

Communication Arts
Fourth Grade
Major Instructional Goals
Updated May 2009

Highlighted areas reflect information literacy skills. These process skills provide an opportunity for collaboration between classroom teacher and librarian.

Reading

Goal 1: The student will develop and apply skills and strategies to the reading process

Objectives:

A. Phonics: The student will

- Apply decoding strategies to “problem-solve” unknown words when reading (R1C4)
DOK 2

B. Fluency: The student will

- Read grade-level instructional text (R1D4) **DOK 1**
 - With fluency, accuracy and expression
 - Adjusting reading rate to difficulty and type of text

C. Vocabulary: The student will

- Develop vocabulary through text, using (R1E4) **DOK 2**
 - Roots and affixes
 - Synonyms, antonyms, homophones, and multiple meaning words
 - Context clues
 - Glossary, dictionary, and thesaurus (IL Goal 1, Acquire--#2 Information Seeking Strategies and #3 Location & Access)

D. Pre-Reading Comprehension Strategies: The student will

- Apply pre-reading strategies to aid comprehension (R1F4) **DOK 2**
 - Access prior knowledge (IL Goal 1, Acquire--#2 Information Seeking Strategies and #3 Location & Access)
 - Preview (Picture and graphic clues)
 - Predict
 - Set a purpose and rate for reading
 - Identify and describe genre
 - Questioning

E. During Reading Comprehension Strategies: The student will

- During reading, utilize strategies to (R1G4) **DOK 2**
 - Self-question and correct
 - Infer
 - Visualize
 - Determining what is important
 - Synthesizing
 - Self monitor errors using meaning, structure and visual clues
 - Identify author’s purpose (persuade, inform, entertain)

F. Post-Reading Comprehension Strategies: The student will

- Apply post-reading skills to comprehend text (R1H4) **DOK 3**
 - Question to clarify meaning (IL Goal 1--#1 Task Definition and #6 Evaluation)
 - Reflect
 - Analyze
 - Draw conclusions
 - Summarize
 - Paraphrase
 - Evaluate predictions
 - Discuss author's purpose

G. Making Connections: The student will

- Identify and explain connections between (R1I4) **DOK 3**
 - Text-to-text (Information and relationships in various fiction and non-fiction works) (IL Goal 1, Acquire--#4 Use of Information)
 - Text-to-self (Text ideas and own experiences)
 - Text-to-world (demonstrating an awareness that literature reflects a culture and historic time frame)

H. Purpose for Reading: The student will

- Develop habits of reading
 - By selecting appropriate level materials for independent reading
 - Through sustained independent reading

Goal 2: The student will develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times

Objectives:

A. Text Features: The student will (IL Goal 1, Acquire--#3 Location & Access and #4 Use of Information)

- Locate and (R2A4) **DOK 1**
 - Interpret and apply information in title, table of contents and glossary
 - Recognize genre text features in grade-level text

B. Literary Devices: The student will

- Identify, explain, and use examples of sensory details and figurative language within the context of poetry and prose (emphasizing simile, metaphor, personification, etc.) (R2B4) **DOK 2**

C. Text Elements: The student will

- Use details from text to (R2C4) **DOK 2**
 - Make inferences about setting, character traits, problem and solution and story events
 - Make predictions
 - Draw conclusions
 - Identify cause and effect
 - Compare and contrast various elements
 - Identify author's purpose (persuade, inform, entertain)

Goal 3: The student will develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (such as biographies, newspapers, technical manuals) from a variety of cultures and times (IL Goal 1 Acquire and Goal 2--#2 Information Seeking Strategies, #3 Location & Access, #4 Use of Information, and #6 Evaluation)

Objectives:

A. Text Features: The student will (IL Goal 1, Acquire--#3 Location & Access and #4 Use of Information)

- Apply information to comprehend text in (R3A4) **DOK 2**
 - Illustrations
 - Title
 - Chapter headings
 - Table of contents
 - Glossary
 - Charts
 - Diagrams
 - Graphs
 - Captions
 - Maps

B. Literary Devices: The student will

- Explain examples of sensory details and figurative language within the context of nonfiction text (R3B4) **DOK 2**

C. Text Elements: The student will

- Use details from text to (R3C4) **DOK 2**
 - Retell and explain main idea and supporting details
 - Organize a sequence events (reword)
 - Identify cause and effect
 - Draw conclusions
 - Compare and contrast texts
 - Make predictions
 - Distinguish between fact and opinion
 - Identify and explain author's purpose
 - Make inferences about problems and solutions
 - Determine what was important

D. Understanding Directions: The student will

- Read and follow three- and four-step directions to complete a task (R3D4) **DOK 2**

Writing

Goal 1: The student will apply a writing process in composing text

Objectives:

A. *Writing Process: The student will*

- Follow a writing process to (W1A4) **DOK 3**
 - Independently use a pre-writing strategy (graphic organizer, mental model) (IL Goal 1, Record--#1 Task Definition and #4 Use of Information)
 - Generate a draft
 - Routinely revise for the traits:
 - Ideas
 - Organization
 - Voice
 - Word Choice
 - Sentence Fluency
 - Routinely edit and proofread for the trait of Conventions
 - Independently publish writing focusing on the trait of Presentation
- Demonstrate ability to write on self-selected topics as well as teacher prompts

Goal 2: The student will compose well-developed text

Objectives:

A. *Audience and Purpose: The student will (W2A) DOK 3*

Compose text in a format that
Shows an awareness of audience and purpose

B. *Ideas and Content: The student will (W2B) DOK 3*

Compose text that shows
Clear controlling idea
Details and examples

C. *Organization and Sentence Structure: The student will (W2C) DOK 2*

Compose text with
Beginning, middle, end
Logical sequence of events
Sentence variety

D. *Capitalization: The student will*

- Use of capitalization in written text with an emphasis on holidays and names of counties and countries (W2B4) **DOK 1**

E. Punctuation: The student will

- In composing text, use (W2C4) **DOK 1**
 - Comma usage in
 - Greetings and closings
 - Series
 - Between cities and states
 - Compound sentences
 - Apostrophes in
 - Contractions
 - Singular possessives

F. Parts of Speech: The student will

- Use parts of speech correctly in written text (W2D4) **DOK 1**
 - Verbs that agree with compound subject (singular/plural)
 - Connecting words to link ideas (conjunctions)

G. Spelling: The student will

- In writing, use (W2E4) **DOK 1**
 - Correct spelling of grade-level frequently-used words
 - Spelling strategies and patterns
 - Classroom resources and dictionary to verify correct spelling

H. Sentence Construction: The student will

- In composing text, (W2F4) **DOK 1**
 - Use complete declarative, interrogative, imperative, and exclamatory sentences
 - Identify and write compound sentences

I. Handwriting: The student will

- Write legibly (W2EF) **DOK 1**

Goal 3: The student will write effectively in various forms and types of writing

Objectives:

A. Narrative and Descriptive Writing: The student will

- Write personal narrative text that (W3A4) **DOK 3**
 - Moves through a logical sequence of events
 - Includes details to develop the plot, characters and setting

B. Note-taking: The student will

- Identify concepts and ideas in written text to complete an organizer (IL Goal1, Record--#4 Use of Information) (W3B4) **DOK 1**

C. Expository and Persuasive Writing: The student will

- Write expository and persuasive paragraphs with (W3C4) **DOK 3**
 - A main idea or point to prove
 - Three or more supporting details
 - A concluding sentence

D. Summary Writing: The student will

- Write a summary of the main ideas of a written text (W3D4) **DOK 3**

E. Audience and Purpose: The student will

- Write informational reports, diary/journal entries, organized friendly letters, thank-you letters and invitations in a format appropriate to an intended audience and purpose (W3E4) **DOK 3**

Listening and Speaking

Goal 1: The student will develop and apply effective listening skills and strategies

Objectives:

A. Purpose for Listening: The student will

- Listen (LS1A4)
 - For enjoyment
 - For information
 - For directions
 - To identify tone, mood and emotion of verbal and nonverbal communication

B. Listening Behavior: The student will

- Demonstrate listening behaviors (e.g., prepares to listen, listens without interruptions, and maintains eye contact) (LS1B4)

Goal 2: The student will develop and apply effective speaking skills and strategies for various audiences and purposes

Objectives:

A. Discussion and Presentation: The student will

- In discussions and presentations, (LS2A4)
 - Present ideas in a logical sequence
 - Identify and apply appropriate techniques such as volume control, pace and eye contact

B. Giving Directions: The student will

- Give clear and concise three- and four-step oral directions to complete a task (LS2B4)

Information Literacy

Goal 1: The student will develop and apply effective research process skills to gather, analyze, and evaluate information

Objectives:

A. Research Plan: The student will

- Formulate and research keywords and questions to establish a focus and purpose for inquiry (ILA4)

B. Acquire Information: The student will

- Locate and use various resources to find information on keywords and questions (ILB4)

C. Record Information: The student will

- Identify relevant information and record main ideas and important details in own words (ILC4)

D. Sources Consulted: The student will

- Informally give credit for others' ideas, images and information found in various resources(ILD4)

Goal 2: The student will develop and apply effective skills and strategies to analyze and evaluate oral and visual media

Objective:

A. Media Messages: The student will

- Identify and explain intended messages conveyed through oral and visual media (IL2A4)