

Fourth Grade Reading Language “I Can” Statements

4.1.01	I can <i>identify</i> and <i>practice</i> appropriate vocabulary: <ul style="list-style-type: none"> • multiple meaning words • synonyms • antonyms • homonyms • content area vocabulary • context clues
4.1.02	I can <i>apply</i> structural analysis including etymology and context clues to decode and encode words.
4.1.03	I can <i>use</i> pre-reading strategies to comprehend text by <ul style="list-style-type: none"> • activating prior knowledge • making predictions • questioning
4.1.04	I can <i>apply</i> and <i>generate</i> tiered levels of vocabulary in speaking experiences. I can <i>apply</i> and <i>generate</i> tiered levels of vocabulary in reading experiences.
4.1.05	I can <i>read</i> fluently with appropriate <ul style="list-style-type: none"> • rate • accuracy • prosody
4.1.06	I can <i>examine</i> meaning clues to aid comprehension of content across the curriculum using <ul style="list-style-type: none"> • pictures • picture captions • titles • headings • text structure • topic
4.1.07	I can <i>read</i> fourth grade instructional level texts and use self-correction strategies by <ul style="list-style-type: none"> • decoding • searching for cues • rereading
4.1.08	I can <i>interpret</i> and <i>extend</i> the ideas in literary and informational texts to <ul style="list-style-type: none"> • summarize • determine story elements • skim and scan • determine cause and effect • compare and contrast • visualize • paraphrase

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	<ul style="list-style-type: none"> • infer • sequence • determine fact and opinion • draw conclusions • analyze characterize • provide main idea • provide support details.
4.1.09	<p>I can <i>determine</i> the author’s purpose in literary and informational texts and use supporting material to justify author’s intent to</p> <ul style="list-style-type: none"> • persuade • entertain • inform • determine a specific viewpoint
4.1.10	<p>I can <i>compare</i> and <i>contrast</i> self to text in making connections to characters or simple events in a literary work to own life and other cultures using</p> <ul style="list-style-type: none"> • events • characters • conflicts • themes
4.1.11	<p>I can <i>distinguish</i> between the ways in which language is used in literary texts with</p> <ul style="list-style-type: none"> • similes • metaphors • idioms • analogies • puns
4.1.12	<p>I can <i>recognize</i> and <i>explain</i> the defining characteristics of genre in literary and informational texts in</p> <ul style="list-style-type: none"> • fairy tales • folk tales • myths • poems • fables • fantasies • biographies • short stories • novels • plays • legends • autobiographies

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	<ul style="list-style-type: none"> • magazines • newspapers • textbooks • essays • speeches • electronic databases • reference materials
4.1.13	I can <i>judge</i> the reliability or logic of informational texts.
4.1.14	I can <i>select</i> and <i>use</i> a variety of sources to gather information using <ul style="list-style-type: none"> • dictionaries • encyclopedias • newspapers • informational texts • electronic resources
4.1.15	I can <i>use</i> graphic organizers and visualization techniques to interpret information with <ul style="list-style-type: none"> • charts • graphs • diagrams • non-verbal symbols
4.1.16	I can <i>use</i> reading skills and strategies to understand a variety of information resources to support literacy learning through <ul style="list-style-type: none"> • written directions • captions • electronic resources • labels • information texts
4.1.17	I can <i>increase</i> the amount of independent reading to <ul style="list-style-type: none"> • build background knowledge • expand vocabulary • comprehend literary text • comprehend informational text
4.2.01	I can <i>demonstrate</i> proper manuscript and cursive writing techniques with <ul style="list-style-type: none"> • legibility • uniformity in all written work
4.2.02	I can <i>develop</i> and <i>apply</i> the proper structure for simple sentences. I can <i>develop</i> and <i>apply</i> the proper structure for compound sentences.

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4.2.03	<p>I can <i>identify</i> and <i>produce</i> a sentence with proper word choice to include</p> <ul style="list-style-type: none"> • verb tense • verb usage • subject/verb agreement • pronoun usage • adjectives and adverbs
4.2.04	<p>I can <i>compose</i> a written composition from a prompt using the writing process in a timed setting. I can <i>compose</i> a written composition from a prompt using the writing process in an un-timed setting.</p>
4.2.05	<p>I can <i>develop</i> proper form in written composition using</p> <ul style="list-style-type: none"> • beginning-middle-end • indentation • topic sentence • introductory and concluding paragraphs • related details • related and cohesive paragraphs • transitional and descriptive words
4.2.06	<p>I can <i>write</i> to persuade by</p> <ul style="list-style-type: none"> • using order of importance • classifying differences • classifying similarities • classifying advantages • classifying disadvantages.
4.2.07	<p>I can <i>develop</i> a composition that demonstrates an awareness of the intended audience using</p> <ul style="list-style-type: none"> • appropriate language • content • form
4.2.08	<p>I can <i>create</i> an effective response to a task in</p> <ul style="list-style-type: none"> • form • content • language <p style="padding-left: 100px;">using....</p> <ul style="list-style-type: none"> • letters • poems • brief reports • descriptions • instructions • journals

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4.2.09	<p>I can <i>use</i> editing strategies to correct errors in sentence structure containing fragments.</p> <p>I can <i>use</i> editing strategies to correct errors in sentence structure containing run-on sentences.</p> <ul style="list-style-type: none"> • capitalization • punctuation • grammar
4.2.10	<p>I can <i>identify</i> and <i>apply</i> conventions of spelling in written composition to</p> <ul style="list-style-type: none"> • spell commonly misspelled words from appropriate grade level lists • use syllable constructions to spell words • use vowel combinations for correct spelling • use affixes
4.2.11	<p>I can <i>use</i> reference skills to identify words.</p>
4.2.12	<p>I can <i>use</i> strategies to gather and record information for research topics by</p> <ul style="list-style-type: none"> • note taking • summarizing • paraphrasing • describing in narrative form • gathering information from <ul style="list-style-type: none"> ○ direct quotes ○ maps ○ charts ○ graphs ○ tables
4.2.13	<p>I can <i>select</i> and <i>use</i> a variety of sources to gather information from</p> <ul style="list-style-type: none"> • dictionaries • encyclopedias • newspapers • informational texts • electronic resources
4.2.14	<p>I can <i>use</i> strategies to compile information into written reports or summaries to</p> <ul style="list-style-type: none"> • incorporate notes into a finished product • include simple facts-details-explanations-examples • draw conclusions from relationships • patterns that emerge from data of different sources • use appropriate visual aids • use appropriate media
4.2.15	<p>I can critically <i>evaluate</i> my written compositions.</p> <p>I can critically evaluate others' written compositions.</p>

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4.3.01	I can <i>listen</i> and <i>respond</i> to different literary forms and speakers by <ul style="list-style-type: none">• summarizing to confirm understanding• paraphrasing to confirm understanding• recounting personal experiences• listening to information• exhibiting comprehension• providing reasons in support of opinions• responding to others' ideas
4.3.02	I can <i>distinguish</i> a variety of messages conveyed through visual media <ul style="list-style-type: none">• internet• database• email• electronic resource• online research
4.3.03	I can <i>recognize</i> communication skills through <ul style="list-style-type: none">• speaking rate• audience• etiquette• active listening
4.3.04	I can <i>create</i> an age appropriate media literacy product that reflects understanding of <ul style="list-style-type: none">• format• characteristics• purpose