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FOURTH GRADE
Grade Level Indicator Class Summary Sheet

School Year: _____

Pupil Performance Objectives	Assessment Type	Assessment Date	Type of Intervention														Student's Name
Acquisition of																	
Vocabulary Standard																	
A. Use context clues to determine the meaning of new vocabulary.																	
1. Determine the meaning of unknown words using a variety of context clues, including word, sentence and paragraph clues.																	
2. Use context clues to determine the meaning of synonyms, antonyms, homophones, homonyms and homographs. (Homonym-a word with different origin and meaning but the same oral or written form as one or more other words, as bear (an animal) vs. bear (to support) vs. bare (exposed).																	
B. Infer word meaning through identification and analysis of analogies and other word relationships.																	
4. Identify and apply the meaning of the terms synonym, antonym, homophone and homograph.																	
5. Identify and understand new uses of words and phrases in text, such as similes and metaphors.																	
C. Apply knowledge of connotation and denotation to learn the meanings of words.																	
3. Recognize the difference between the meanings of connotation and denotation.																	
D. Use knowledge of symbols, acronyms, word origins and derivations to determine the meaning of unknown words.																	
6. Identify word origins to determine the meaning of unknown words and phrases.																	
8. Identify the meanings of abbreviations.																	

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Pupil Performance Objectives	Assessment Type	Assessment Date	Type of Intervention														Student's Name
Acquisition of Vocabulary Standard - Cotn.																	
E. Use knowledge of roots and affixes to determine the meanings of complex words.																	
7. Identify the meanings of prefixes, suffixes and roots and their various forms to determine the meanings of words.																	
F. Use multiple resources to enhance comprehension of vocabulary.																	
9. Determine the meanings and pronunciations of unknown words by using dictionaries, glossaries, technology and textual features, such as definitional footnotes or sidebars.																	
Reading Process: Concepts of Print Comprehension Strategies and Self Monitoring Strategies Standard																	
A. Determine a purpose for reading and use a range of reading comprehension strategies to understand literary passages and text.																	
1. Establish and adjust purposes for reading including to find out, to understand, to interpret, to enjoy and to solve problems.																	
6. Select, create and use graphic organizers to interpret textual information.																	
B. Apply effective reading comprehension strategies, including summarizing and making predictions, and comparisons, using information in text, between text and across subject areas.																	

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Pupil Performance Objectives	Assessment Type	Assessment Date	Type of Intervention													Student's Name
Reading Process: Concepts of Print Comprehension Strategies and Self Monitoring Strategies Standard - Cont.																
2. Predict and support predictions using an awareness of new vocabulary, text structures and familiar plot patterns.																
3. Compare and contrast information on a single topic or theme across different text and non-text resources.																
4. Summarize important information in texts to demonstrate comprehension.																
5. Make inferences or draw conclusions about what has been read and support those conclusions with textual evidence.																
C. Make meaning through asking and responding to a variety of questions related to text.																
7. Answer literal, inferential and evaluative questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.																
D. Apply self-monitoring strategies to clarify confusion about text and to monitor comprehension.																
8. Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on or looking back.																
9. List questions and search for answers within the text to construct meaning.																

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Pupil Performance Objectives	Assessment Type	Assessment Date	Type of Intervention														Student's Name
Reading Applications: Informational, Technical and Persuasive Text Standard																	
A. Use text features and graphics to organize, analyze and draw inferences from content and to gain additional information.																	
1. Make inferences about informational text from the title page, table of contents and chapter headings.																	
5. Draw conclusions from information in maps, charts, graphs and diagrams.																	
B. Recognize the difference between cause and effect and fact and opinion to analyze text.																	
4. Identify examples of cause and effect used in informational text.																	
7. Distinguish fact from opinion.																	
C. Explain how main ideas connect to each other in a variety of sources.																	
3. Locate important details about a topic, using different sources of information, including books, magazines, newspapers and online resources.																	
D. Identify arguments and persuasive techniques used in informational text.																	
E. Explain the treatment, scope and organization of ideas from different texts to draw conclusions about a topic.																	
F. Determine the extent to which a summary accurately reflects the main idea, critical details and underlying meaning of original text.																	
2. Summarize main ideas in informational text, using supporting details as appropriate.																	

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Pupil Performance Objectives	Assessment Type	Assessment Date	Type of Intervention														Student's Name
Literary Text Standard																	
A. Describe and analyze the elements of character development.																	
1. Describe the thoughts, words and interactions of characters.																	
B. Analyze the importance of setting.																	
2. Identify the influence of setting on the selection.																	
C. Identify the elements of plot and establish a connection between an element and a future events.																	
3. Identify the main incidents of a plot sequence, identifying the major conflict and its resolution.																	
D. Differentiate between the points of view in narrative text.																	
4. Identify the speaker and recognize the difference between first- and third-person narration.																	
E. Demonstrate comprehension by inferring themes, patterns and symbols.																	
5. Determine the theme and whether it is implied or stated directly.																	
F. Identify similarities and differences of various literary forms and genres.																	
6. Identify and explain the defining characteristics of literary forms and genres, including poetry, drama, fables, fantasies, chapter books, fiction and non-fiction.																	
G. Explain how figurative language expresses ideas and conveys mood.																	
7. Explain how an author's choice of words appeals to the senses and suggests mood.																	

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Pupil Performance Objectives	Assessment Type	Assessment Date	Type of Intervention													Student's Name
Literary Text Standard - Cont.																
8. Identify figurative language in literary works, including idioms, similes and metaphors.																
Writing Process Standard																
A. Generate ideas and determine a topic suitable for writing.																
1. Generate writing ideas through discussions with others and from printed material.																
2. State and develop a clear main idea for writing.																
B. Determine audience and purpose for self-selected and assigned writing tasks.																
3. Develop a purpose and audience for writing.																
C. Apply knowledge of graphic or other organizers to clarify ideas of writing assessments.																
4. Use organizational strategies (e.g., brain-storming lists, webs and Venn diagrams) to plan writing.																
D. Spend the necessary amount of time to revisit, rework and refine pieces of writing.																
10.Reread and assess writing for clarity, using a variety of methods (e.g., writer's circle or author's chair).																
E. Use revision strategies to improve the coherence of ideas, clarity of sentence structure and effectiveness of word choices.																
5. Organize writing, beginning with an introduction, body and a resolution of plot, followed by a closing statement or a summary of important ideas and details.																

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Pupil Performance Objectives	Assessment Type	Assessment Date	Type of Intervention													Student's Name
Writing Process Standard - Cont.																
6. Vary simple, compound and complex sentences structures.																
7. Create paragraphs with topic sentences and supporting sentences that are marked by indentation and are linked by transitional words and phrases.																
8. Vary language and style as appropriate to audience and purpose.																
10. Reread and assess writing for clarity, using a variety of methods (e.g., writer's circle or author's chair).																
11. Add descriptive words and details and delete extraneous information.																
12. Rearrange words, sentences and paragraphs to clarify meaning.																
F. Use a variety of resources and reference materials to select more effective vocabulary when editing.																
13. Use resources and reference materials, including dictionaries, to select more effective vocabulary.																
G. Edit to improve sentence fluency, grammar and usage.																
14. Proofread writing and edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization) and identify and correct fragments and run-ons.																
H. Apply tools to judge the quality of writing.																
15. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing.																

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Pupil Performance Objectives	Assessment Type	Assessment Date	Type of Intervention													Student's Name
Writing Process Standard - Cont.																
I. Prepare writing for publication that is legible, follows an appropriate format and uses techniques such as electronic resources and graphics.																
16. Prepare for publication (e.g., for display or for sharing with others) writing that follows a format appropriate to the purpose, using techniques such as electronic resources and graphics to enhance the final product.																
Writing Applications Standard																
A. Write narrative accounts that develop character, setting and plot.																
1. Write narratives that sequence events, including descriptive details and vivid language to develop plot, characters, and setting and to establish a point of view.																
B. Write responses to literature that summarize main ideas and significant details and support interpretations with references to the text.																
2. Write responses to novels, stories and poems that include simple interpretation of a literary work and support judgments with specific references to the original text and to prior knowledge.																
C. Write formal and informal letters that include important details and follow correct letter format.																

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Pupil Performance Objectives	Assessment Type	Assessment Date	Type of Intervention													Student's Name
Writing Applications Standard - Cont.																
3. Write formal and informal letters (e.g., thank you notes, letters of request) that follow letter format (e.g., date, proper salutation, body, closing and signature), include important information and demonstrate a sense of closure																
D. Write informational reports that include facts, details and examples that illustrate an important idea.																
4. Write informational reports that include facts a and examples, and present important details in a logical order.																
Writing Conventions Standard																
A. Write legibly in finished drafts.																
1. Write legibly in cursive, spacing letters, words and sentences appropriately.																
B. Spell grade-appropriate words correctly.																
2. Spell multi-syllabic words.																
3. Spell plurals and inflectional endings correctly.																
4. Spell roots, suffixes and prefixes correctly.																
C. Use conventions of punctuation and capitalization in written work.																
5. Use commas, end marks, apostrophes and quotation marks correctly.																
6. Use correct capitalization.																

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Pupil Performance Objectives	Assessment Type	Assessment Date	Type of Intervention													Student's Name
Writing Conventions Standard - Cont.																
D. Use grammatical structures to effectively communicate ideas in writing.																
7. Use various parts of speech such as nouns, pronouns and verbs (e.g., regular and irregular, past, present and future).																
8. Use conjunctions and interjections.																
9. Use adverbs.																
10. Use prepositions and prepositional phrases.																
11. Use objective and nominative case pronouns																
12. Use subjects and verbs that are in agreement.																
13. Use irregular plural nouns.																
Research Standard																
A. Identify a topic of study, construct questions and determine appropriate sources for gathering information.																
1. Identify a topic and questions for research and develop a plan for gathering information.																
2. Locate sources and collect relevant information from multiple sources (e.g., school library catalogs, online databases, electronic resources and Internet-based resources).																
B. Select and summarize important information and sort key findings into categories about a topic.																
3. Identify important information found in the sources and summarize the important findings.																

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Pupil Performance Objectives	Assessment Type	Assessment Date	Type of Intervention														Student's Name
Research Standard - Cont.																	
4. Create categories to sort and organize relevant information charts, tables or graphic organizers.																	
C. Create a list of sources used for oral, visual, written or multimedia reports.																	
5. Discuss the meaning of plagiarism and create a list of sources.																	
D. Communicate findings orally, visually and in writing or through multimedia.																	
6. Use a variety of communication techniques, including oral, visual, written or multimedia reports, to present information gathered.																	
Communication: Oral & Visual Standard																	
A. Demonstrate active listening strategies by asking clarifying questions and responding to questions with appropriate elaboration.																	
1. Demonstrate active listening strategies (e.g., asking focused questions, responding to cues, making visual contact).																	
B. Respond to presentations and media messages by stating the purpose and summarizing main ideas.																	
2. Recall the main idea, including relevant supporting details, and identify the purpose of presentations and visual media.																	
C. Use clear and specific vocabulary to communicate ideas and to establish tone appropriate to the topic, audience and purpose.																	

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Pupil Performance Objectives	Assessment Type	Assessment Date	Type of Intervention													Student's Name
Communication: Oral & Visual Standard Cont.																
4. Demonstrate an understanding of the rules of the English language.																
5. Select language appropriate to purpose and audience.																
6. Use clear diction and tone, and adjust volume and tempo to stress important ideas.																
7. Adjust speaking content according to the needs of the audience.																
D. Identify examples of facts and opinions and explain their differences.																
3. Distinguish between a speaker's opinions and verifiable facts.																
E. Organize presentations to provide a beginning, middle and ending and include concrete details.																
8. Deliver informational presentations that:																
a. present events or ideas in a logical sequence and maintain a clear focus;																
b. demonstrate an understanding of the topic;																
c. include relevant facts and details from multiple sources to develop topic;																
d. organize information, including a clear introduction, body and conclusion;																
e. use appropriate visual materials (e.g., diagrams, charts, illustrations) and available technology; and																
f. identify sources.																
F. Clarify information in presentations through the use of important details from a variety of sources, effective organization and a clear focus.																

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Pupil Performance Objectives	Assessment Type	Assessment Date	Type of Intervention													Student's Name
Communication: Oral & Visual Standard Cont.																
8. Deliver informational presentations that:																
a. present events or ideas in a logical sequence and maintain a clear focus;																
b. demonstrate an understanding of the topic;																
c. include relevant facts and details from multiple sources to develop topic;																
d. organize information, including a clear introduction, body and conclusion;																
e. use appropriate visual materials (e.g., diagrams, charts, illustrations) and available technology; and																
f. identify sources.																
G. Deliver a variety of presentations, using visual materials as appropriate.																
9. Deliver formal and informal descriptive presentations recalling an event or personal experience that convey relevant information and descriptive/details.																