

**Urbana School District #116**  
**FOURTH GRADE CORE EXPECTATIONS**

**LANGUAGE ARTS**

Illinois State Goal 1: Read with understanding and fluency.

State Standard	District Core Expectations
1A: Apply word analysis and vocabulary skills to comprehend selections.	<ul style="list-style-type: none"> <li>• Use context clues, word structure (prefixes, suffixes, and root words), and previous experience to determine the meanings of unfamiliar words</li> <li>• Determine the meanings of words using antonyms, synonyms, homophones, and homographs</li> <li>• Determine the word that best fits a given context</li> </ul>
1B: Apply reading strategies to improve understanding and fluency.	<ul style="list-style-type: none"> <li>• Read aloud grade-level fluently and accurately</li> <li>• Use text features to help increase understanding</li> <li>• Self-monitor understanding of what is read (reread, context clues, skip and read ahead, ask “Where have I seen this before? Does this make sense?”, apply more than one strategy)</li> <li>• Set, monitor, and accomplish own reading goals</li> </ul>
1C: Comprehend a broad range of reading materials.	<ul style="list-style-type: none"> <li>• Identify the purpose for reading (e.g., gather information, follow directions, be entertained)</li> <li>• Tell the author’s purpose for writing fiction or nonfiction (inform, persuade, entertain)</li> <li>• Identify the main idea of a selection when it is not explicitly stated</li> <li>• Paraphrase and summarize major information from a story or text</li> <li>• Draw conclusions based on content and use illustrations or text to support them</li> <li>• Tell the difference between fact and opinion</li> <li>• Respond to questions that reflect higher order thinking skills</li> <li>• Draw conclusions from information in maps, charts, graphs, and diagrams</li> <li>• Make inferences, draw conclusions and make connections from text-self, text-text, and text-world</li> <li>• Follow simple multiple-step written directions and tell if a set of instructions or procedures is complete</li> </ul>

Illinois State Goal 2: Read and understand literature representative of various societies, eras and idea.

State Standard	District Core Expectations
2A: Understand how literary elements and techniques are used to convey meaning.	<ul style="list-style-type: none"> <li>• Tell the author's purpose</li> <li>• Identify different types of genre and tell their characteristics (poem, story, legend, myth, folktale, nonfiction)</li> <li>• Tell the difference among plot, character, setting, and theme</li> <li>• Tell what characters are like by what they say or do or how the author or illustrator portrays them</li> <li>• Tell why characters act as they do (like motivation, situation, circumstance)</li> <li>• Distinguish between main and supporting characters</li> <li>• Identify and discuss the elements of plot and subplot</li> <li>• Identify the lesson/ moral/ meaning of a story and tell whether it is implied or stated directly</li> <li>• Identify metaphor, simile, and idiom</li> <li>• Identify the rising action, climax and resolution a story</li> <li>• Identify rhyme scheme, alliteration, onomatopoeia, and consonance</li> <li>• Tell whether a nonfiction passage is narrative, persuasive, or expository</li> </ul>
2B: Read and interpret a variety of literary works	<ul style="list-style-type: none"> <li>• Respond critically to reading materials from different genre</li> <li>• Compare stories to my own experience, prior knowledge or other stories.</li> </ul>

Illinois State Goal 3: Write to communicate for a variety of purposes.

State Standard	District Core Expectations
3A: Use correct grammar, spelling, punctuation, capitalization and structure.	<ul style="list-style-type: none"> <li>• Use correct capitalization, punctuation, and grammar in own writing</li> <li>• Use an editing checklist, list of rules, or rubric to edit own writing or that of others</li> <li>• Apply spelling patterns and strategies for self-correction</li> <li>• Spell high-frequency words correctly</li> <li>• Write legibly in cursive</li> </ul>
3B: Compose well-organized and coherent writing for specific purposes and audiences.	<ul style="list-style-type: none"> <li>• Use pre-writing strategies to generate ideas and plan writing.</li> <li>• Revise own writing for specific writing traits (e.g. ideas, organization, word choice, sentence fluency, voice and conventions) using scoring /rubric with some help</li> <li>• Write a cohesive 4-5 paragraph essay with clear beginning, middle and end, including reasons and examples</li> </ul>
3C: Communicate ideas in writing to accomplish a variety of purposes.	<ul style="list-style-type: none"> <li>• Show an awareness of audience when selecting voice in own writing</li> <li>• Use a variety of writing forms (e.g., narrative, expository, persuasive, technical and creative), meeting the specified criteria of each form</li> </ul>

Illinois State Goal 4: Listen and speak effectively in a variety of situations.

State Standard	District Core Expectations
4A: Listen effectively in formal and informal situations	<ul style="list-style-type: none"> <li>• Listen with understanding and respond to directions, conversations, and discussions</li> <li>• Paraphrase and summarize what he/she hears</li> <li>• Participate in group discussions as an active listener, contributor or discussion leader</li> </ul>
4B: Speak effectively using language appropriate to the situation and audience.	<ul style="list-style-type: none"> <li>• Demonstrate awareness of audience/ speaker relationships</li> <li>• Speak in a variety of settings</li> <li>• Focus and share information on a single topic</li> </ul>

Illinois State Goal 5: Use the language arts to acquire, assess and communicate information.

State Standard	District Core Expectations
5A: Locate, organize, and use information from various sources to answer questions, solve problems, and communicate ideas.	<ul style="list-style-type: none"> <li>• Use a dictionary, atlas and almanac to locate information</li> <li>• Use a systematic process for research (select a topic, ask questions, narrow the topic, make a plan for gathering information)</li> <li>• Follow multiple-step written instructions</li> <li>• Create, use, and interpret graphic organizers to make meaning from text</li> <li>• Use text features to determine most important information</li> <li>• Determine which reference is needed to locate specific information</li> <li>• Access print and non-print information for reports</li> <li>• List sources of information selected for use in a project</li> </ul>
5B: Analyze and evaluate information acquired from various sources.	<ul style="list-style-type: none"> <li>• Use information gained from text to formulate, explain and support questions during and after reading</li> <li>• Sort, classify, categorize, combine, and organize information for a specific topic or purpose</li> <li>• Use a variety of sources (e.g. reference books, newspapers, magazines, encyclopedia, interviews, available technology, websites, experts) to gather information relevant to a topic or research focus</li> <li>• Understand the concept of primary source</li> <li>• Evaluate the accuracy, currency, and reliability of materials from various sources</li> </ul>
5C: Apply acquired information, concepts, and ideas to communicate in a variety of formats.	<ul style="list-style-type: none"> <li>• Share information in oral, written, and available multi-media forms for specific audiences and purposes</li> </ul>

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