

**Galway ELA Curriculum Guide**  
**4<sup>th</sup> Grade**

**READING:**

**Decoding Including Phonics and Structural Analysis**

- Use knowledge of letter-sound correspondence to blend sounds when reading unfamiliar but decodable words
- Use decoding strategies (e.g., knowledge of syllable patterns, decoding by analogy and word structure) to read unfamiliar words
- Identify unfamiliar words using syntactic (grammar) cues
- Identify unfamiliar words using semantic (meaning) cues
- Integrate sources of information when word reading to decode and cross-check

**Fluency**

- Sight-read automatically high-frequency words and irregularly spelled content words
- Read with confidence from a variety of grade-level texts with appropriate speed, accuracy, and expression

**Background Knowledge and Vocabulary Development**

- Learn grade-level vocabulary through a variety of means
- Use word structure such as roots, prefixes, and suffixes to determine meaning
- Use prior knowledge and experience in order to understand ideas and vocabulary found in books
- Acquire new vocabulary by reading books and other print sources
- Use self-monitoring strategies to identify specific vocabulary that cause comprehension difficulties
- Determine the meaning of unfamiliar words by using context clues, dictionaries, and other resources
- Use a thesaurus to identify synonyms and antonyms

**Comprehension Strategies**

- Read a variety of grade-level texts with understanding
- Use self-monitoring strategies, such as rereading, attending to vocabulary, and cross-checking, to determine meaning of text
- Work cooperatively with others to determine meaning
- Use text structure to recognize differences among a variety of texts
- Ask questions to clarify understanding of grade-level texts
- Read grade-level texts and answer literal, inferential, and evaluative questions
- State a main idea and support it with details from the text
- State a point of view and support it with details from the text
- Participate in discussions about grade-level texts
- Demonstrate comprehension of grade-level texts through a variety of responses, such as writing, drama, and oral presentations
- Recognize the theme or message of a text

**Motivation to Read**

- Show interest in a wide range of grade-level texts, both literary and informational
- Read voluntarily for differing purposes
- Be familiar with titles and authors of well-known grade-level texts
- Engage in independent silent reading

**WRITING:**

**Spelling**

- Correctly spell words within own writing that have been previously studied and/or frequently used
- Correctly spell words within own writing that follow the spelling patterns of words previously studied

**Handwriting**

- Use legible print and/or cursive writing

**Composition**

- Respond in writing to prompts that follow the reading of literary and informational texts
- Write in a variety of styles, using different organizational patterns, such as chronological order, cause/effect, and compare/contrast
- Use a variety of media, such as print and electronic, when writing
- Write a variety of compositions, using the writing process (e.g., prewriting, drafting, revising, proofreading, editing)
- Use grade-level vocabulary and varied sentence structure
- Develop ideas by writing sentences that are in logical order and organized into paragraphs
- Review writing independently in order to edit for the correct use of grade-appropriate spelling, punctuation, capitalization, and verb tense
- Vary the tone, vocabulary, and sentence structure according to the audience and purpose of writing
- Exhibit personal voice when writing

Based on May 2005 NYS ELA Core Curriculum PK – Grade 12 Literacy Competencies.

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- Begin to use literary devices such as simile and figurative language
- Use at least two sources of information when writing a report
- Review writing with teachers and peers and be able to respond to feedback

**Motivation to Write**

- Write voluntarily to communicate ideas and emotions to a variety of audiences
- Write voluntarily for different purposes
- Publish writing suitable for a variety of display purposes, such as within a classroom, or school, or on the Internet

**LISTENING:****Listening**

- Listen attentively and respond appropriately to books read aloud
- Listen attentively for different purposes and for an extended period of time
- Respond appropriately to what is heard
- Listen respectfully, and without interrupting, when others speak

**SPEAKING:****Speaking**

- Speak in response to the reading of a variety of texts
- Use age-appropriate vocabulary to communicate ideas
- Use grammatically correct sentences when speaking
- Include details that are relevant for the audience
- Communicate ideas in an organized and cohesive manner
- Vary the formality of language according to the audience and purpose for speaking
- Speak with expression, volume, pace, and gestures appropriate for the audience and purpose of communication
- Respond respectfully and avoid interrupting when speaking in a group
- Participate in group discussions on a variety of topics
- Offer feedback to others