

Standard 1: Reading

FOURTH GRADE

Reading: The student reads and comprehends text across the curriculum.

Benchmark 1: The student uses skills in alphabetics to construct meaning from text.

Fourth Grade Knowledge Base Indicators	Instructional Examples
<p>The student...</p> <p>1. uses decoding skills that include knowledge of <i>structural analysis</i> automatically when reading.</p>	<p>The teacher...</p> <p>1. (a) provides instruction in "chunking", including roots, affixes, compounds, hyphenated forms, inflected and derived endings, contractions, and syllabication.</p> <p>(b) provides instruction in how to use a <i>graphic organizer</i>, such as sunburst or spider, where the root word is placed in the center, and other words generated from that word are placed around the root word, and the connection of meanings is discussed.</p> <p>(c) provides instruction through use of <i>word walls</i>.</p> <p>(The instructional examples provided in this document are <u>only</u> examples of teaching strategies and are not intended to endorse any one specific idea or concept. These examples should not be used exclusively for instruction.)</p>
<p>Teacher Notes:</p>	

Standard 1: Reading

FOURTH GRADE

Reading: The student reads and comprehends text across the curriculum.

Benchmark 2: The student reads fluently.

Fourth Grade Knowledge Base Indicators	Instructional Examples
<p>The student...</p> <ol style="list-style-type: none"> uses knowledge of conventions (e.g., question marks, exclamation points, commas, apostrophes, colons, semi-colons, dashes) to read fluently at <i>instructional or independent reading levels</i> reads expressively with appropriate <i>pace, phrasing, intonation, and rhythm of speech</i>. 	<p>The teacher...</p> <ol style="list-style-type: none"> <ol style="list-style-type: none"> links punctuation to body movements in order to illustrate the impact of differing marks upon reading rate. guides students through daily oral language lessons. provides students with a short paragraph of <i>narrative or expository text</i> with all punctuation removed. Students read aloud the piece of text with a partner and add in the punctuation that would make the text read fluently. Pairs compare with other pair(s). Then, the teacher directs class discussion about the importance of punctuation and sentence structure in fluency. has the students participate in a paired reading experience. The listener evaluates the reader's use of inflection or pauses based on the punctuation marks used in the reading. <ol style="list-style-type: none"> provides practice in expressive reading through <i>pair-share reading, repeated oral reading, choral reading, tape-assisted reading, echo reading</i>; uses <i>NIM (neurological impress method)</i> strategy. selects a series of sentence from a passage which would take a couple of minutes to read and tapes the students reading the passage. The teacher and students read the sentences using adequate pace and intonation. Next, the teacher reads the sentences using appropriate chunking of thought units. If students do not understand the chunking process, the teacher models the strategy for the students. models echo reading. The teacher reads a passage to the students. The second time the teacher reads the passage, the teacher reads a paragraph and has the students echo the teachers'

<p>3. uses knowledge of sentence structure to read fluently at <i>instructional or independent reading levels</i>.</p> <p>4. uses a variety of <i>word-recognition</i> strategies (e.g., practicing words in isolation, practicing reading words in text, orthographic patterns) to read fluently.</p> <p>5. adjusts reading rate to support comprehension when reading <i>narrative, expository, technical, and persuasive texts</i>.</p>	<p>modeling by reading the same paragraph using the same intonation and phrasing as the teacher.</p> <p>(d) uses <i>Paired Reading</i> to provide practice in oral reading. This can be a reading pair between a student with an adult or a student with another student. One person in the pair must be able to model good reading fluency.</p> <p>(e) uses the <i>choral reading</i> and <i>Reader's Theater</i> for students to practice fluent reading.</p> <p>(f) allows time for Sustained Silent Reading (SSR).</p> <p>3. (a) compares/contrasts sentences with a variety of different structures. The teacher leads a discussion of the meaning of each sentence.</p> <p>4. (a) provides practice in: reading words in isolation using high-frequency words, reading words in text through reading at an independent level, and use of orthographic patterns through use of common word families.</p> <p>5. (a) models changing reading rate depending on type of text and uses a think-aloud approach to explain changes in rate.</p> <p>(b) provides opportunity to read various types of text at the student's <i>independent reading level</i>.</p> <p>(c) reads aloud a text to students, using a think-aloud strategy to explain how he/she adjusted reading rate to improve comprehension. Students then silently and independently read another passage, noting where in the text they had to adjust their own reading rate. Students then participate in a discussion with peers regarding whether or not adjusting reading rate improved their understanding of the text. Repeat the same strategy using different text types (<i>narrative, expository, technical, persuasive</i>). Have students create a chart describing how they adjusted their own reading rate for each type of text.</p> <p>(d) uses <i>Directed Reading and Thinking Activity (DRTA)</i> with student</p>
--	--

breaking a passage into smaller parts to slow reading rate in order to comprehend a longer passage. The teacher records what the students know, what they think they know, and what they think they'll learn. Finally, students write what they've learned, refining their predictions into statements as they gather further information.

(The instructional examples provided in this document are **only** examples of teaching strategies and are not intended to endorse any one specific idea or concept. These examples should not be used exclusively for instruction.)

Teacher Notes:

Promote reading habits with students (especially those students with limited resources at home) by allowing them opportunities to check out personal-interest books from the school library.

****NOTE: Students should not be asked to participate in whole class or small group student-by-student, “round-robin” oral reading. This practice does not support fluency or comprehension, and is therefore not recommended.**

Standard 1: Reading

FOURTH GRADE

Reading: The student reads and comprehends text across the curriculum.

Benchmark 3: The student expands vocabulary.

Fourth Grade Knowledge Base Indicators	Instructional Examples
<p>The student...</p> <p>1. ▲ determines the meaning of words or phrases by using context clues (e.g., <i>definitions, restatements, examples, descriptions</i>) from sentences or paragraphs.</p> <p>2. identifies and uses <i>synonyms, antonyms, homophones, and homographs</i> to determine the meaning of words.</p>	<p>The teacher...</p> <p>(a) uses <i>cloze reading</i> strategies. The teacher selects a text of approximately 100 words. The teacher decides which words to be studied (e.g., adjectives). The teacher goes through the passage and deletes the adjective which students must determine after reading the passage. As a group, the teacher reads the passage with the blanks and asks the students to be thinking about which word would make sense in the sentences. The teacher has the students volunteer to fill in the blanks. Once all blanks have been completed, the teacher reads the passage using the selected fill in the blank words and the original passage. As a group, the teacher and students discuss the words chosen by the students and compares them to the words original words from the passage.</p> <p>(b) uses a think-aloud instructional strategy</p> <p>(c) models use of contextual processing.</p> <p>(d) in social studies, assists the students in making word puzzles for unfamiliar vocabulary terms.</p> <p>(e) conducts word search activities and word sorts. <i>Word walls</i> should be updated frequently and made a living part of the classroom.</p> <p>(f) writes several sight words onto brightly colored shapes, then, puts them near the door. Each time the students line up to leave the room, the teacher reviews the selected sight words with them. Once the words have been mastered, the teacher has the students orally use the word in a sentence.</p> <p>2. (a) provides opportunity to create personal word dictionaries, word walls, utilizes graphic organizers such as mind map, Venn Diagram,</p>

<p>3. uses a dictionary or a glossary to determine an appropriate definition of a word or uses a thesaurus to expand vocabulary.</p> <p>4. ▲ determines meaning of words through knowledge of word structure (e.g., <i>compound nouns</i>, contractions, ▲<i>root words</i>, ▲<i>prefixes</i>, ▲<i>suffixes</i>).</p>	<p><i>word storm</i>, word sort, <i>list/group/label</i>.</p> <p>(b) covers one word in a sentence with colored tape. Students use the rest of the sentence, picture, or paragraph to determine what the word could be and/or mean. The teacher asks students to explain how they knew, what clues the author gave in the text, and what the students already knew.</p> <p>(c) selects a passage from a story and covers or deletes selected words utilizing the <i>CLOZE method</i>. Students provide the missing word.</p> <p>(d) reads aloud and pauses periodically to allow students to predict the missing word.</p> <p>(e) creates a <i>cloze activity</i> using sentence strips for pairs of <i>homophones</i> with a blank where the <i>homophone</i> should be. Students are given index cards with <i>homophones</i> on them. Sentence strips are displayed and students are then directed to use the index cards to place in the appropriate blank in a sentence strip. The teacher then leads a discussion about how students made decisions about which <i>homophone</i> was the correct one for each sentence strip. Next, students create their own set of cards with written <i>homophones</i> on them that can be kept in a discovery/learning center.</p> <p>3. (a) models and explains the importance of reference materials</p> <p>(b) provides opportunity for group processing (e.g., agree/disagree) that requires use of dictionary, glossary, and thesaurus.</p> <p>(c) directs students to create a personal glossary of unknown content words and list from which reference the word/definition was found.</p> <p>(d) provides a sample dictionary page and uses it to provide direct instruction on the various parts of the dictionary page</p> <p>4. (a) creates paper train cars - engine, <i>prefixes</i>; the regular car, the root word; and the caboose is the <i>suffix</i>. Students manipulate the cars with various <i>prefixes</i> and <i>suffixes</i>, as well as roots.</p>
---	--

<p>5. determines the meaning of <i>figurative language</i> by interpreting <i>similes, metaphors, and idioms</i>.</p> <p>6. identifies the <i>connotation</i> and <i>denotation</i> of new words.</p>	<p>5. (a) uses instructional strategy where teacher, then students, lists the object, what it's compared to, and how the object looks/feels/smells/tastes; uses hierarchical graphic</p> <p>(b) has students illustrate the <i>metaphor</i> or <i>idiom</i> and then a peer guesses what the illustration represents.</p> <p>(c) teacher explains to students that metaphors are often identified by the words "like a" and explains that metaphors are compared to information that is already know about a topic and new information.</p> <p>6. (a) writes the following words on the board: freedom, justice, peace, eagle. Then the teacher asks the students how these words make them feel. The students are asked to look up and identify the definitions of these words (<i>denotation</i> meaning). Students will break into small groups and draw a picture of one of the words on the board (example: eagle), then, has students draw a picture of an eagle and discuss within their groups what the word means to them (<i>connotation</i> meaning).</p> <p>(b) in social studies, explains how various symbols are used to depict America's shared values, principles, and beliefs. During social studies, the teacher will explain how words and symbols (e.g., eagle, flag, seals, pledge) bring about certain feelings of patriotism.</p> <p>(The instructional examples provided in this document are only examples of teaching strategies and are not intended to endorse any one specific idea or concept. These examples should not be used exclusively for instruction.)</p>
---	--

Teacher Notes:

Standard 1: Reading

FOURTH GRADE

Reading: The student reads and comprehends text across the curriculum.

Benchmark 4: The student comprehends a variety of texts (*narrative, expository, technical, and persuasive*).

Fourth Grade Knowledge Base Indicators	Instructional Examples
<p>The student...</p> <ol style="list-style-type: none"> identifies characteristics of <i>narrative, expository, technical, and persuasive texts</i>. ▲ understands the purpose of text features (e.g., title, ▲graphs/charts and maps, ▲table of contents, ▲pictures/illustrations, ▲boldface type, ▲italics, glossary, index, headings, subheadings, <i>topic</i> and summary sentences, captions) and uses such features to locate information in and to gain meaning from appropriate-level texts. uses prior knowledge and content to make, revise, and confirm predictions. 	<p>The teacher...</p> <ol style="list-style-type: none"> <ol style="list-style-type: none"> provides brief descriptions of text characteristics using simple words. teaches student signal words and text features to help identify text types (e.g., First, Next, In addition, Then,). teaches student to find signal words through skimming and scanning. <ol style="list-style-type: none"> utilizes scavenger hunt for finding text features. questions how text features impact meaning during a read-aloud. during social studies class, lists and describes the characteristics and purposes of maps (e.g., title, legend, compass rose). explains to students that chapters in science class contain many text features, such as headings, subheadings, boldface type, pictures/illustrations, etc. <ol style="list-style-type: none"> uses <i>DRTA (Directed Reading and Thinking Activity)</i>. has the students make text-to-self and text-to-text connections. uses KWL graphic organizer. uses a <i>graphic organizer</i> with two columns during read-aloud: what do you think will happen, what actually happened. uses <i>anticipation guides</i>.

<p>4. generates and responds logically to literal, inferential, and <i>critical thinking</i> questions before, during, and after reading the text.</p> <p>5. ▲ uses information from the text to make inferences and draw conclusions.</p>	<p>(f) encourages collaborative reading with the students. The teacher selects a short passage or novel to read to the students. The teacher asks the students to predict what will happen in the story based on the title. The teacher reads the story using proper intonation and rate. After a few paragraphs or chapters, the students are encouraged to read out loud and follow along with the story. As the story progresses, the teacher encourages prediction by asking the students, "What do you think will happen next?" "Do you agree with what the character did?" If using a short passage, the students read the passage several times with the teacher. Once the students are familiar and comfortable with the text, the students are encouraged to read the passage alone. At this time, the teacher prompts the students, if help is necessary.</p> <p>(g) leads the students in a discussion through a narrative or expository passage using the Directed Reading-Thinking Activity. The teacher discusses with the students what they predict the author will say, reads to confirm and revise predictions and responses. The teacher and students discuss the responses and strategies used to confirm predictions.</p> <p>4. (a) uses <i>reciprocal teaching</i> such as by using KWL graphic organizer.</p> <p>(b) uses directed reading activity; uses "<i>Think Trix</i>".</p> <p>(c) has the student use the <i>QAR Framework</i> and poses questions to assist students in their understanding of the text. This process can be used to activate prior knowledge, to make predictions based on illustrations, and to recall important events and details presented in the text.</p> <p>5. (a) uses the <i>QAR Strategy Writer and Me</i>; models self-questioning strategy where the student identifies clues/vocabulary words from text to establish context and describe the bigger picture; teaches "reading between the line" strategy from <i>Six Trait Reading</i>; <i>models use of the GRIP (Generative-Reciprocal Inference Procedure)</i> strategy.</p> <p>(b) has the students use vocabulary/key words from text to make predictions and draw conclusions from the text. The teacher</p>
--	--

<p>6. ▲ identifies text structure (e.g., <i>sequence, problem-solution, comparison-contrast, description, cause-effect</i>).</p> <p>7. ▲ compares and contrasts information (e.g., <i>topics, characters' traits, themes, problem-solution, cause-effect</i> relationships) in one or more appropriate-level text(s) and identifies compare/contrast signal words.</p> <p>8. ▲ links causes and effects in appropriate-level <i>narrative</i> and <i>expository</i> texts.</p> <p>9. ▲ <i>retells main ideas</i> or events as well as supporting details in appropriate-level <i>narrative, expository, and technical texts</i>.</p>	<p>discusses these predictions with the students before, during, and after reading the text.</p> <p>6. (a) models use of <i>graphic organizers</i> and text cues/signal words</p> <p>(b) models use of sticky notes to mark problem-solution, cause-effect, etc.</p> <p>7. (a) during social studies, has students compare and contrast the human characteristics, and physical processes and characteristics of two or more regions of the United States using compare and contrast charts, <i>Venn Diagrams</i>, or other graphic representations. Then discusses the characteristics.</p> <p>(b) models use of comparison and contrast <i>graphic organizers</i>, such as <i>Venn Diagram</i>.</p> <p>(c) and students read together from the text. As the students read, they put a sticky note with a frowning face when they identify a problem and a smiley face when they identify a solution. A sticky note with a baseball bat identifies a cause and one with a baseball identifies an effect.</p> <p>(d) in science, explains that there are many cause-effect relationships. For example, experiments are often performed to test the effects as a result of changing a single variable.</p> <p>(e) in biology, emphasizes that finding a cure for a disease is a problem-solution.</p> <p>8. (a) models use of cause-effect <i>graphic organizers</i> (with familiar situations prior to use with text).</p> <p>(b) models and then directs the students to highlight the cause in one color and the effect in another color on a portion of copied text.</p> <p>9. (a) uses art activities to retell the main events in the story. The teacher models how to make a four-sided <i>diorama</i>. One each side of the <i>diorama</i>, the student will either draw pictures of or make 3-D diagrams of different elements of the story which portray the <i>main</i></p>
--	---

<p>10. ▲ identifies the <i>topic, main idea(s)</i>, and supporting details in appropriate-level texts.</p> <p>11. ▲ identifies the <i>author's purpose</i> (e.g., to persuade, ▲to entertain, ▲to inform).</p> <p>12. establishes a purpose for reading or listening (e.g., to be informed, to follow directions, to be entertained).</p> <p>13. follows directions explained in <i>technical text</i>.</p> <p>14. ▲ distinguishes between fact and opinion in various types of appropriate-level texts.</p>	<p><i>idea and supporting details.</i></p> <p>(b) encourages students to visualize the text while reading. This skills should be used throughout all content areas.</p> <p>(c) during social studies, has the students retell by role play using bartering as Kansas Indian tribes would have.</p> <p>(d) teacher and students determine the main idea by using text in which the main idea is clear and follows a logical order. Then, the students highlight significant details which support the main idea. This activity can be completed in a reverse fashion as well.</p> <p>10. (a) encourages students to recall important information by taking notes or making marginal notations, outlining, highlighting, or underlining;</p> <p>(b) models use of <i>graphic organizers</i> such as triangle, hamburger, plot chart, Herringbone.</p> <p>11. (a) uses think-pair-share activity.</p> <p>(b) uses questioning the author activity.</p> <p>12. (a) models use of skim and scan.</p> <p>(b) instructs using the Directed Reading Activity (DRA). Discusses the subject with the students to gather prior knowledge, to introduce new vocabulary, and to discuss the purpose for reading.</p> <p>(c) uses <i>DRTA (Directed Reading and Thinking Activity)</i>.</p> <p>13. (a) models taking notes from the text, including marginal notation uses pause and reflect activity.</p> <p>(b) does think-aloud activity modeling recall of directions.</p> <p>14. (a) models use of sticky notes to mark pieces of evidence. To identify opinion, students locate cue words, such as evaluative words (e.g., I think, it appears that) and uses a sticky note to mark those</p>
--	---

pieces of opinion.

(b) models use of predict and evaluate strategy.

(c) models use of *graphic organizer* for analyzing two different *persuasive* positions.

(d) uses discussion web; models use of *evidence organizer*.

(e) teaches student to locate cue words, such as evaluative words

(f) uses **T-Chart** to have students compare the facts versus the opinions within the text.

(g) during social studies class, will group the students into small groups and assist the students in dividing a poster board into two columns. On one side, students will write words with opinions regarding controversial historical issues. On the other side, the students will write words which represent historical facts. Once this process is completed, the students will share their work with other classmates and discuss the "fact vs. opinion" sides of the poster.

(h) in science, explains that facts and opinions are represented. Facts are what is observed and opinion is a personal view about your interpretation regarding what is being observed.

(The instructional examples provided in this document are **only** examples of teaching strategies and are not intended to endorse any one specific idea or concept. These examples should not be used exclusively for instruction.)

Teacher Notes:

Promote reading habits with students (especially those students with limited resources at home) by allowing them opportunities to check out personal-interest books from the school library.

****NOTE: Students should not be asked to participate in whole class or small group student-by-student, “round-robin” oral reading. This practice does not support fluency or comprehension, and is therefore not recommended.**

Standard 2: Literature

FOURTH GRADE

Literature: The student responds to a variety of text.

Benchmark 1: The student uses literary concepts to interpret and respond to text.

Fourth Grade Knowledge Base Indicators	Instructional Examples
<p>The student...</p> <p>1. ▲ identifies and describes <i>characters'</i> physical traits, personality traits, and feelings, and explains reasons for <i>characters'</i> actions and the consequences of those actions.</p> <p>2. ▲ identifies and describes the <i>setting</i> (e.g., environment, time of day or year, historical period, situation, place) of the story or literary text.</p>	<p>The teacher...</p> <p>1. (a) models use of <i>graphic organizer</i>, such as Character Map</p> <p>(b) models use of sticky notes to mark aspects of characterization in text.</p> <p>(c) develops a two-column <i>graphic organizer</i>. The first column is labeled "<i>Character Actions</i>," and the second, "<i>Consequences</i>." Teacher facilitates a discussion about the various actions of the current literature selection's <i>characters</i> and the consequences. As the discussion ensues, the teacher completes the <i>graphic organizer</i>. Students, in pairs, then use the <i>graphic organizer</i>, find other actions by the <i>characters</i> and identify the consequences.</p> <p>(b) models story mapping.</p> <p>2. (a) models use of <i>graphic organizer</i> to organize the <i>setting(s)</i> within the text.</p> <p>(b) models use of sticky notes to mark aspects of <i>setting</i> in text.</p> <p>(c) emphasizes to the students must find clues about the <i>setting</i>, actually visualize the <i>setting</i>, and they need to read the <i>setting</i> to learn more about <i>characters</i> and the mood of the story.</p> <p>(d) uses a familiar story known by the students. Then the teacher instructs the students to give the story a new <i>setting</i> (the beach, Alaska, etc.). In pairs, students brainstorm how the story would change due to the change in <i>setting</i>. Would the characters be found in that <i>setting</i>? Would the actions of the <i>characters</i> change?</p> <p>(c) models story mapping.</p>

3. ▲ identifies or describes the major conflict in a story and how it is resolved.

3. (a) models use of problem-solution *graphic organizers*, such as **story map**.

(b) uses instructional activity where students mark problem with frowning face and solution with smiling face.

(c) explains that conflict in literature is the problem faced by, or the goal of the main *character(s)* of a story. Further, students must also know that to every conflict in literature there are attempts to solve the conflict as well as a resolution.

(d) conducts group discussions in literature circles explaining the conflicts in a story. The teacher has the student discuss the author's ideas and how they relate to their own ideas.

(e) models story mapping.

(The instructional examples provided in this document are **only** examples of teaching strategies and are not intended to endorse any one specific idea or concept. These examples should not be used exclusively for instruction.)

Teacher Notes:

Standard 2: Literature

FOURTH GRADE

Literature: The student responds to a variety of text.

Benchmark 2: The student understands the significance of literature and its contributions to human understanding and culture.

Fourth Grade Knowledge Base Indicators	Instructional Examples
<p>The student...</p> <ol style="list-style-type: none"> 1. describes aspects of history and culture found in works of literature. 2. compares and contrasts various languages, traditions, and cultures found in literature. 3. makes connections between specific aspects of literature from a variety of cultures and personal experiences. 	<p>The teacher...</p> <ol style="list-style-type: none"> 1. (a) using a timeline, has the students look at pictures of artifacts of a specific time period, then assists students to develop an awareness of artifacts of the period being studied. (b) <i>in social studies, has students write a play based on a folk song or story that describes a part of Kansas history.</i> 2. (a) models use of <i>graphic organizers</i>, such as a two or three-circle Venn Diagram to compare and contrasts languages, traditions, and cultures from among two or more cultures. (b) <i>shares literature that illustrates the various holidays in the United States and then compares them with other celebrations throughout the world. Whenever possible teachers should show visuals, such as pictures and videos of the various cultural celebrations prior to presenting the topic. In social studies, has students compare and contrast the purpose of the Santa Fe and Oregon-California Trails (e.g., commercial, immigration).</i> (c) <i>in social studies, has the students compare and contrast ways people communicate with each other at this time and long ago.</i> 3. (a) models use of <i>graphic organizers</i>, such as a Venn Diagram or comparison chart. (b) <i>in social studies, has the students describe the hardships that travelers encountered on the Santa Fe and Oregon-California Trails (e.g., lack of water, mountains and rivers to cross, weather, need for medical care, size of wagon). The teacher has students identify any hardships they too may have had to overcome.</i>

	<p>(The instructional examples provided in this document are <u>only</u> examples of teaching strategies and are not intended to endorse any one specific idea or concept. These examples should not be used exclusively for instruction.)</p>
--	--

Teacher Notes: