

Schoolwide Benchmark Assessment Plan

Language Arts Standards

Test 1 September
Test 2 November

Test 3 January
Test 4 March

		FOURTH GRADE			
Test	Standard	Category	Essential Language Standards		Kid Friendly Standards
			Reading/Writing		Reading
1	1.2	Word Analysis, Fluency, and Systematic Vocabulary Development	Apply knowledge of word origins, derivations, synonyms, antonyms, and idioms to determine the meaning of words and phrases.	1.2	I can understand words that are alike, words that are not alike, sayings that don't mean what they express and use these to understand unknown words and their meanings.
1	1.6	Word Analysis, Fluency, and Systematic Vocabulary Development	Distinguish and interpret words with multiple meanings.	1.6	I can understand words with many meanings and can use them correctly.
1	1.10	Writing Strategies	Edit and revise selected drafts to improve coherence and progression by adding, deleting, consolidating, and rearranging text.	1.10	I know how to correct any mistakes in my writing.
1	2.1*	<i>Writing Applications (Genres and Their Characteristics)</i>	<p><i>Write narratives:</i></p> <p><i>a. Relate ideas, observations, or recollections of an event or experience.</i></p> <p><i>b. Provide a context to enable the reader to imagine the world of the event or experience.</i></p> <p><i>c. Use concrete sensory details.</i></p> <p><i>d. Provide insight into why the selected event or experience is memorable.</i></p>	2.1	<i>I can retell and explain a past experience. I know how to develop a story so that the reader can experience using details that include seeing, hearing, smelling and feeling.</i>
2	1.3	Word Analysis, Fluency, and Systematic Vocabulary Development	Use knowledge of root words to determine the meaning of unknown words within a passage.	1.3	I can look at a word that I do not know and find parts of the word that I do not know to understand its meaning.
2	2.5	Reading Comprehension	Compare and contrast information on the same topic after reading several passages or articles.	2.5	I can list things that are the same and different about more than one thing I have read about the same topic.
2	3.4	Literary Response and Analysis	Compare and contrast tales from different cultures by tracing the exploits of one character type and develop theories to account for similar tales in diverse cultures (e.g., trickster tales).	3.4	I can tell what is alike and not when looking at tales from different parts of the world by looking at the experiences of one type of character and see how he or she relates to a similar character n another culture.
2	2.2*	<i>Writing Applications (Genres and Their Characteristics)</i>	<p><i>Write responses to literature:</i></p> <p><i>a. Demonstrate an understanding of the literary work.</i></p> <p><i>b. Support judgments through references to both the text and prior</i></p>	2.2	<i>I can respond to what I have read and support my opinion using examples from the reading.</i>

			<i>knowledge.</i>		
3	2.3	Reading Comprehension	Make and confirm predictions about text by using prior knowledge and ideas presented in the text itself, including illustrations, titles, topic sentences, important words, and foreshadowing clues.	2.3	I can make a prediction and check if it is right by using the things I have learned before or by using pictures, titles, topic sentences, important words, and hints about what is going to happen in the book.
3	1.4	Written and Oral English Language Conventions	Use parentheses, commas in direct quotations, and apostrophes in the possessive case of nouns and in contractions.	1.4	I know how to use parentheses, commas in quotations, and apostrophes in contractions.
3	1.2*	<i>Writing Strategies</i>	<i>Create multiple-paragraph compositions:</i> <i>a. Provide an introductory paragraph.</i> <i>b. Establish and support a central idea with a topic sentence at or near the beginning of the first paragraph.</i> <i>c. Include supporting paragraphs with simple facts, details, and explanations.</i> <i>d. Conclude with a paragraph that summarizes the points.</i> <i>e. Use correct indentation.</i>	1.2	<i>I can write an introduction, a body with details (topic sentence, evidence facts, explanations) and a closing paragraph (summarizes main points) and use correct format and indentation.</i>
3	2.3*	<i>Writing Applications (Genres and Their Characteristics)</i>	<i>Write information reports:</i> <i>a. Frame a central question about an issue or situation.</i> <i>b. Include facts and details for focus.</i> <i>c. Draw from more than one source of information (e.g., speakers, books, newspapers, other media sources).</i>	2.3	<i>I know how to develop a question on a topic or idea and include facts and details using a variety of resources.</i>
4	1.4	Word Analysis, Fluency, and Systematic Vocabulary Development	Know common roots and affixes derived from Greek and Latin and use this knowledge to analyze the meaning of complex words (e.g., international.)	1.4	I can identify common roots, prefixes, and suffixes, define them and use this knowledge to understand the meaning of more complex words.
4	2.6	Reading Comprehension	Distinguish between cause and effect and between fact and opinion in expository text.	2.6	I can tell the difference between cause and effect and between what is an opinion and what is fact.
4	1.2	Written and Oral English Language Conventions	Combine short, related sentences with appositives, participial phrases, adjectives, ad-verbs, and prepositional phrases.	1.2	I can combine short, related sentences, with appositives, participial phrases, adjectives, adverbs, and prepositional phrases.
4	1.5	Written and Oral English Language Conventions	Use underlining, quotation marks, or italics to identify titles of documents.	1.5	I know how to use punctuation to identify titles of documents.

*Italicized standards may not be included in the Edusoft benchmark assessment, but will be included in the state STAR testing in the spring.