

Curriculum, Instruction, and Innovation Team

Student-Friendly Language Arts Standards for Grade Four

Based upon the 2009 Nebraska State Language Arts Standards



NEBRASKA
DEPARTMENT OF
EDUCATION

READING

LA 4.1	Students will learn and apply reading skills and strategies to comprehend text.	I can understand what I read by using the skills and strategies I have learned.
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Word Analysis

LA 4.1.3	Word Analysis: Students will use knowledge of phonetic and structural analysis to read, write, and spell grade level text.	I can use what I know about words to read, write, and spell.
LA 4.1.3.a	Use advanced sound/spelling patterns (e.g., vowel variance, multi-syllable words) to read, write, and spell	I can use what I know about sounds, spelling patterns, and syllables to read, write, and spell.
LA 4.1.3.b	Use word structure to read text (e.g., prefixes/suffixes, compound words, contractions, syllabication, derivation)	I can use what I know about word structure to read.

Fluency

LA 4.1.4	Fluency: Students will read a variety of grade level texts fluently with accuracy, appropriate pace, phrasing, and expression.	I can fluently read a variety of grade level texts.
LA 4.1.4.a	Read phrases, clauses, and sentences that sound like natural language to support comprehension	I can read smoothly to help me understand what I am reading.
LA 4.1.4.b	Read words and phrases accurately and automatically	I can read words and phrases correctly and smoothly.
LA 4.1.4.c	Demonstrate conversational tone (e.g., volume, pitch) and use of punctuation to reflect meaning of text	I can use punctuation to help me read so that it sounds like I am talking.
LA 4.1.4.d	Adjust oral or silent reading pace based on purpose, text difficulty, form, and style	I can adjust the pace of both oral and silent reading.

Vocabulary

LA 4.1.5	Vocabulary: Students will build literary, general academic, and content specific grade level vocabulary.	I can build and use vocabulary from all subjects.
LA 4.1.5.a	Apply knowledge of word structure elements, known words, and word patterns to determine meaning (e.g., parts of speech, plurals, possessives, suffixes, prefixes, base and root words)	I can use what I know about words to determine meaning.
LA 4.1.5.b	Relate new grade level vocabulary to prior knowledge and use in new situations	I can connect new vocabulary to what I already know and use those words in other situations.



LA 4.1.5.c	Apply context clues (e.g., word, phrase, sentence, and paragraph clues, re-reading) and text features (e.g., glossary, headings, subheadings, captions) to infer meaning of unknown words	I can find and use context clues and text features to figure out the meaning of new words.
LA 4.1.5.d	Identify semantic relationships (e.g., patterns and categories, homographs, homophones, synonyms, antonyms, multiple meanings)	I can identify how words are related.
LA 4.1.5.e	Determine meaning using print and digital reference materials (e.g., dictionary, thesaurus, glossary)	I can use different resources to determine what words mean.

Comprehension

LA 4.1.6	Comprehension: Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.	I can understand what I read.
LA 4.1.6.a	Identify author's purpose(s) (e.g., explain, entertain, inform, persuade) and recognize how author perspective (e.g., beliefs, assumptions, biases) influences text	I can identify an author's purpose and recognize how the author's feelings influence the writing.
LA 4.1.6.b	Identify and analyze elements of narrative text (e.g., character development, setting, plot, theme)	I can identify and analyze the elements of a narrative text.
LA 4.1.6.c	Summarize narrative text including characters, setting, and plot with supporting details	I can summarize a narrative text using supporting details.
LA 4.1.6.d	Identify literary devices and explain the ways in which language is used (e.g., simile, metaphor, alliteration, onomatopoeia, imagery, rhythm)	I can identify and explain how authors use literary devices.
LA 4.1.6.e	Retell and summarize the main idea from informational text using supporting details	I can retell and summarize informational text using the main idea and supporting details.
LA 4.1.6.f	Recognize and apply knowledge of organizational patterns found in informational text (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion)	I can understand and apply what I know about how informational text is organized to help me understand what it means.



LA 4.1.6.g	Apply knowledge of text features to locate information and gain meaning from a text (e.g., glossary, maps, charts, tables, graphs, illustrations, headings, subheadings, captions, font/format styles)	I can apply what I know about text features to find information and understand what I read.
LA 4.1.6.h	Describe the defining characteristics of narrative and informational genres (e.g., folk tales, poetry, historical fiction, biographies, chapter books, textbooks)	I can describe different genres.
LA 4.1.6.i	Use narrative or informational text to develop a multi-cultural perspective	I can use narrative and informational text to understand people and cultures.
LA 4.1.6.j	Generate and/or answer literal, inferential, critical, and interpretive questions, supporting answers using prior knowledge and literal and inferential information from the text	I can ask and answer questions using information in the text, what I know and what I believe.
LA 4.1.6.k	Identify and explain purpose for reading (e.g., information, pleasure, understanding)	I can explain my purpose for reading.
LA 4.1.6.l	Build and activate prior knowledge in order to identify text to self, text to text, and text to world connections before, during, and after reading	I can connect what I know to what I read, to other texts, and to the world.
LA 4.1.6.m	Self-monitor comprehension by recognizing when meaning is disrupted and apply strategies to clarify, confirm, or correct	I can recognize when I don't understand what I am reading and can use strategies to clarify, confirm, or correct.
LA 4.1.6.n	Make and confirm/modify predictions before, during, and after reading (e.g., title, topic sentences, font, key words, foreshadowing clues)	I can make predictions and confirm or adjust them while I read.
LA 4.1.6.o	Use examples and details in a text to make inferences about a story or situation	I can infer using what I know and information from the text to understand what I read.
LA 4.1.6.p	Respond to text verbally, in writing, or artistically	I can respond to what I read in different ways.

WRITING

LA 4.2	Students will learn and apply writing skills and strategies to communicate.	I can use writing to communicate with others.
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Writing Process

LA 4.2.1	Writing Process: Students will apply the writing process to plan, draft, revise, edit and publish writing using correct spelling, grammar, punctuation, and other standard conventions appropriate for grade level.	I can use the writing process to publish my writing.
LA 4.2.1.a	Use prewriting activities and inquiry tools to generate and organize information, guide writing and answer questions (e.g., sketch, brainstorm, diagram, free write, graphic organizer, digital idea mapping tool, word processing tools, multimedia)	I can use resources and strategies to brainstorm, organize and guide my writing.
LA 4.2.1.b	Generate a draft by: -Selecting and organizing ideas relevant to topic, purpose, and genre -Composing paragraphs with grammatically correct sentences of varying length, and complexity, and type (e.g., declarative, interrogative, exclamatory, and imperative) -Developing introductory and concluding paragraphs	I can create a draft of my writing.
LA 4.2.1.c	Revise to improve writing (e.g., quality of ideas, organization, sentence fluency, word choice, voice)	I can revise my writing to improve it.
LA 4.2.1.d	Provide oral, written, and/or electronic feedback to other writers; utilize others' feedback to improve own writing	I can share my ideas with other writers to help them improve their writing and use their ideas to make my own writing better.
LA 4.2.1.e	Edit writing for format and conventions (e.g., spelling, capitalization, grammar, punctuation)	I can edit my writing for format and conventions.
LA 4.2.1.f	Publish a legible document (e.g., handwritten or electronic)	I can publish a legible copy of my writing.

Writing Genres

LA 4.2.2	Writing Genres: Students will write for a variety of purposes and audiences in multiple genres.	I can write for a variety of purposes and audiences using different genres.
LA 4.2.2.a	Write in a selected genre considering purpose (e.g., inform, entertain, persuade, instruct)	I can write in a selected genre for a specific purpose.
LA 4.2.2.b	Write considering audience and what the reader needs to know; select words and format with audience in mind	I can write for different people to give them information they need.



LA 4.2.2.c	Write considering tone/voice and typical characteristics of a selected genre (e.g., memoir, biography, report, formal letter)	I can write short passages in a specific genre.
LA 4.2.2.d	Select and apply an organizational structure appropriate to the task (e.g., logical, sequential order)	I can choose how to organize my writing based on my purpose.
LA 4.2.2.e	Analyze models and examples (own and others) of various genres to create a similar piece	I can analyze examples of writing in different genres to create a similar piece.

SPEAKING AND LISTENING

LA 4.3	Students will learn and apply speaking and listening skills and strategies to communicate.	I can communicate with others by listening and speaking.
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Speaking

LA 4.3.1	Speaking Skills: Students will develop and apply speaking skills to communicate key ideas in a variety of situations.	I can communicate ideas with my words.
LA 4.3.1.a	Communicate ideas and information in a clear and concise manner appropriate to the purpose and setting	I can communicate information and ideas clearly for different purposes and audiences.
LA 4.3.1.b	Demonstrate speaking techniques for a variety of purposes and situations	I can change the way I speak for different purposes.
LA 4.3.1.c	Utilize available media to enhance communication(e.g., presentation software, poster)	I can use available media to enhance communication.

Listening

LA 4.3.2	Listening Skills: Students will develop and apply active listening skills across a variety of situations.	I can learn and use active listening skills in many situations.
LA 4.3.2.a	Demonstrate listening skills needed for multiple situations and modalities (e.g., electronic, one-to-one, small/large group, presentation)	I can listen to others in different situations.
LA 4.3.2.b	Listen, ask questions to clarify, and take notes to ensure accuracy of information	I can understand information by listening, asking questions, and taking notes.
LA 4.3.2.c	Listen to, summarize, and explain thoughts, ideas, and information being communicated	I can summarize and explain information that is communicated.



Reciprocal Communication

LA 4.3.3	Reciprocal Communication: Students will develop and apply reciprocal communication skills.	I can have respectful conversations with others.
LA 4.3.3.a	Demonstrate sensitivity to the use of words (e.g., stereotypes, multiple meanings of words)	I can be careful with the words I choose and how they affect others.
LA 4.3.3.b	Apply conversation strategies (e.g., face the speaker, listen while others are talking, gain the floor, take turns talking, eye contact, tone, stay on topic, non-verbal cues)	I can use conversation strategies when I communicate.
LA 4.3.3.c	Interact and collaborate with others in learning situations by contributing questions, information, opinions, and ideas using a variety of media and formats	I can work with others by communicating my ideas and opinions in different ways.

MULTIPLE LITERACIES (Electronic Communication)

LA 4.4	Students will identify, locate, and evaluate information.	I can identify, locate, and form an opinion about information.
LA 4.4.1	Multiple Literacies: Students will research, synthesize, and communicate information in a variety of media and formats (textual, visual, and digital).	I can find and use information in a variety of ways.
LA 4.4.1.a	Select and use multiple resources to answer guiding questions (e.g., print, subscription databases, web resources)	I can select and use resources to answer questions.
LA 4.4.1.b	Demonstrate ethical and legal use of information by citing sources using a prescribed format (e.g., creating a simplified citation of information used)	I can cite my sources to give credit to the authors.
LA 4.4.1.c	Practice safe and ethical behaviors when communicating and interacting with others (e.g., safe information to share online, appropriate language use, utilizing appropriate sites and materials, respecting diverse perspectives)	I can practice safe behaviors when I am communicating on the computer.
LA 4.4.1.d	Engage in activities with learners from a variety of cultures through electronic means (e.g., podcasts, video chats, distance learning, e-pals)	I can use technology to communicate with learners from all over the world.
LA 4.4.1.e	Identify bias and commercialism (e.g., product placement, advertising)	I can describe the fairness and the purpose of the information I find.



LA 4.4.1.f	Gather and share information and opinions as a result of communication with others (e.g., video/audio chat, interview, podcast, multi-media presentations)	I can gather and share information and opinions using technology.
LA 4.4.1.g	Use social networks and information tools to gather and share information (e.g., social bookmarking, online collaborative tools)	I can gather and share information online using social networks and online tools.

