

Catholic Identity Standards

4.0 The student understands and integrates the content of what is learned into their faith and daily life.

- 4.0A recognize that every human life is sacred because each person is created and loved by God
- 4.0B describe ways to take part in/be responsible to the community by discerning and using our God-given gifts
- 4.0C recognize and oppose unjust social structures and work toward justice for all
- 4.0D see God at work in all things and as expressed in the sacraments
- 4.0E connect scripture, tradition, and the models of Mary and the saints to guide, grow, and deepen faith

Developing and Sustaining Foundational Language Skills: Oral Language

4.1 The student develops oral language through listening, speaking, and discussion.

- 4.1A listen actively, ask relevant questions to clarify information, and make pertinent comments
- 4.1B follow, restate, and give oral instructions that involve a series of related sequences of action
- 4.1C express an opinion supported by accurate information, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively
- 4.1D work collaboratively with others to develop a plan of shared responsibilities

Developing and Sustaining Foundational Language Skills: Fluency

4.4 The student reads grade-level text with fluency and comprehension.

- 4.4A use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text

Developing and Sustaining Foundational Language Skills: Self-Sustained Reading

4.5 The student reads grade-appropriate texts independently.

- 4.5A self-select text and read independently for a sustained period of time

Developing and Sustaining Foundational Language Skills: Beginning Reading and Writing

4.2 The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell.

- 4.2A.i demonstrate and apply phonetic knowledge by decoding words with specific orthographic patterns and rules, including regular and irregular plurals
- 4.2A.ii demonstrate and apply phonetic knowledge by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables
- 4.2A.iii demonstrate and apply phonetic knowledge by decoding words using advanced knowledge of syllable division patterns such as VV
- 4.2A.iv demonstrate and apply phonetic knowledge by decoding words using knowledge of prefixes
- 4.2A.v demonstrate and apply phonetic knowledge by decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants
- 4.2A.vi demonstrate and apply phonetic knowledge by identifying and reading high-frequency words from a research-based list
- 4.2B.i demonstrate and apply spelling knowledge by spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables
- 4.2B.ii demonstrate and apply spelling knowledge by spelling homophones
- 4.2B.iii demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns
- 4.2B.iv demonstrate and apply spelling knowledge by spelling words using advanced knowledge of syllable division patterns
- 4.2B.v demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes
- 4.2B.vi demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants
- 4.2C write legibly in cursive to complete assignments

Developing and Sustaining Foundational Language Skills: Vocabulary

4.3 The student uses newly acquired vocabulary expressively.

- 4.3A use print or digital resources to determine meaning, syllabication, and pronunciation
- 4.3B use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words
- 4.3C determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter
- 4.3D identify, use, and explain the meaning of homophones such as reign/rain

Comprehension Skills

4.6 The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts.

- 4.DS1* Accept and value how literature aids one to live harmoniously with others
- 4.DS2* Accept and value how literature can assist in interpreting and evaluating all things in a truly Christian spirit
- 4.DS4* Share beautifully told and well-crafted works, especially those with elements of unity, harmony, and radiance of form
- 4.DS5* Share how literature ignites the creative imagination in healthy ways
- 4.6A establish purpose for reading assigned and self-selected texts
- 4.6B generate questions about text before, during, and after reading to deepen understanding and gain information

Standards – Grade 4 English Language Arts Reading

4.6C	make and correct or confirm predictions using text features, characteristics of genre, and structures
4.6D	create mental images to deepen understanding
4.6E	make connections to personal experiences, ideas in other texts, and society
4.6F	make inferences and use evidence to support understanding
4.6G	evaluate details read to determine key ideas
4.6H	synthesize information to create new understanding
4.6I	monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down

Response Skills

4.7 The student responds to an increasingly challenging variety of sources that are read, heard, or viewed.

4.GS4* share how literature can contribute to strengthening one's moral character

4.DS7* Delight and wonder through the reading of creative, sound, and healthy stories, poems, and plays

4.7A	describe personal connections to a variety of sources, including self-selected texts
4.7B	write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources
4.7C	use text evidence to support an appropriate response
4.7D	retell, paraphrase, or summarize texts in ways that maintain meaning and logical order
4.7E	interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating
4.7F	respond using newly acquired vocabulary as appropriate
4.7G	discuss specific ideas in the text that are important to the meaning
4.GS1*	analyze literature that reflects the transmission of a Catholic culture and worldview

Multiple Genres: Literary Elements

4.8 The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts.

4.DS8* recognize literary characters possessing virtue and begin to exhibit these virtuous behaviors, values, and attitudes

4.8A	infer basic themes supported by text evidence
4.8B	explain the interactions of the characters and the changes they undergo
4.8C	analyze plot elements, including the rising action, climax, falling action, and resolution
4.8D	explain the influence of the setting, including historical and cultural settings, on the plot
4.IS1*	demonstrate how literature is used to develop a religious, moral, and social sense
4.IS6*	identify examples of noble characteristics in stories of virtuous heroes and heroines
4.IS7*	identify the causes underlying why people do the things they do
4.IS11*	summarize how literature can reflect the historical and sociological culture of the time period in which it was written to help us better understand ourselves and other cultures and times

Multiple Genres: Genres

4.9 The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts.

4.9A	demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, legends, myths, and tall tales
4.9B	explain figurative language such as simile, metaphor, and personification that the poet uses to create images
4.9C	explain structure in drama such as character tags, acts, scenes, and stage directions
4.9D.i	recognize characteristics and structures of informational text, including the central idea with supporting evidence
4.9D.ii	recognize characteristics and structures of informational text, including features such as pronunciation guides and diagrams to support understanding
4.9D.iii	recognize characteristics and structures of informational text, including organizational patterns such as compare and contrast
4.9E.i	recognize characteristics and structures of argumentative text by identifying the claim
4.9E.ii	recognize characteristics and structures of argumentative text by explaining how the author has used facts for an argument
4.9E.iii	recognize characteristics and structures of argumentative text by identifying the intended audience or reader
4.9F	recognize characteristics of multimodal and digital texts
4.IS5*	recite poems of substance that inform the human soul and encourage a striving for virtue and goodness

Author's Purpose and Craft

4.10 The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances.

4.10A	explain the author's purpose and message within a text
4.10B	explain how the use of text structure contributes to the author's purpose
4.10C	analyze the author's use of print and graphic features to achieve specific purposes
4.10D	describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes
4.10E	identify and understand the use of literary devices, including first- or third-person point of view
4.10F	discuss how the author's use of language contributes to voice
4.10G	identify and explain the use of anecdote

4.IS14 analyze the author's reasoning and discover the author's intent

Composition: Writing Process

4.11 The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions.

- 4.11A plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping
- 4.11B.i develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including an introduction, transitions, and a conclusion
- 4.11B.ii develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details
- 4.11C revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity
- 4.11D.i edit drafts using standard English conventions, including complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments
- 4.11D.ii edit drafts using standard English conventions, including past tense of irregular verbs
- 4.11D.iii edit drafts using standard English conventions, including singular, plural, common, and proper nouns
- 4.11D.iv edit drafts using standard English conventions, including adjectives, including their comparative and superlative forms
- 4.11D.v edit drafts using standard English conventions, including adverbs that convey frequency and adverbs that convey degree
- 4.11D.vi edit drafts using standard English conventions, including prepositions and prepositional phrases
- 4.11D.vii edit drafts using standard English conventions, including pronouns, including reflexive
- 4.11D.viii edit drafts using standard English conventions, including coordinating conjunctions to form compound subjects, predicates, and sentences
- 4.11D.ix edit drafts using standard English conventions, including capitalization of historical periods, events, and documents; titles of books; stories and essays; and languages, races, and nationalities
- 4.11D.x edit drafts using standard English conventions, including punctuation marks, including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue
- 4.11D.xi edit drafts using standard English conventions, including correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words
- 4.11A publish written work for appropriate audiences
- 4.WS3* use grammar as a means of signifying concepts and the relationship to reason

Composition: Genres

4.12 The student uses genre characteristics and craft to compose multiple texts that are meaningful.

- 4.12A compose literary texts such as personal narratives and poetry using genre characteristics and craft
- 4.12B compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft
- 4.12C compose argumentative texts, including opinion essays, using genre characteristics and craft
- 4.12D compose correspondence that requests information
- 4.WS1* use language as a bridge for communication with one's fellow man for the betterment of all involved
- 4.IS12* use imagination to create dialogue between the readers and the characters in a story

Inquiry and Research

4.13 The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes.

- 4.13A generate and clarify questions on a topic for formal and informal inquiry
- 4.13B develop and follow a research plan with adult assistance
- 4.13C identify and gather relevant information from a variety of sources
- 4.13D identify primary and secondary sources
- 4.13E demonstrate understanding of information gathered
- 4.13F recognize the difference between paraphrasing and plagiarism when using source materials
- 4.13G develop a bibliography
- 4.13H use an appropriate mode of delivery, whether written, oral, or multimodal, to present results