



Avon Grove Charter School
English Language Arts Skills
Grade Level: Fourth

AGCS uses Reading Wonders as its primary elementary ELA program. The purpose of this document is to provide an overview of the major concepts/skills at this grade level. Parents are the target audience of this resource, however students may also find it helpful as a skills checklist.

FOUNDATIONAL SKILLS

A student will be able to...

- Know and apply grade level phonics and word analysis skills in decoding words.
- Read with accuracy and fluency to support comprehension

INFORMATIONAL TEXT

A student will be able to...

- Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- Refer to details and examples in text to support what the text says explicitly and make inferences.
- Explain events, procedures, ideas, or concepts in a text, including what happened and why, based on specific information in the text.
- Compare and contrast an event or topic told from two different points of view.
- Use text structure to interpret information (e.g., chronology, comparison, cause/effect, problem/solution).
- Determine the meaning of words and phrases as they used in grade-level text, including figurative language.
- Interpret various presentations of information within a text or digital source and explain how the information contributes to an understanding of text in which it appears.
- Explain how an author uses reasons and evidence to support particular points in a text.
- Integrate information from two texts on the same topic to demonstrate understanding of that topic.
- Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
- Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.

LITERATURE

A student will be able to...

- Determine a theme of a text from details in the text; summarize the text.
- Cite relevant details from text to support what the text says explicitly and make inferences.
- Describe in depth a character, setting or event in a story or drama, drawing on specific details in the text.

- Compare and contrast an event or topic from two different points of view.
- Explain major differences between poems, drama and prose and refer to the structural elements of each when writing or speaking about a text.
- Determine the meaning of words and phrases as they are used in grade-level text, including figurative language.
- Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
- Compare and contrast similar themes, topics, and patterns of events in literature, including texts from different cultures.
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
- Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.
- Read and comprehend literary fiction on grade-level, reading independently and proficiently.

WRITING-INFORMATIVE & EXPLANATORY

A student will be able to...

- Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- Identify and introduce the topic.
- Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension.
- Group related information in paragraphs and sections, linking ideas within categories of information using words and phrases; provide a concluding statement or section; include formatting when useful to aiding comprehension.
- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

WRITING-OPINION & ARGUMENTATIVE

A student will be able to...

- Write opinion pieces on familiar topics or texts.
 - Introduce the topic and state an opinion on the topic.
 - Provide reasons that are supported by facts and details.
 - Create an organizational structure that includes related ideas grouped to support the writer's purpose and linked in a logical order with a concluding statement or section related to the opinion.
 - Choose words and phrases to convey ideas precisely.
- Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

WRITING-NARRATIVE

A student will be able to...

- Write narratives to develop real or imagined experiences or events.
- Orient the reader by establishing a situation and introducing a narrator and/or characters.

- Use dialogue and descriptions to develop experiences and events or show the responses of characters to situations; use concrete words and phrases and sensory details to convey experiences and events precisely.
- Organize an event sequence that unfolds naturally, using a variety of transitional words and phrases to manage the sequence of events; provide a conclusion that follows from the narrated experiences and events.
- Choose words and phrases to convey ideas precisely.
- Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

WRITING

A student will be able to...

- Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.
- With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- With some guidance and support, use technology, including the Internet, to produce and publish writing 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 sitting.
- Conduct short research projects that build knowledge through investigation of different aspects of a topic.
- Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
- 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.

SPEAKING AND LISTENING

A student will be able to...

- Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others' ideas and expressing their own clearly.
- Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- Identify the reasons and evidence a speaker provides to support particular points.
- 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 with adequate volume, appropriate pacing, and clear pronunciation.
- Differentiate between contexts and require formal English versus informal situations.
- Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
- Demonstrate command of the conventions of standard English when speaking based on grade 4 level and content.