

Grade Level Expectations for the Sunshine State Standards

Language Arts Fourth Grade



F L O R I D A

Department
of Education

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**Sunshine State Standards
Grade Level Expectations
Language Arts
Fourth Grade**

The fourth grade student:

Reading

- uses text features to predict content and monitor comprehension (for example, glossary, headings, side-headings, sub-headings; paragraphs; print variations such as italics, bold face, underlines).
- uses prior knowledge integrated with text features to generate questions and make predictions about content of text.
- extends previously learned knowledge and skills of the third grade with increasingly complex reading selections and assignments and tasks (for example, decoding, context clues, predicting, variety of word structure, constructing meaning, purposes of reading).
- uses a variety of strategies to determine meaning and increase vocabulary (for example, multiple meaning words, antonyms, synonyms, word relationships, root words, homonyms).
- develops vocabulary by listening to, reading in class and independently, and discussing both familiar and conceptually challenging selections.
- uses resources and references such as dictionary, thesaurus, and context to build word meanings.
- uses a variety of strategies to monitor reading in fourth-grade or higher texts (for example, rereading, self-correcting, summarizing, checking other sources, class and group discussions, questioning whether text makes sense, searching for cues, identifying miscues).
- understands explicit and implicit ideas and information in fourth-grade or higher texts (for example, knowing main idea or essential message, connecting important ideas with corresponding details, making inferences about information, distinguishing between significant and minor details, knowing chronological order of events).
- identifies author's purpose in a text.
- recognizes text that is written primarily to persuade.
- distinguishes between informational and persuasive texts.
- uses knowledge of authors' styles, themes, and genres to choose own reading.
- reads and organizes information (for example, in outlines, timelines, graphic organizers) throughout a single source for a variety of purposes (for example, discovering models for own writing, making a report, conducting interviews, taking a test, performing a task).
- identifies examples of fact, fiction, and opinion in text.

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- understands a variety of textual organizations (for example, comparison and contrast, cause-and-effect, sequence of events).
- recognizes comparison or contrast in a text and understands how it impacts the meaning of a text.
- uses a variety of reference materials to gather information, including multiple representations of information for a research project (for example, maps, charts, photos).
- uses a systematic research process (including but not limited to selecting a topic, formulating questions, narrowing the focus of a topic, developing a plan for gathering information).

Writing

- uses a variety of strategies to prepare for writing (for example, brainstorming, making lists, mapping ideas, grouping related ideas, keeping a notebook of ideas, observing surroundings, answering questions posed by others).
- establishes a purpose for writing (including but not limited to explaining, informing, telling a story, making a request).
- focuses on a central idea or topic (for example, excluding loosely related, extraneous, or repetitious information).
- uses an organizational pattern appropriate to purpose and audience.
- uses devices to develop relationships among ideas (for example, transitional devices; paragraphs that show a change in time, idea, or place; cause-and-effect relationships).
- uses supporting ideas, details, and facts from a variety of sources to develop and elaborate the topic.
- uses an effective organizational pattern and substantial support to achieve a sense of completeness or wholeness (for example, considering audience, choosing effective words, sequencing events; using specific details to clarify meaning).
- uses varied sentence structures.
- generally follows the conventions of punctuation, capitalization, and spelling appropriate at fourth-grade or higher level.
- revises draft to further develop a piece of writing by adding, deleting, and rearranging ideas and details.
- uses a variety of strategies (for example, base words and common spelling patterns) and resources (such as dictionaries and thesauruses) to spell words.

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- uses conventions of punctuation (including but not limited to commas in a series, dates, and addresses; beginning and ending quotation marks).
- uses conventions of capitalization (including but not limited to proper nouns, titles, first word of a direct quotation).
- uses various parts of speech correctly in writing (including but not limited to subject and verb agreement, noun and verb forms, demonstrative pronouns, coordinating conjunctions).
- uses correct paragraph indentation.
- uses appropriate page format for different genre.
- uses creative writing strategies appropriate to the format (for example, using appropriate voice; using descriptive language to clarify ideas and create vivid images; using elements of style, such as appropriate tone).
- writes notes, comments, and observations that reflect comprehension of fourth-grade level or higher content and experiences from a variety of media.
- uses alphabetical and numerical systems such as outlining to organize information.
- writes for a variety of occasions, audiences, and purposes (for example, journals to reflect upon ideas, reports to describe scientific observations).
- uses electronic technology to create, revise, retrieve, and verify information (including but not limited to word-processing software and electronic encyclopedias).
- creates a central focus through the use of suspense, humor, creativity, or fantasy.
- exhibits a consistent awareness of topic with little or no irrelevant information.
- develops a story line that is easily followed.
- chooses specific detail and precise word choice to support the story line.
- creates a logical organizational pattern (including a beginning, middle, and end) appropriate to narrative writing.
- uses transitions to move the narrative story forward in time.
- creates a sense of story completeness.
- attempts to use a variety of sentence structures to support the story.
- attempts to establish a clear focus with little or no irrelevant or repetitious information.
- develops supporting ideas by presenting facts and information that relate to the focus.
- develops anecdotes or examples to support and elaborate upon reasons.

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- generally presents facts, examples, and definitions objectively.
- creates a logical organizational pattern with a beginning, middle, and end appropriate to expository writing.
- uses appropriate expository transitions to relate ideas within and between paragraphs.
- uses a variety of sentence structures to present ideas.

Listening, Viewing, and Speaking

- understands information presented orally (for example, key points, details, different interpretations).
- uses listening strategies in noninteractive settings (for example, assemblies, visual media, formal presentations).
- knows personal listening preferences (for example, chapter books/novels, poetry, stories about diverse groups and cultures, nonfiction, drama, informational speeches).
- interacts with peers in a variety of situations to develop and present familiar ideas (for example, conversations, whole group interactions, discussions).
- listens attentively to the speaker (including but not limited to making eye contact, facing the speaker).
- uses strategies to respond to speakers (for example, asking questions, making contributions, summarizing, reflecting on ideas).
- understands the main concept and supporting details in nonprint media messages.
- discusses and reacts to nonverbal cues used in a variety of media, (for example, motion pictures, television, advertisements, works of art).
- uses strategies to speak clearly (for example, rate, volume, tone, projection).
- asks questions and makes comments and observations (for example, clarifies understanding of content, processes, and experiences; seeks the ideas and opinions of others; supports own opinions).
- prepares for and gives presentations for specific occasions, audiences, and purposes (including but not limited to group discussions, informational or dramatic presentations).
- uses eye contact and gestures that engage the audience.
- uses discussion strategies (for example, acting as participant and leader; volunteering relevant information; responding to opinions and ideas of others; summarizing information heard).

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- presents a speech in an organized manner (including but not limited to organizing and sequencing details, information, and directions).

Language

- uses elements of grammar in speech (including but not limited present, past, and future verb tenses; subject-verb agreement; pronouns as subjects).
- uses sentence variety in speech.
- varies language according to situation, audience, and purpose (for example, appropriate tone, content, vocabulary).
- uses appropriate words to shape reactions, perceptions, and beliefs (for example, synonyms, antonyms, figurative language).
- understands similes, metaphors, analogies, and alliteration.
- uses a technique employed in media messages to achieve a specific purpose.
- uses appropriate available technologies to enhance communication.
- interprets messages conveyed through mass media.

Literature

- understands the distinguishing features of literary texts (for example, fiction, drama, poetry, biography, historical fiction, chapter books).
- understands the distinguishing features of nonfiction texts (for example, biography, reference materials, magazines, newspapers).
- reads a variety of literary and informational texts (for example, fiction, drama, poetry, biography, historical fiction, reference materials, chapter books, magazines, newspapers).
- understands the development of plot in a fourth grade level or higher story.
- understands how conflicts are resolved in a story, including problem solution or resolution.
- makes inferences and draws conclusions regarding story elements of a fourth grade or higher level text (for example, the traits, actions, and motives of characters; plot development; setting).
- knows the similarities and differences of characters presented within and across fourth grade or higher level selections.
- knows the similarities and differences of settings presented within and across fourth grade or higher level selections.

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- knows the similarities and differences of events presented within and across fourth grade or higher level selections.
- knows that the attitudes and values that exist in a time period affect stories and informational articles written during that time period.
- identifies and uses literary terminology appropriate to fourth grade or higher level (including but not limited to theme, simile, alliteration, metaphor).
- identifies cause-and-effect relationships in literary texts.
- recognizes the uses of language found in children’s literature (for example, sensory words, rhymes, and choice of vocabulary).
- understands the effects of text structure used in children’s literature (for example, rhyme schemes in poetry and story patterns).
- responds to literature by explaining how the motives of the characters and the causes of events compare with those of own life.
- understands the major theme in a story.
- understands the major information in a nonfiction text.
- forms ideas about what has been read in a literary text and uses specific information from the text to support these ideas.



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