

Power Standards and Benchmarks Grade 4

Language Arts Standard: Students will be able to apply reading, writing, speaking and listening skills to communicate effectively.

Reading Power Standard: Students will be able to read, analyze, and understand a variety of literary and informational texts for varied purposes.

Power Benchmark 1: Demonstrates accuracy and fluency when reading grade appropriate text

Grade Level Benchmark	Vocabulary	Skills	Classroom Resources
a. Reads grade level materials accurately	<ul style="list-style-type: none"> • Accuracy • Independent • Instructional • Frustration • Self-correction • Sight words • High frequency words • Automaticity • Monitoring • Prior knowledge 	<ul style="list-style-type: none"> • Able to read with at least 95 % accuracy • Reading rate at the 50th percentile or higher on Hasbrouck Fluency Table • Uses self-monitoring and self-correcting strategies 	<ul style="list-style-type: none"> • Word Walls with Nifty Thrifty Fifty from P. Cunningham • <i>Fluency</i> by Jerry Johns • Guided Reading books • Reading Curriculum Guide • <i>Guiding Readers and Writers</i> by Fountas and Pinnell • Assessment: Running Records • Assessment: Fluency (Accuracy)

Power Standards and Benchmarks Grade 4

b. Reads with fluency	<ul style="list-style-type: none"> • Fluency • Prosody (expression, phrasing, intonation) • Punctuation • Rate • Words per minute (wpm) 	<ul style="list-style-type: none"> • Reads independently a wide variety of text and printed materials with expression • Uses 4-5 word phrasing • Recognizes that different print conventions (italics, bold print, labels, captions) are read differently • Uses the cues of punctuation to convey meaning • Recognizes that fiction and nonfiction are read differently • Regulates rate according to text 	<ul style="list-style-type: none"> • Timers • Structured Repeated Reading (SRR) charts • Readers Theater • Choral Reading • Paired Reading • Tape recorders • <i>Fluency</i> by Jerry Johns • Guided Reading books • Fluency Curriculum Guide • Fluency Rubric • Assessment: Timed reading • Assessment: Fluency (Rate)
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Power Benchmark 2: Uses a variety of comprehension processes

Grade Level Benchmark	Vocabulary	Skills	Classroom Resources
a. Uses the elements of reciprocal teaching (clarifying, questioning, summarizing and predicting)	<ul style="list-style-type: none"> • Predict • Clarify • Question • Summarize 	<ul style="list-style-type: none"> • Makes and supports reasonable predictions • Uses a variety of strategies to clarify meaning • Constructs questions with <i>Right There; Think and Search; Author and Me; and On My Own</i> answers (QAR) • Summarizes text 	<ul style="list-style-type: none"> • Guided Reading books • Reading Curriculum Guide • Reciprocal Teaching form • Think-Alouds

Power Standards and Benchmarks Grade 4

			<ul style="list-style-type: none"> • Graphic Organizers • QAR • GIST • Assessments: LAPBA Weekly/Unit Assessments • Assessment: Running Records (Comprehension) • Assessment: ITBS • Assessment: Benchmark
<p>b. Retells stories or parts of books through oral or written tasks</p>	<ul style="list-style-type: none"> • Character • Setting • Events • Sequence • Details • Problem • Solution • Retell • Cause and effect • Descriptive • Compare and contrast • Timeline • Evidence • Inference • Conclusion 	<ul style="list-style-type: none"> • Notes details; identifies main idea; sequences; identifies characters, setting, events, problems, and solutions; makes inferences and draws conclusions • Retells stories • Completes a story map • Uses text structure to understand nonfiction 	<ul style="list-style-type: none"> • Story Maps • Graphic Organizers • Guided Reading books • Reading Curriculum Guide • Current events magazine • Think-Alouds • Read-Alouds • Assessment: Running Records • Assessment: LAPBA Weekly/Unit Assessments (Comprehension) • Assessment: ITBS • Assessment: Benchmark

Power Standards and Benchmarks Grade 4

<p>c. Responds to text in a variety of ways (oral, written, artistic, movement) to show comprehension</p>	<ul style="list-style-type: none"> • Understanding • Characters • Story elements • Extend • Cause and effect • Events • Motives • Visualize • Prediction • Compare and contrast • Text to self • Text to text • Text to world 	<ul style="list-style-type: none"> • Uses a written or oral response to show comprehension • Answers and supports questions about the text • Presents new information gained from the text • Uses prior knowledge and context clues to make inferences about ideas, meanings, character’s motives, feelings, traits, or predictions • Compares and contrasts characters, events, and settings • Identifies a cause and effect of an event • Uses text to draw and support conclusions • Creates visualizations • States the main idea and topic sentence from the text • Makes connections between one text and another, between text and self, and between text and the world 	<ul style="list-style-type: none"> • Guided Reading books • Reading Curriculum Guide • Read-Alouds • Think-Alouds • Graphic Organizers • Assessment: Running Records (Comprehension) • Assessment: LAPBA Weekly/Unit Assessments • Assessment: ITBS • Assessment: Benchmark
<p>d. Identifies the author’s purpose</p>	<ul style="list-style-type: none"> • Meaning • Connection • Purpose • Fiction • Nonfiction • Theme • Implicit • Explicit • Text structure 	<ul style="list-style-type: none"> • Determines the author’s purpose for writing • Differentiates fact from opinion • Identifies bias • Understands use of figurative language 	<ul style="list-style-type: none"> • Guided Reading books • Reading Curriculum Guide • Read-Alouds • Talk-Alouds • Think-Alouds • Assessment: LAPBA Weekly/Unit • Assessment: ITBS • Assessment: Benchmark

Power Standards and Benchmarks Grade 4

<p>e. Analyzes the style or structure of a text</p>	<ul style="list-style-type: none"> • Paraphrase • Table of Contents • Index • Skim/scan • Text structure • Genre • Chart • Graph • Diagram • Timeline • Caption • Boldface print • Italicized print • Heading • Subheading 	<ul style="list-style-type: none"> • Uses text structure to skim, scan, and paraphrase text • Uses structure and style to interpret information in new contexts • Uses table of contents and index • Compares and contrasts various texts, authors, and genres • Uses diagrams, charts, graphs, captions and timelines to aid comprehension • Uses text features to interpret or summarize the text • Identifies the various forms and features of genres 	<ul style="list-style-type: none"> • Guided Reading books • Reading Curriculum Guide • Graphic Organizers • Read-Alouds • Talk-Alouds • Think-Alouds • Assessment: ITBS • Assessment: LAPBA Weekly/Unit Assessment • Assessment: Benchmark
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Power Benchmark 3: Demonstrates the ability to learn new vocabulary to increase comprehension of texts

Grade Level Benchmark	Vocabulary	Skills	Classroom Resources
<p>a. Uses a variety of strategies to gain meaning of unfamiliar words in text</p>	<ul style="list-style-type: none"> • Context clues • Definition • Glossary • Dictionary • Prefix • Suffix • Affix 	<ul style="list-style-type: none"> • Uses the strategies of reading on, rereading, and using context clues to determine word meaning • Identifies base word and affixes (prefix and suffix) to construct meaning • Uses dictionary/glossary to find meanings • Applies new words in a different context 	<ul style="list-style-type: none"> • Guided Reading books • Dictionary • PWIM • Think-Aloud • Assessment: ITBS • Assessment: LAPBA Weekly/Unit

Power Standards and Benchmarks Grade 4

	<ul style="list-style-type: none"> • Base word 		Assessments <ul style="list-style-type: none"> • Assessment: Benchmark
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Writing Power Standard: Students will be able to use the writing process and apply a working knowledge of the English language to write for a variety of purposes.

Power Benchmark 1: Uses the writing process

Grade Level Benchmark	Vocabulary	Skills	Classroom Resources
a. Uses the 5 step writing process (pre-write, draft, revise, edit, publish)	<ul style="list-style-type: none"> • Pre-write • Draft • Revise • Edit • Publish • Graphic organizer • Writing rubric • Main idea • Topic • Supporting details • Transitions 	<ul style="list-style-type: none"> • Prewriting – Uses graphic organizers to develop ideas • Draft – Establishes a topic sentence in the introduction; includes paragraphs with supporting details; summarizes in a concluding paragraph • Revise – Revises to improve and edit for expressive, clear and fluent writing; sentences varying in length and style; meaningful 	<ul style="list-style-type: none"> • <i>Guiding Readers and Writers</i> by Fountas and Pinnell • Writing Rubrics • Computers • Writing folders • Graphic Organizers • Dictionary • Word Wall • Word Bank • Assessment: LAPBA

Power Standards and Benchmarks Grade 4

	<ul style="list-style-type: none"> • Purpose • Brain-storming • Paragraph 	<p>organization and content</p> <ul style="list-style-type: none"> • Edit – Makes corrections using standard English conventions • Publish – Uses legible writing or a word processor to publish 	<p>(Writing)</p> <ul style="list-style-type: none"> • Assessment: Benchmark
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Power Benchmark 2: Varies writing according to purpose

Grade Level Benchmark	Vocabulary	Skills	Classroom Resources
<p>a. Uses a variety of forms to write for different purposes</p>	<ul style="list-style-type: none"> • Narrative • Descriptive • Expository • Poetry • Audience • Purpose • Appreciation • Presearch • Search • Interpretation • Communication • Evaluation 	<ul style="list-style-type: none"> • Writes a narrative composition about personal experiences • Writes a descriptive composition about people, objects, or events • Writes an expository composition about a topic, people, objects, or events using at least two sources • Writes poems of varied form 	<ul style="list-style-type: none"> • <i>Guiding Readers and Writers</i> by Fountas and Pinnell • Writing Rubrics • Poetry books • <i>Pathways to Knowledge</i> Research Model • Internet websites • Assessment: LAPBA (Writing) • Assessment: Benchmark

Power Standards and Benchmarks Grade 4

Power Benchmark 3: Applies language conventions in writing

Grade Level Benchmark	Vocabulary	Skills	Classroom Resources
a. Uses sentence and grammatical structure in written work	<ul style="list-style-type: none"> • Nouns • Pronouns • Verbs • Adjectives • Adverbs • Possessives 	<ul style="list-style-type: none"> • Uses nouns, verbs, adjectives, adverbs, conjunctions and pronouns correctly • Uses correct paragraph indentation 	<ul style="list-style-type: none"> • Writing Workshop • Writing Rubric • Assessment: LAPBA (Writing) • Assessment: Benchmark
b. Spells grade appropriate words correctly	<ul style="list-style-type: none"> • Fluency Words • Base word • Prefix • Suffix • Syllable 	<ul style="list-style-type: none"> • Spells unfamiliar words using phonetic strategies • Uses structural analysis (word parts, prefixes, suffixes, base words) to write words • Spells fluency words correctly • Uses spelling patterns to spell unknown words 	<ul style="list-style-type: none"> • Writing Workshop • Writing Rubrics • Assessment: LAPBA (Writing) • Assessment: Benchmark
c. Uses capitalization and punctuation	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Uses correct capitalization • Uses correct punctuation: commas, quotation marks, apostrophes, colons and hyphens 	<ul style="list-style-type: none"> • Writing Workshop • Writing Rubrics • Assessment: LAPBA (Writing) • Assessment: Benchmark

Power Standards and Benchmarks Grade 4

Communication Power Standard: Students will be able to use speaking, writing and listening strategies and technological tools to support self-directed learning, and to share/receive information to work with diverse groups in a variety of situations

Power Benchmark 1: Communicates effectively using speaking, listening, and technology skills

Grade Level Benchmark	Vocabulary	Skills	Classroom Resources
a. Uses speaking skills to communicate effectively	<ul style="list-style-type: none"> • Eye contact • Expression • Topic • Relevant 	<ul style="list-style-type: none"> • Maintains eye contact with audience • Speaks clearly with appropriate voice level and expression • Presents information and asks questions relevant to the topic • Stays on topic giving an organized and sequential oral presentation 	<ul style="list-style-type: none"> • Speaking Rubric • Video camera • Tape recorder • Speech Pathologist • Assessment: LAPBA
b. Uses listening skills to communicate effectively	<ul style="list-style-type: none"> • Considerate • Paraphrase • Relevant 	<ul style="list-style-type: none"> • Maintains eye contact with speaker • Shows consideration of others' contributions to discussions • Paraphrases information • Follows directions • Asks thoughtful questions or gives responses directly related to the topic 	<ul style="list-style-type: none"> • Listening rubric • School counselor • Assemblies • Assessment: LAPBA
c. Uses technology to communicate effectively	<ul style="list-style-type: none"> • Spreadsheet • Keyboarding • Internet • Website • Word processing 	<ul style="list-style-type: none"> • Uses keyboarding and word processing skills to create a document • Uses pre-designed spreadsheet • Uses pre-selected internet sites for research 	<ul style="list-style-type: none"> • Media specialist • Keyboarding program • District pre-designed spreadsheet • <i>Pathways to Knowledge</i> Research Model • Internet • Computer

Power Standards and Benchmarks

Grade 4