

GRADE 4
CA Reading/Language Arts Framework:
Content Standards that apply to students with Specific Language Impairments
GOALS/MEASURES OF PROGRESS

READING

4.1.0 Word Analysis, Fluency and Systematic Vocabulary Development

Vocabulary and Concept Development:

4.1.2 Apply knowledge of word origins, derivations, synonyms, antonyms and idioms to determine the meaning of words and phrases.

By (annual IEP date), (name) will apply knowledge of word origins, derivations, synonyms, antonyms, and idioms to determine the meaning of words and phrases as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts).

- *By (date of marking period), when given a list of curriculum-relevant words, (name) will apply knowledge of word origins and derivations to determine the meaning of words as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts).*
- *By (date of marking period), when given a list of curriculum-relevant words, (name) will apply knowledge of synonyms and antonyms to determine the meaning of words as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts).*
- *By (date of marking period), when given a list of curriculum-relevant words, (name) will apply knowledge of idioms to determine meaning of words as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts).*

4.1.3 Use knowledge of root words to determine the meaning of unknown words within a passage

By (annual IEP date), (name) will determine the meaning of unknown words by applying knowledge of root words as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts).

- *By (date of marking period) (name) will identify root words from a list of curriculum-relevant words as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts).*
- *By (date of marking period), (name) will explain the meaning of the root words to aid in determining the meaning of unknown words as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts).*

4.1.6 Distinguish and interpret words with multiple meanings.

By (annual IEP date), (name) will identify the correct meaning for curriculum-relevant multiple meaning words as defined by the context as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts).

- *By (date of marking period), (name) will identify words that could have multiple meanings from curriculum-relevant texts as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts).*
- *By (date of marking period), (name) will identify the correct meaning for multiple-meaning words from curriculum-relevant texts by using context as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts).*

4.2.0 Reading Comprehension

Comprehension and Analysis of Grade-Level-Appropriate Text

4.2.7 Follow multiple-step instructions in a basic technical manual (e.g., how to use computer commands or video games.

By (annual IEP date), (name) will follow multiple step written instructions in curriculum or supplemental materials as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts).

- *By (date of marking period), (name) will identify “instruction words” found in a variety of curriculum and supplemental materials as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts).*
- *By (date of marking period), (name) will define the meaning of “instructional words” found in a variety of curriculum and supplemental materials as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts).*

4.1.0 Literary Response and Analysis

Narrative Analysis of Grade-Level-Appropriate Text

4.3.2 Identify the main events of the plot, their causes, and the influence of each event on future actions.

By (annual IEP date), (name) will identify main events of the plot, their causes and the influence of each event on future actions in curriculum-relevant narrative text as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts).

- *By (date of marking period), (name) will identify main events of the plot from curriculum-relevant narrative text as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts)*
- *By (date of marking period), (name) will determine the causes of the main events from curriculum-relevant narrative text as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts).*
- *By (date of marking period), (name) will predict the influence of each plot event on future actions from curriculum-relevant narrative text as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts).*

4.3.5 Define figurative language (e.g., simile, metaphor, hyperbole, personification) and identify its use in literary works.

By (annual IEP date), (name) will define figurative language used in curriculum-relevant materials according to the context in which it is used as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts).

- *By (date of marking period), (name) will identify figurative language in curriculum-relevant text and materials by attending to language that does not “sound right” as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts).*
- *By (date of marking period), (name) will complete a graphic organizer as a way to determine the meaning of the figurative language expression as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts).*

WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS

4.1.0 Written and Oral English Language Conventions

Sentence Structure

4.1.1 Use simple and compound sentences in writing and speaking.

By (annual IEP date), (name) will use simple and compound sentences in classroom writing and speaking tasks as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts).

- *By (date of marking period), (name) will use simple and compound sentences in speaking tasks as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts).*
- *By (date of marking period), (name) will use simple and compound sentences in writing tasks as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts).*

Grammar

4.1.3 Identify and use regular and irregular verbs, adverbs, prepositions and coordinating conjunctions in writing and speaking.

By (annual IEP date,) (name) will use regular and irregular verbs, adverbs, prepositions and coordinating conjunctions during classroom speaking and writing tasks as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts).

- *By (date of marking period), (name) will use grammatical forms (select appropriate forms) when speaking as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts).*
- *By (date of marking period), (name) will use the following grammatical forms (select appropriate forms) when writing as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts).*

LISTENING AND SPEAKING

4.1.0 Listening and Speaking Strategies

Comprehension

4.1.1 Ask thoughtful questions and respond to relevant questions with appropriate elaboration in oral settings.

By (annual IEP date), (name) will respond to relevant questions and ask thoughtful questions about curriculum-relevant topics in the classroom as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts).

- *By (date of marking period), (name) will respond to questions about orally presented information (who, what, where, how and why) with appropriate elaboration as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts).*
- *By (date of marking period), (name) will ask thoughtful questions about orally presented information (who, what, when, where, how and why) to clarify understanding of as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts).*

4.1.2. Summarize major ideas and supporting evidence presented in spoken messages and formal presentations.

By (annual IEP date), (name) will summarize major ideas and provide supporting evidence in classroom oral presentations as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts).

- *By (date of marking period), (name) will identify the main ideas and supporting evidence presented in oral presentations and complete a graphic organizer organizing this information as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts).*
- *By (date of marking period), (name) will summarize information, including main ideas and supporting evidence using a completed graphic organizer as visual support, as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts).*

4.1.4 Give precise directions and instructions.

By (annual IEP date), (name) will give precise directions/instructions in the classroom so the listener is able to correctly complete the task/activity as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts).

- *By (date of marking period), (name) will complete a graphic organizer that describes how to complete a task/activity as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts).*
- *By (date of marking period), (name) will use a completed graphic organizer as visual support to give direction/instructions so the listener is able to correctly complete the task/activity as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts).*

Organization and Delivery of Oral Communication

4.1.5 Present effective introductions and conclusions that guide and inform the listener's understanding of important ideas and evidence.

By (annual IEP date), (name) will include introductions and conclusions in classroom oral communication that guide and inform the listener's understanding of important ideas and evidence as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts).

- *By (date of marking period), (name) will complete a graphic organizer that includes an introduction and conclusion to aid in the listener's understanding as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts).*

- *By (date of marking period), (name) will deliver an oral presentation including an effective introduction and conclusion using a graphic organizer as visual support as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts).*

4.1.6 Use traditional structures for conveying information (e.g. cause and effect similarity and difference).

By (annual IEP date), (name) use the structure of cause/effect or similarity/difference to convey information in classroom speaking tasks as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts).

- *By (date of marking period), (name) will complete a cause and effect graphic organizer and use it to orally convey information as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts).*
- *By (date of marking period), (name) will complete a similarity and difference graphic organizer and use it to orally convey information as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts).*

4.1.7 Emphasize points in ways that help the listener/viewer follow important ideas/concepts.

By (annual IEP date), (name) will use nonverbal strategies during classroom speaking tasks that help the listener follow important ideas/concepts as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts).

- *By (date of marking period), (name) will identify and define listener nonverbal feedback (facial expression and body language) as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts).*
- *By (date of marking period), (name) will modify oral presentations as needed by attending to listener feedback (facial expression and body language) as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts).*

4.1.8 Use details, examples to explain or clarify information.

By (annual IEP date), (name) will use details and examples to explain and clarify oral information when questioned in the classroom as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts).

- *By (date of marking period), (name) will explain why explicit details/examples are important to clarify information when questioned by a listener as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts).*
- *By (date of marking period), (name) will use explicit details/examples to clarify listener misunderstanding as measured by (objective, rubric, SLS observation,*

teacher checklist/monitor charts).

4.1.9 Use (volume, pitch, phrasing, pace, modulation) and (gestures) to enhance meaning.

By (annual IEP date), (name) will use vocal elements (volume, pitch, phrasing, pace, and modulation) and gestures to enhance communicative meaning in classroom speaking tasks as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts).

- *By (date of marking period), (name) will demonstrate different ways to use vocal elements to add to the meaning of oral communication as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts).*
- *By (date of marking period), (name) will demonstrate how to use body gestures to add to the meaning of oral communication as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts).*

4.2.0. Speaking Application (Genres and their Characteristics).

Using the speaking strategies of grade four outlined in Listening and Speaking Standard 1.0, students

4.2.1 Make brief narrative presentations:

- a. Relate ideas, observations or recollections about an event or experience.**
- b. Provide a context that enables the listener to imagine the circumstances of the event or experience.**
- c. Provide insight into why the selected event or experience is memorable.**

By (annual IEP date), (name) will make narrative presentations in the classroom that relate ideas or observations about an event or experience, provide a context that enables a listener to imagine the circumstances and provide insight into why the event/experience was memorable as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts).

- *By (date of marking period), (name) will organize ideas and/or observations about an event or experience using a graphic organizer as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts).*
- *By (date of marking period), (name) will determine the elements of a narrative presentation that will help the listener to imagine the circumstances as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts).*
- *By (date of marking period), (name) will determine what is memorable about an event or experience as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts).*

4.2.3 Deliver oral summaries of articles and books that contain the main ideas of the event or most significant details.

By (date of marking period), (name) will deliver oral summaries in the classroom of articles and books that include the main ideas and significant details as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts).

- *By (date of marking period), (name) will complete a graphic organizer that includes a summary (with main ideas and details) of an article or book as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts).*
- *By (date of marking period), (name) will deliver an oral summary using the completed graphic organizer as visual support as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts).*

4.2.4 Recite brief poems (i.e., two or three stanzas), soliloquies or dramatic dialogues, using clear diction, tempo, volume, and phrasing.

By (date of marking period), (name) will recite curriculum-relevant poems, soliloquies or dramatic dialogues using clear diction, appropriate tempo, volume and phrasing as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts).

- *By (date of marking period), (name) will identify appropriate/inappropriate diction, tempo, volume and phrasing from an audio/video tape of recitation of poem, soliloquies or dialogues as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts).*
- *By (date of marking period), (name) will use appropriate diction, tempo, volume and phrasing at the sentence level when reading poems, soliloquies or dialogues aloud as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts).*