes the main idea • Select books independently to meet informational needs • Make inferences and draw conclusions on the basis of information from the text, with assistance • Use text features, such as captions, charts, tables, graphs, maps, notes, and other visuals, to understand and interpret informational texts • Use graphic organizers to record significant details from informational texts • Use text features, such as headings, captions, and titles, to understand and interpret informational texts, with assistance • Distinguish between fact and opinion, with assistance • Identify missing information and irrelevant information, with assistance <p>Standard 2: Students will read, write, listen, and speak for literary response and expression.</p> <ul style="list-style-type: none"> • Select literature on the basis of personal needs and interests from a variety of genres and by different authors • Engage in purposeful oral reading in small and large groups • Read print-based and electronic literary texts silently, on a daily basis, for enjoyment • Relate the setting, plot, and characters in

<p>unfamiliar words by using context clues, dictionaries, and other resources</p> <ul style="list-style-type: none"> • Use a thesaurus to identify synonyms and antonyms <p>Comprehension Strategies</p> <ul style="list-style-type: none"> • Read a variety of grade-level texts with understanding • Use self-monitoring strategies, such as rereading, attending to vocabulary, and cross-checking, to determine meaning of text • Work cooperatively with others to determine meaning • Use text structure to recognize differences among a variety of texts • Ask questions to clarify understanding of grade-level texts • Read grade-level texts and answer literal, inferential, and evaluative questions • State a main idea and support it with details from the text • State a point of view and support it with details from the text • Participate in discussions about grade-level texts • Demonstrate comprehension of grade-level texts through a variety of responses, such as writing, drama, and oral presentations • Recognize the theme or message of a text <p>Motivation to Read</p> <ul style="list-style-type: none"> • Show interest in a wide range of grade-level texts, both literary and informational • Read voluntarily for differing purposes • Be familiar with titles and authors of well-known grade-level texts • Engage in independent silent reading 	<p>literature to own lives</p> <ul style="list-style-type: none"> • Explain the difference between fact and fiction • Make predictions, draw conclusions, and make inferences about events and characters • Identify cultural influences in texts and performances • Maintain a personal reading list to reflect reading accomplishments • Use specific evidence from stories to identify themes; describe characters, their actions, and their motivations; relate a sequence of events • Use knowledge of story structure, story elements, and key vocabulary to interpret stories • Read, view, and interpret literary texts from a variety of genres, with assistance • Define the characteristics of different genres, with assistance • Identify literary elements, such as setting, plot, and character, of different genres, with assistance • Recognize how the author uses literary devices, such as simile, metaphor, and personification, to create meaning, with assistance • Recognize how different authors treat similar themes, with assistance • Identify literary elements, such as setting, plot, and character, of different genres, with assistance • Use graphic organizers to record significant details about characters and events in stories <p>Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.</p> <ul style="list-style-type: none"> • Evaluate the content by identifying <ul style="list-style-type: none"> - the author's purpose - whether events, actions, characters, and/or settings are realistic - important and unimportant details - statements of fact, opinion, and exaggeration, with assistance - recurring themes across works in print and media • Compare and contrast characters, plot, and setting in literary works • Analyze ideas and information on the basis of prior knowledge and personal experience • Recognize how language and illustrations are used to persuade in printed and filmed advertisements and in texts, such as letters to the editor • Judge accuracy of content to gather facts, with assistance from teachers and parents/caregivers • Use opinions and reactions of teachers and classmates to evaluate personal interpretation of ideas, information, and experience
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	<ul style="list-style-type: none">• Evaluate information, ideas, opinions, and themes in texts by identifying, with assistance,<ul style="list-style-type: none">- a central idea and supporting details- missing or unclear information• Identify different perspectives, such as social, cultural, ethnic, and historical, on an issue presented in more than one text, with assistance <p>Standard 4: Students will read, write, listen, and speak for social interaction.</p> <ul style="list-style-type: none">• Share reading experiences to build relationships with peers or adults; for example, read together silently or aloud• Respect the age, gender, position, and cultural traditions of the writer• Recognize the types of language (e.g., informal vocabulary and jargon) that are appropriate to social communication
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Grade 4 Writing

<p>LITERACY COMPETENCIES The writing competencies common to all four ELA standards that students demonstrate during grade 4 are</p>	<p>GRADE-SPECIFIC PERFORMANCE INDICATORS The grade-specific performance indicators that grade 4 students demonstrate as they learn to write include</p>
<p>Spelling</p> <ul style="list-style-type: none"> • Correctly spell words within own writing that have been previously studied and/or frequently used • Correctly spell words within own writing that follow the spelling patterns of words previously studied <p>Handwriting</p> <ul style="list-style-type: none"> • Use legible print and/or cursive writing <p>Composition</p> <ul style="list-style-type: none"> • Respond in writing to prompts that follow the reading of literary and informational texts • Write in a variety of styles, using different organizational patterns, such as chronological order, cause/effect, and compare/contrast • Use a variety of media, such as print and electronic, when writing • Write a variety of compositions, using the writing process (e.g., prewriting, drafting, revising, proofreading, editing) • Use grade-level vocabulary and varied sentence structure • Develop ideas by writing sentences that are in logical order and organized into paragraphs • Review writing independently in order to edit for the correct use of grade-appropriate spelling, punctuation, capitalization, and verb tense • Vary the tone, vocabulary, and sentence structure according to the audience and purpose of writing 	<p>Standard 1: Students will read, write, listen, and speak for information and understanding.</p> <ul style="list-style-type: none"> • Take notes to record data, facts, and ideas both by following teacher direction and by writing independently • State a main idea and support it with details • Use organizational patterns such as compare/contrast, cause/effect, and time/order, for expository writing • Use a variety of resources, such as age-appropriate dictionaries and/or computer software, to spell words correctly • Produce clear, well-organized, and well-developed explanations, reports, accounts, and directions that demonstrate understanding of a topic • Support interpretations and explanations with evidence from text • Maintain a portfolio that includes informational writing as a method of reviewing work with teachers and parents/caregivers • Compare and contrast ideas and information from two sources • Write labels and captions for graphics to convey information, with assistance <p>Standard 2: Students will read, write, listen, and speak for literary response and expression.</p> <ul style="list-style-type: none"> • Write original literary texts that <ul style="list-style-type: none"> - use dialogue to create short plays - use vivid and playful language • Write interpretive and responsive essays that <ul style="list-style-type: none"> - describe literary elements such as plot, setting, and characters - describe themes of literary texts - compare and contrast elements of texts • Produce clear, well-organized responses to stories read or listened to, supporting the understanding of characters and events with details from the story • Produce imaginative stories and personal narratives that show insight, development, organization, and effective language • Use resources such as personal experiences and themes from the text and performances to stimulate own writing

- Exhibit personal voice when writing
- Begin to use literary devices such as simile and figurative language
- Use at least two sources of information when writing a report
- Review writing with teachers and peers and be able to respond to feedback

Motivation to Write

- Write voluntarily to communicate ideas and emotions to a variety of audiences
- Write voluntarily for different purposes
- Publish writing suitable for a variety of display purposes, such as within a classroom, or school, or on the Internet

- Use a computer to create, respond to, and interpret literary texts
- Maintain a portfolio that includes literary and interpretive writing as a method of reviewing work with teachers and parents/caregivers
- Summarize the plot, with assistance
- Describe the characters and explain how they change, with assistance
- Describe the setting and recognize its importance to the story, with assistance
- Draw a conclusion about the work, with assistance

Standard 3: Students will read, write, listen, and speak for **critical analysis and evaluation.**

- Use prewriting strategies, such as semantic webs and Venn diagrams, to organize ideas and information and to plan writing
- State a main idea, theme, or opinion and provide supporting details
- Use relevant examples, reasons, and explanations to support ideas
- Express opinions and make judgments that demonstrate a personal point of view
- Use personal experiences and knowledge to analyze and evaluate new ideas
- Analyze and evaluate the author's use of setting, plot, character, rhyme, rhythm, and language in written and visual text
- Use effective vocabulary in persuasive and expository writing
- Use details from stories or informational texts to predict, explain, or show relationships between information and events
- Use ideas from two or more sources of information to generalize about causes, effects, or other relationships
- Maintain a portfolio that includes written analysis and evaluation as a method of reviewing work with teachers and parents/caregivers

Standard 4: Students will read, write, listen, and speak for **social interaction.**

- Share the process of writing with peers and adults; for example, write with a partner
- Respect the age, gender, position, and cultural traditions of the recipient
- Develop a personal voice that enables the reader to get to know the writer
- Maintain a portfolio that includes writing for social interaction as a method of reviewing work with teachers and parents/caregivers

Grade 4 Listening

<p style="text-align: center;">LITERACY COMPETENCIES</p> <p>The listening competencies common to all four ELA standards that students demonstrate during grade 4 are</p>	<p style="text-align: center;">GRADE-SPECIFIC PERFORMANCE INDICATORS</p> <p>The grade-specific performance indicators that grade 4 students demonstrate as they learn to listen include</p>
<p>Listening</p> <ul style="list-style-type: none"> • Listen attentively and respond appropriately to books read aloud • Listen attentively for different purposes and for an extended period of time • Respond appropriately to what is heard • Listen respectfully, and without interrupting, when others speak 	<p>Standard 1: Students will read, write, listen, and speak for information and understanding.</p> <ul style="list-style-type: none"> • Acquire information and/or understand procedures • Identify a main idea, essential details, and supporting details • Determine a sequence of steps given • Identify a conclusion that summarizes the main idea • Interpret information by drawing upon prior knowledge and experience • Distinguish between fact and opinion, with assistance • Identify information that is implicit, rather than stated, with assistance <p>Standard 2: Students will read, write, listen, and speak for literary response and expression.</p> <ul style="list-style-type: none"> • Identify elements of character, plot, and setting to understand the author’s message or intent • Compare and contrast ideas of others to own ideas • Use note taking and graphic organizers to record and organize information and ideas recalled from stories read aloud • Identify a character’s motivation, with assistance <p>Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.</p> <ul style="list-style-type: none"> • Distinguish between information in media texts, such as live news coverage, and in fictional material, such as dramatic productions • Recognize the perspective of others <ul style="list-style-type: none"> - distinguish between fact, opinion, and exaggeration • Form an opinion on a subject on the basis of information, ideas, and themes expressed in presentations, with assistance <p>Standard 4: Students will read, write, listen, and speak for social interaction.</p> <ul style="list-style-type: none"> • Respect the age, gender, position, and culture of the speaker • Listen to friendly notes, cards, longer letters, and personal narratives read aloud to get to know the writer and/or classmates and fellow listeners • Listen for the tone of voice and content that signal friendly communication

Grade 4 Speaking

<p>LITERACY COMPETENCIES The speaking competencies common to all four ELA standards that students demonstrate during grade 4 are</p>	<p>GRADE-SPECIFIC PERFORMANCE INDICATORS The grade-specific performance indicators that grade 4 students demonstrate as they learn to speak include</p>
<p>Speaking</p> <ul style="list-style-type: none"> • Speak in response to the reading of a variety of texts • Use age-appropriate vocabulary to communicate ideas • Use grammatically correct sentences when speaking • Include details that are relevant for the audience • Communicate ideas in an organized and cohesive manner • Vary the formality of language according to the audience and purpose for speaking • Speak with expression, volume, pace, and gestures appropriate for the audience and purpose of communication • Respond respectfully and avoid interrupting when speaking in a group • Participate in group discussions on a variety of topics • Offer feedback to others 	<p>Standard 1: Students will read, write, listen, and speak for information and understanding.</p> <ul style="list-style-type: none"> • Ask clarifying questions • Summarize • State a main idea with supporting examples and details • Explain a line of reasoning • Present a short oral report, using a variety of sources <ul style="list-style-type: none"> - speak loudly enough to be heard by the audience - use gestures appropriate to convey meaning • Use complete sentences, using age- and content-appropriate vocabulary • Use logical order in presentations <p>Standard 2: Students will read, write, listen, and speak for literary response and expression.</p> <ul style="list-style-type: none"> • Present original works, such as stories, poems, and plays, to classmates • Give book reviews • Describe characters, setting, and plot • Make inferences and draw conclusions • Explain cultural and ethnic features in literary texts • Ask questions to clarify and interpret literary texts and performances and respond to the questions of classmates • Use complete sentences, correct verb tense, age-appropriate vocabulary, and logical order in oral presentation <p>Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.</p> <ul style="list-style-type: none"> • Discuss the impact of vocabulary, format, illustrations, and titles in evaluating ideas, information, and experiences • Express an opinion about school and community issues • Express an opinion about the accuracy of the content of literary works, editorials, reviews, and advertisements supported by the text • Speak with appropriate rate and volume for

	<p>the audience</p> <ul style="list-style-type: none">• Take turns speaking in a group <p>Standard 4: Students will read, write, listen, and speak for social interaction.</p> <ul style="list-style-type: none">• Respect the age, gender, position, and cultural traditions of the listener when speaking• Discuss the content of friendly notes, cards, letters, and personal narrative, with a partner or small group, in order to get to know the writer and each other• Use the rules of conversation, such as avoid interrupting and respond respectfully
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