

GRADE FOUR LANGUAGE ARTS I can

- I can determine the meaning of unknown words by using a variety-of context clues, including word, sentence and paragraph clues.
- I can use context clues to determine the meaning of synonyms, antonyms, homophones, homonyms and homographs.
- I can recognize the difference between the meaning of connotation and denotation.
- I can identify and apply the meaning of the terms: synonym, antonym, homophone and homograph.
- I can identify and understand new uses of words and phrases in text, such as similes and metaphors.
- I can identify word origins to determine the meaning of unknown words and phrases.
- I can identify the meanings of prefixes, suffixes and root words to determine the meanings of words.
- I can identify the meanings of abbreviations.
- I can use dictionaries, glossaries, technology, footnotes or sidebars to determine the meanings and pronunciations of new words.
- I can establish and adjust purposes for reading, including to find out, to understand, to interpret, to enjoy and to solve problems.
- I can make predictions and support them using new vocabulary, text materials and plot patterns.
- I can compare and contrast information on a topic using a variety of resources.
- I can write a summary of important information to show comprehension.

- I can make inferences or draw conclusions about what I read and support them with details from the text.
- I can select, create and use graphic organizers to interpret a selection.
- I can answer literal, inferential and evaluative questions to demonstrate comprehension of different materials.
- I can check my understanding by changing speed, skimming, scanning, reading on or looking back.
- I can develop my own questions and look for answers in a selection to build understanding.
- I can choose my own book based on my interest, my background knowledge of authors or genres or recommendations of others.
- I can independently read for various purposes.
- I can make inferences about informational text from the title page, table of contents and chapter headings.
- I can summarize the main idea in informational text using details when necessary.
- I can use books, magazines, newspaper and online resources to locate important details.
- I can identify examples of cause and effect used in informational text.
- I can draw conclusions from maps, charts, graphs and diagrams.
- I can clarify steps in a set of directions for completeness.
- I can tell the difference between fact and opinion.
- I can describe the thoughts, words and interactions of characters.
- I can tell how the setting influences the story.

- I can explain the main parts of a plot sequence, including the conflict and its resolution.
- I can identify the speaker in a story and tell whether the point of view is first or third person.
- I can determine the theme, and state whether it is implied or stated directly.
- I can identify and explain the different characteristics of poetry, drama, fables, fantasies, chapter books, fiction and nonfiction.
- I can explain how an author's words appeal to the senses and suggest mood.
- I can identify idioms, similes and metaphors.
- I can develop ideas for writing.
- I can state and develop a clear main idea for writing.
- I can state my purpose and audience for writing.
- I can use different strategies for organizing my writing. (brainstorming, webs lists, diagrams, etc.)
- I can organize my writing by using an introduction, body and closing statement or summary of important ideas.
- I can use simple, compound and complex sentences.
- I can create paragraphs with topic sentences, supporting sentences, indenting and transitional words or phrases.
- I can vary my language and style to fit my audience and purpose.
- I can use available technology to compose text.
- I can reread and assess my writing for clarity.
- I can add descriptive words and details and take out extra information.

- I can improve my writing by rearranging words, sentences and paragraphs.
- I can use resources to help me select more effective vocabulary.
- I can proofread and edit my own work to improve my writing.
- I can use checklists and rubrics to help me judge the quality of my writing.
- I can prepare my writing to be published.
- I can write narratives that use detail to describe sequenced events, characters, setting and point of view.
- I can write responses to literature that interpret the selection and support judgments using references to the selection and background knowledge.
- I can write a letters that follow letter format (date, greeting, body, closing and signature), include important details and include a sense of closure.
- I can write informational reports that include facts and examples and present details in a logical order.
- I can write messages, journals, notes and poems.
- I can write legibly in cursive, spacing letters, words and sentences appropriately.
- I can spell high frequency words correctly.
- I can spell plurals and inflectional endings correctly.
- I can spell roots, suffixes and prefixes correctly.
- I can use commas, end marks, apostrophes and quotation marks correctly.
- I can use correct capitalization.
- I can use nouns, pronouns and verbs.

- I can use conjunctions and interjections.
- I can use adverbs.
- I can use prepositions and prepositional phrases.
- I can use objective and nominative pronouns.
- I can use subjects and verbs that agree.
- I can use irregular plural nouns.