

Expectations for 4th Grade

Reading

Students will....

- decode unknown words using:
 - phonetic and structural analysis
 - a variety of context clues
- determine the meanings of unknown words using:
 - a variety of context clues
 - a glossary or dictionary
- make and confirm predictions about what will be found in a text
- identify:
 - setting, plot, and main characters
 - purpose and point of view
 - main idea or concept
- Use:
 - index, table of contents, glossary, etc.
- apply the reading process and strategies to:
 - directions and procedures
 - folktales, realistic fiction, fantasy, and informational texts etc.
 - maps, graphs, charts, diagrams, etc.
- read for a variety of purposes: including independent reading
- use encyclopedias, dictionaries, indexes, and available technology to gather information
- read orally with fluency and expression

Writing

Students will....

- write stories that have a central idea with supporting detail
- write legibly
- write complete sentences that have few grammatical errors related to:
 - a) spelling of commonly used words
 - b) capitalization
 - c) ending punctuation
 - d) common uses of commas
 - e) commonly confused terms (their, they're, and there)

Speaking

Students will....

- increase speaking vocabulary
- tell a story in sequence with appropriate detail
- refine and expand his or her own grammar
- identify and use non-verbal cues in conversation

- identify appropriate and inappropriate uses of language in different settings
- participate in class discussions
- retell or paraphrase a sentence, paragraph, or story

Listening

Students will....

- demonstrate listening skills
- follow oral directions
- listen carefully for:
 - main idea
 - important details
 - sequence

These expectations are based on research data from: NCTE and IRA, McREL, Houghton Mifflin and the Primary Program.