

TRI-COUNTY CHARTER SCHOOL PARTNERSHIP

Power Standards
Language Arts – Fourth Grade

STRAND A: READING

Standard 1: The student uses the reading process effectively.

LA.A.1.2.3: The student uses simple strategies to determine meaning and increase vocabulary for reading, including the use of prefixes, suffixes, root words, multiple meanings, antonyms, synonyms, and word relationships.

4. uses resources and references such as dictionary, thesaurus, and context to build word meanings.

Standard 2: The student constructs meaning from a wide range of texts.

LA.A.2.2.1: The student reads text and determines the main idea or essential message, identifies relevant supporting details and facts, and arranges events in chronological order.

1. understands explicit and implicit ideas and information in fourth-grade or higher texts (for example, knowing main idea or essential message, connecting important ideas with corresponding details, making inferences about information, distinguishing between significant and minor details, knowing chronological order of events.)

LA.A.2.2.2: The student identifies the author's purpose in a simple text.

1. identifies and discusses the author's purpose in text.

LA.A.2.2.5: The student reads and organizes information for a variety of purposes, including making a report, conducting interviews, taking a test, and performing an authentic task.

1. reads and organizes information (for example, in outlines, timelines, graphic organizers) throughout a single source for a variety of purposes (for example, discovering models for own writing, making a report, conducting interviews, taking a test, performing a task).

LA.A.2.2.6: The student recognizes the difference between fact and opinion presented in a text.

1. identifies examples of fact, fiction, or opinion in text.

STRAND B: WRITING

Standard 1: The student uses writing processes effectively.

LA.B.1.2.1: The student prepares for writing by recording thoughts, focusing on a central idea, grouping related ideas, and identifying the purpose for writing.

2. establishes a purpose for writing (including but not limited to explaining, informing, telling a story, making a request).

LA.B.1.2.2: The student drafts and revises writing in cursive that

- *focuses on the topic;*
- *has a logical organizational pattern, including a beginning, middle, conclusion, and transitional devices;*
- *has ample development of supporting ideas;*
- *demonstrates a sense of completeness or wholeness;*
- *demonstrates a command of language including precision in word choice;*
- *generally has correct subject/verb agreement;*
- *generally has correct verb and noun forms;*
- *with few exceptions, has sentences that are complete, except when fragments are used purposefully;*
- *uses a variety of sentence structures; and*
- *generally follows the conventions of punctuation, capitalization, and spelling.*

4. uses supporting ideas, details, and facts from a variety of sources to develop and elaborate the topic.

7. generally follows the conventions of punctuation, capitalization, and spelling appropriate at fourth-grade or higher level.

Standard 2: The student writes to communicate ideas and information effectively.

LA.B.2.2.6: The student creates expository responses in which ideas and details follow an organizational pattern and are relevant to the purpose.

1. attempts to establish a clear focus with little or no irrelevant or repetitious information.

5. creates a logical organizational pattern appropriate to expository writing (including beginning, middle, end).

STRAND C: LISTENING, VIEWING AND SPEAKING

Standard 1: The student uses listening strategies effectively.

LA.C.1.2.1: The student listens and responds to a variety of oral presentations, such as stories, poems, skits, songs, personal accounts, informational speeches.

1. understands information presented orally (for example, key points, details, different interpretations).

Standard 3: The student uses speaking strategies effectively.

LA.C.3.2.2: The student asks questions and makes comments and observations to clarify understanding of content, processes, and experiences.

1. asks questions and makes comments and observations (for example, clarifies understanding of content, processes, and experiences, seeks the ideas and opinions of others; supports own opinions).

STRAND D: LANGUAGE

Standard 1: The student understands the nature of language.

LA.D.1.2.1: The student understands that there are patterns and rules in the syntactic structure, symbols, sounds, and meanings conveyed through the English language.

1. uses elements of grammar in speech (including but not limited to present, past, and future verb tenses; subject-verb agreement; pronouns as subjects).

STRAND E: LITERATURE

Standard 1: The student understands the common features of a variety of literary forms.

LA.E.1.2.1: The student identifies the distinguishing features among fiction, drama, and poetry, and identifies the major characteristics of nonfiction.

1. understands the distinguishing features of literary texts (for example, fiction, drama, poetry, biography, historical fiction, chapter books).

LA.E.1.2.2: The student understands the development of plot and how conflicts are resolved in a story.

1. understands the development of plot in a fourth grade level or higher story.

Standard 2: The student responds critically to fiction, nonfiction, poetry, and drama.

LA.E.2.2.4: The student identifies the major theme in a story or nonfiction text.

1. understands the main theme in a story.