

District 89

Fourth Grade Literacy Benchmarks

A District 89 student in Fourth Grade demonstrates skills learned in Kindergarten through Second Grade, secures skills learned in Third Grade and . . .

Word Analysis and Vocabulary

- Uses a combination of word analysis and vocabulary strategies, such as, phonics, word patterns, structural analysis, and context to identify and understand single and polysyllabic words.
- Uses multiple resources to clarify meaning of new words, such as: dictionary, thesaurus, glossary, and computer software.
- Identifies and uses synonyms, antonyms, and homonyms.
- Uses high frequency root words and affixes to understand word meaning.
- Understands and defines District 89 high frequency words and assigned vocabulary words.

Comprehension and Fluency

- Identifies and uses pre-reading strategies to improve comprehension, such as: prior knowledge, questioning, previewing, setting purpose, text structure, and establishing a hypothesis.
- Demonstrates use of proficient reader strategies to improve comprehension during reading, skimming or scanning when needed to gather information.
- Uses evidence in text to modify predictions, generate questions, confirm or reject hypotheses, make inferences, make meaningful connections, and compare to other texts or experiences.
- Continues using strategies after reading to improve comprehension, recording evidence from the text to support conclusion, developing opinions, and reflecting critically on the text.
- Checks and clarifies for understanding during and after reading.
- Summarizes and applies information from nonfiction and fiction materials.
- Uses information from tables, maps, charts, graphs, and other visuals to increase comprehension.
- Identifies and discusses story elements, such as: themes, plots, subplots, characters, story setting.
- Reads aloud with expression, accuracy, with appropriate intonation and rate in a manner that enhances comprehension.
- Reads a wide range of fiction and nonfiction.
- Reads independently and with understanding for extended periods of time (30+ minutes).

Writing and Spelling

- Uses all stages of the writing process (prewriting, drafting, revising, editing, and publishing) to produce well-developed expository, narrative, persuasive essays, and extended responses to literature.
- Uses prewriting strategies to choose a topic and generate ideas with limited teacher assistance.
- Combines well-written sentences into a cohesive paragraph, such as: topic sentence, details, summary/conclusion, and a variety of sentence types appropriate to purpose and audience.
- Writes correct standard English conventions, including appropriate subject/verb agreement, and appropriate capitalization and punctuation.
- Writes creatively for specified purpose and audience, such as: short stories, poetry, play, and parody.
- Uses varied and descriptive vocabulary to enrich written language.
- Presents and discusses own writing with other students.

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- Responds constructively to other students' compositions.
- Spells District 89 high frequency words and previously learned spelling words correctly in written work.

Listening and Speaking

- Listens actively and attentively in whole class and small group activities, demonstrated by body language, eye contact, and controlled responses.
- Contributes constructively and politely to small and large group discussions with relevant responses, and respectful listening behaviors.
- Formulates relevant and focused questions and answers in a variety of settings.
- Paraphrases and summarizes the content of either formal and informal presentations or messages.
- Delivers oral presentations that are coherent, well-organized, and rehearsed.
- Uses spoken language that is clear, audible, and appropriate.