

Performance Skill: Listen Attentively and Actively

Students are expected to:

- A. Demonstrate ability to follow oral instructions.
- B. Use appropriate verbal and nonverbal behaviors to understand a message in formal and informal situations.

Performance Skill: Respond to Spoken and Nonspeken Messages

Students are expected to:

- A. Participate in formal and informal classroom discussions.
- B. Share and support opinions with a group.
- C. Respond to visual and auditory cues appropriately.
- D. Ask questions and make comments relevant to the topic.
- E. React appropriately by agreeing or disagreeing tactfully (show respect for the ideas of others).

Performance Skill: Express Spoken Ideas Clearly

Students are expected to:

- A. Use language appropriate to the situation and audience.
- B. Take turns in group discussions.
- C. Ask and answer questions clearly using complete sentences whenever appropriate.
- D. Clearly give brief oral presentations (for purposes such as to inform, persuade, give directions, and express feelings and opinions).

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**If you have questions, please feel free to contact your child's teacher.
This project was funded by Federal Grants.**

Galesburg Fourth Grade Academic Expectations for Language Arts



The teachers and administrators who work with fourth grade students have developed a very specific curriculum in reading and writing. Assisted by consultants, our educators have identified what students are expected to know and be able to do in the areas of reading, writing, listening, and speaking at the end of fourth grade. This curriculum has been named Fourth Grade Academic Expectations. It defines each of the Performance Skills on the Fourth Grade Report Card.

Expectations for Successful Learners

To be successful in literacy learning, students are expected to be:

RISK TAKERS

Risk taking occurs in a supportive environment where errors are accepted as indicators of what children need to learn. A willingness to take risks helps students meet challenges and develop self-confidence.

GOAL SETTERS

Goal setting establishes purposes and standards for the tasks at hand. Students gain ownership, become self-motivated, and are better able to control their own progress.

ENGAGED LEARNERS

Engaged learning occurs when students see relevance and value in what they are learning. Highly engaged learners believe that outcomes are related to their own actions.

PROBLEM SOLVERS

Activities, projects, and experiences provide many opportunities to solve problems. Problem solvers recognize the problem, investigate, and formulate solutions.

TEAM CONTRIBUTORS

Those who can read, write, speak, and listen well are valuable contributors in any setting where people are working together. Opportunities to interact with others help students achieve individual and group goals more effectively.

LIFE-LONG LEARNERS

Connections between classroom learning and the real world create an understanding of society and cultures. As students make these connections, they become informed, responsible, and productive citizens.

TECHNOLOGY-PROFICIENT LEARNERS

Skilled use of technology provides students with opportunities to learn and communicate in new and effective ways. Students become proficient in using technology as they communicate, access information, and process ideas.

District #205 Mission Statement:

As a partnership of students, staff, and community, we will focus our resources on creating a caring environment which empowers all students to develop their fullest potential and become productive, socially responsible, life-long learners.

Performance Skill: Choose to Read Independently

Students should view reading, writing, listening, and speaking as integrated processes and useful tools for learning across the curriculum.

Students are expected to:

- A. Choose books (including novels), electronic texts, and other print materials at an appropriate level.
- B. Independently read daily for a sustained period of time (15-30 minutes).
- C. Be engaged, invested in reading.
- D. Independently use resources to achieve own purposes and interests.

Performance Skill: Read for Understanding
Students are expected to:

- A. Read for meaning with ease and accuracy (fluency).
- B. Read with appropriate expression.
- C. Independently read and follow directions.
- D. Recognize the organization of fiction texts (such as character, setting, problem, event, and resolution) to enhance meaning.
- E. Recognize the organization of non-fiction texts (such as description, cause and effect, compare/contrast, and sequence) to enhance meaning.
- F. Distinguish between important and unimportant information to achieve purposes.
- G. Summarize from content and relate to purpose.
- H. Recognize cause and effect in fiction and nonfiction texts.
- I. Make and support inferences, and form interpretations about main themes and topics.
- J. Interpret figurative language (such as similes, metaphors, analogies, and idioms).
- K. Read and apply information from graphs, charts, maps, and tables.

Performance Skill: Apply Reading Strategies
Students are expected to:

- A. Adjust reading strategies and rate based on purpose for reading and text difficulty.
- B. Apply knowledge of phonics, common roots, word families, suffixes and prefixes.
- C. Recognize and use the parts of informational text (such as table of contents, index, glossary, and atlas).
- D. Expand vocabulary and increase understanding by using context clues.
- E. Use strategies (such as KWL and QAR) to focus on, organize, and utilize information.
- F. Use before, during, and after reading strategies to get meaning (such as surveying, predicting, visualizing, and questioning).

Performance Skill: Justify Responses to Information Read
Students are expected to:

- A. Distinguish between and support facts and opinions.
- B. Organize ideas clearly, coherently, and logically.
- C. Adjust predictions and verify outcomes.
- D. Make inferences (who, what, when, where, why, and how).
- E. Ask probing, relevant, and higher level questions.
- F. Support and defend ideas and positions through text examples and/or other sources.

Performance Skill: Read and Respond to a Variety of Literature
Students are expected to:

- A. Read to understand different genre (such as realistic fiction, historical fiction, fantasy, narrative, nonfiction, poetry, biography, plays, periodicals, and electronic texts).
- B. Read to understand literature representative of various societies, cultures, eras, authors, and ideas.
- C. Elaborate, adding significant information from a variety of sources.

- D. Compare and contrast literary elements, ideas, and events.
- E. Explain how authors and illustrators use text and art to express their ideas.
- F. Respond through drama, media productions, visual arts, music, dance, sharing books, writing, and discussion.
- G. Use resources to gather information for reports and projects (with guidance).

Performance Skill: Write Based on Audience and Purpose
Students are expected to:

Show Willingness

- A. View writing as a creative and imaginative process.
- B. Choose to write in a variety of contexts and forms (such as narrative, expository, persuasive, descriptive, letters, journals, and newspaper articles).
- C. Develop ownership, take pride in writing, and be engaged.

Plan and Organize

- D. Consider audience and purpose.
- E. Use prewriting activities (such as brainstorming, listing, categorizing, and story maps).
- F. Use planning tools (such as outlining and other graphic organizers).
- G. Use resources (such as dictionary, encyclopedia, notes, thesaurus, and Internet).

Compose

- H. Write in complete sentences.
- I. Experiment with a variety of types of sentences.
- J. Follow the selected form of writing (such as narrative, expository, and persuasive).
- K. Write stories and informational pieces with a beginning, middle, and end.
- L. Write multi-paragraph pieces with appropriate topic sentences, supporting details, and conclusions.

Revise

- M. View first draft as a work in progress (something to be improved).

- N. Reconsider the audience, the purpose, and the elements of interesting writing (read like a writer/write like a reader).
- O. Elaborate and clarify by adding, deleting, and in other ways improving upon written ideas.
- P. Offer constructive feedback on peers' writings.

Edit

- Q. Correct punctuation, capitalization, and spelling with increased accuracy.
- R. Correct for appropriate grammar and usage.
- S. Proofread, confer with others, and use resources to make corrections in own writing.
- T. Publish a finished written product when appropriate.

Performance Skill: Apply Spelling Strategies
Students are expected to:

- A. Use visual, phonetic, and meaning strategies.
- B. Recognize and apply knowledge of base words, word families, abbreviations, homophones, contractions, and prefixes and suffixes.
- C. Understand and use the elements of a dictionary (such as parts of speech, syllables, sentence context, and multiple definitions).
- D. Use a variety of available resources (including word walls, vocabulary lists, glossaries, spell check, encyclopedias, and individual words lists).

Performance Skill: Spell Required Words
Students are expected to:

- A. Work toward personal goals for spelling growth.
- B. Spell required words correctly on spelling tests and across the curriculum.
- C. Increase the number of high-frequency words spelled correctly in writing, including frequently misspelled words.