



# SAN JUAN DEL SUR DAY SCHOOL

## GRADE 4 LANGUAGE ARTS LEARNING OUTCOMES



### Reading - Foundational Skills

Phonics and Word Recognition	I can show what I have learned about syllable patterns, sounds, and words in my reading.
	I can read unfamiliar multisyllabic words.
	I can read words that aren't spelled the way they sound.
Reading Fluency	I can fluently read books at my level with accuracy, appropriate rate, and expression.
	I can use what I understand from my reading to help me figure out or self-correct words with which I am having trouble.
	I can read grade-level texts with comprehension accurately, at the right speed, and with expression

### Reading - Literature

Key Ideas & Details	I can explain a story by referring to details and examples in the text, including drawing inferences.
	I can figure out the theme of a fiction text by thinking about the details in the text.
	I can use specific details in fiction text to help me describe a character, setting or event in the story.
	I can summarize a fiction text in my own words.
Craft and Structure	I can figure out the meanings of words or groups of words in stories by thinking about how they are used.
	I can write or talk about the differences between poems, plays and fictional stories.
	I can refer to specific elements of poems (verse, rhythm, meter) and plays (characters, settings, descriptions, dialogue, stage directions) when I write or talk about a piece of fiction.
	I can compare and contrast different stories by thinking about the points of view from which they are told.
Integration of Knowledge and Ideas	I can tell the difference between first- and third- person narrators.
	I can connect a certain topic to something in my life.
	I can make connections between a written text and a visual or oral presentation of the same text.
Range of Reading and Level of Text Complexity	I can compare and contrast how authors from different cultures write about similar themes (e.g., good vs. evil) in stories, myths and traditional literature.
	By the end of year, I can read and comprehend grade 4 stories and poetry proficiently.
	I can choose an appropriate text for personal enjoyment, interest, and academic tasks.

### Reading - Informational Text

Key Ideas & Details	I can draw inferences from informational texts by referring to details and examples from the text.
	I can explain what informational text teaches me by referring to details and examples from the text.
	I can figure out the main idea in informational texts.
	I can explain how the main idea in informational texts is supported by the details in the text.
	I can use my own words to summarize informational texts I have read.
	I can read about and explain historical events and tell why they happened using information that was given in the text.
Craft and Structure	I can read about a scientific or technical procedure, idea or concept and explain what and why it happened using information that was given in the text.
	I can figure out the meanings of words and phrases in science and social studies texts.
	I can use the parts of a text that stand out to find information quickly.
	I can use search tools on the computer to find information quickly.
Integration of Knowledge and Ideas	I can tell the difference between what I think and what an author writes in informational texts.
	I can figure out the meanings of words and phrases in science and social studies texts.
	I can describe the organization (e.g., time order, comparison, cause & effect or problem & solution) of events, ideas, concepts or information in informational texts.
Range of Reading and Level of Text Complexity	I can compare and contrast the information given in a firsthand account (a person who was present) and secondhand account (a person who was not present, but was told) of the same event or topic.
	By the end of year, I can read and comprehend grade 4 informational texts, including science and social studies texts, proficiently.
	I can choose an appropriate nonfiction text for personal enjoyment, interest, and academic tasks.



# SAN JUAN DEL SUR DAY SCHOOL

## GRADE 4 LANGUAGE ARTS LEARNING OUTCOMES



Writing	
<b>Text Type &amp; Purposes - Opinion</b>	I can write to share my opinion on topics or texts and provide reasons and information to support that opinion.
	I can write my opinion in an organized way that introduces my topic clearly, states my opinion, and groups related ideas together to support the purpose.
	I can give reasons that are supported by facts and details when writing my opinion.
	I can connect my opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
	I can write a conclusion (ending) related to my stated opinion.
<b>Text Type &amp; Purposes - Informative/Explanatory</b>	I can write to inform and explain ideas to others clearly.
	I can write an informative text that introduces my topic and then groups related information together in paragraphs or sections.
	I can include special formatting (e.g., headings), illustrations and multimedia in my writing to help others understand my topic better.
	I can use precise wording and specific vocabulary to teach others about a topic.
	I can develop a topic using facts, definitions, details, quotations, or other information and examples.
	I can connect ideas within categories of information using words and phrases (e.g., another, for example, also, because).
I can write a conclusion (ending) that is related to the information or explanation I present.	
<b>Text Type &amp; Purposes - Narrative</b>	I can write stories with good technique, detailed descriptions, and a clear sequence.
	I can provide an engaging introduction in my stories that creates a situation, introduces a narrator & characters and organizes a plot that unfolds naturally.
	I can use dialogue and description to develop experiences and events or to show how the characters respond to different situations in the story.
	I can use a variety of specific words and phrases, as well as sensory details, to express experiences and events.
	I can use a varied words to introduce dialogue instead of "said" that provide more detail (e.g. whispered, grunted, replied).
	I can write conclusions (endings) to my stories that provide a sense of closure.
<b>Writing Process - Production and Distribution of Writing</b>	I can stay focused and organized in my different types of writing with support from my teacher.
	I can write for different purposes, audiences, and topics.
	I can use the writing process to plan, draft, revise, and edit my writing with the help of peers and adults.
	I can use technology to create and publish my writing.
	I can use technology to communicate and work with others.
	I can use appropriate keyboarding skills to type at least one page of my writing in a single sitting.
<b>Research to Build and Present Knowledge</b>	I can do short research projects to help me learn more about a topic through investigation.
	I can remember what I have learned or find new information from books or technology to help me with my research.
	I can gather evidence from fiction or informational text to support my investigation, thinking and research.
	I can take notes to help me organize the research in my writing.
	I can apply all that I have learned in 4th grade reading to writing literature texts.
	I can apply all that I have learned in 4th grade reading to writing informational texts.
<b>Range of Writing</b>	I can write for short time frames or over a longer period of time depending on my purpose, audience and topic.
	I can independently select writing topics and formats for personal interest and academic tasks.



# SAN JUAN DEL SUR DAY SCHOOL

## GRADE 4 LANGUAGE ARTS LEARNING OUTCOMES



### Speaking & Listening

<b>Comprehension &amp; Collaboration</b>	I can come to discussions prepared to share my ideas because I have read or studied what I needed to.
	I can successfully participate in discussions.
	I can ask and answer questions to help me understand discussions, stay on topic and that contribute to others' ideas and remarks.
	I can build on others' ideas and express my own ideas clearly.
	I can follow agreed-upon rules for discussion and carry out my assigned role.
	I can cooperate and problem solve appropriately for productive group discussions.
	I can use what I know and what I have read to explore new ideas about a topic during a discussion.
	I can think about what is discussed and explain any new thinking that I have.
	I can identify the reasons or evidence that a speaker gives to support his/her points.
	I can paraphrase or summarize text that is read aloud or information that is presented to me.
	I can follow multi-step oral directions.
<b>Presentation &amp; Knowledge of Ideas</b>	I can report on a topic or tell a story with correct and appropriate facts and details to support my main idea.
	I can identify and list the sources I use to avoid plagiarism.
	I can orally recount an experience or report on a topic in an organized manner.
	I can speak clearly and at an appropriate speed when I give a report or share a story or experience.
	I can create engaging recordings of stories or poems to show my fluency in reading.
	I can create engaging audio recordings or visual displays to help me better explain a main idea or theme when necessary.
	I can figure out when to use formal English and when it is appropriate to use informal English.
<b>Media Literacy</b>	I can understand and use different types of print, digital, and multimodal media.
	I can make informed judgements about messages promoted in the mass media (e.g. film, tv, magazines, ads, newspapers).
	I can use tools for locating print and electronic materials appropriate to the purpose.
	I can check for accuracy between two different sources.
	I can recognize and use safe practices in personal media communications.
	I can create a multimedia work for a specific purpose with assistance (inform, share experiences, persuade, entertain), publish the work, and share it with an audience.
	I can evaluate the Fair Use of each visual or audio element used and create a list for documenting the sources used.



# SAN JUAN DEL SUR DAY SCHOOL

## GRADE 4 LANGUAGE ARTS LEARNING OUTCOMES



Language		
Conventions of Standard English	Punctuation	I can correctly use capitalization in all of my writing.
		I can use commas and quotation marks to show direct speech and quotations from a text e.g. The man shouted, "Sit down!".
		I can use apostrophes appropriately to show possession and explain the difference between the plural and the possessive -s.
		I can correctly use a comma before a conjunction when connecting two simple sentences.
		I can use commas to make my writing clear to the reader.
	Spelling	I can use spelling patterns and rules to help me spell new words.
		I can spell commonly used words correctly and add prefixes and/or suffixes to them.
		I can correctly use commonly confused words (e.g., to, too, two; their & there).
	Parts of Speech	I can correctly write and use progressive verb tenses (e.g., I was talking, I am talking, I will be talking).
		I can use the correct form of the verb inflection e.g. we were instead of we was.
		I can make my writing interesting by using adjectives and other descriptive methods.
		I can correctly write and use prepositional phrases.
	Sentence Structure	I can say and write simple, compound and complex sentences.
		I can recognize inappropriate sentence fragments and run on sentences.
		I can use an adverb phrase at the start of a sentence and commas after adverbials (e.g. Later that day, I heard the bad news.)
I can use a mixture of pronouns and nouns in my writing to aid continuity and avoid words being repeated.		
I can use the common patterns I have learned about adjectives to order them correctly in sentences.		
Knowledge of Language	I can write, speak, read and listen by using what I know about the English language.	
	I can choose interesting words and phrases to help others understand my meaning more precisely.	
	I can recognize differences between my speaking language and my written language.	
	I can choose various punctuation to help me show different moods in writing.	
	I can figure out when I need to use formal speech and when I can use informal speech.	
Vocabulary Acquisition & Use	I can figure out what words mean by using the strategies I know and by thinking about what I have read.	
	I can use context clues to help me understand new words.	
	I can determine the meanings of unknown words by using what I know about common Greek and Latin prefixes, suffixes and roots.	
	I can figure out how words are related and how their meanings might be similar.	
	I can show that I understand figurative language (e.g. busy as a bee; slow as a snail; you are what you eat).	
	I can explain the meaning of simple similes and metaphors in context.	
	I can recognize and explain the meaning of common idioms, adages and proverbs.	
	I can figure out and use fourth grade words that show specific actions, emotions or states of being.	
	I can understand words by relating them to their antonyms and synonyms.	
	I can figure out and use grade-level words that are centered around a specific topic (e.g. wildlife, endangered, conservation).	
I can use print and computer dictionaries and thesauruses to help me find the pronunciation and meanings of new words.		