



**English Department – FBS Lower School  
Literacy Map for English Teachers  
Grade Four**

<b>Literacy Component</b>	<b>Teacher Clarification</b>	<b>Student Expectation</b>	<b>Parent Support</b>
<b>Listening and Speaking</b>	To teach, model, and provide planned opportunities for students to <ul style="list-style-type: none"> <li>• Express needs, give information, respond and ask questions;</li> <li>• Listen to English speakers;</li> <li>• Respond in complete sentences in English; and</li> <li>• Use appropriate previously taught vocabulary to participate in classroom discussions.</li> </ul>	Students will <ul style="list-style-type: none"> <li>• Clearly express needs, give information, respond and ask questions in English;</li> <li>• Appropriately listen and show understanding of English speakers;</li> <li>• Respond to questions in complete sentences in English;</li> <li>• Restate questions asked using appropriate grade level vocabulary; and</li> <li>• Actively participate in classroom discussion with peers in English; and</li> <li>• Presents prepared information in a clear and concise way.</li> </ul>	Parents can support classroom instruction by <ul style="list-style-type: none"> <li>• Encouraging conversation in social English settings (i.e. ordering in restaurants, playing on the neighborhood playground)</li> <li>• Book discussion</li> </ul>
<b>Reading</b>			
<b>Phonics/Word Recognition</b>	To teach, model, and provide planned opportunities for students to learn	Students will <ul style="list-style-type: none"> <li>• Decode words using letter-sound</li> </ul>	Parents can support classroom instruction by

	<p>the relationships between written letters and spoken words using</p> <ul style="list-style-type: none"> <li>• Decode words using letter-sound correspondences, syllabication patterns, and roots, suffixes, and prefixes; and</li> <li>• Use context clues</li> </ul>	<p>correspondences, syllabication patterns, and roots, suffixes, and prefixes; and</p> <ul style="list-style-type: none"> <li>• Use context clues to read new words when reading text.</li> </ul>	<ul style="list-style-type: none"> <li>• Read with your child and notice prefixes and suffixes</li> <li>• Additional Reading resources:</li> </ul> <p>Crabtree publishing  <a href="http://www.crabtreebooks.com">www.crabtreebooks.com</a>  Buy books at online store</p> <p>Capitol choices – Noteworthy titles  <a href="http://www.capitolchoices.com">www.capitolchoices.com</a>  Titles by age and audio books to purchase</p> <p>American Library Association  <a href="http://www.ala.org/alsc/audiencemenu/s/parents">www.ala.org/alsc/audiencemenu/s/parents</a></p> <p>International Children’s Digital Library  <a href="http://www.childrenslibrary.org">www.childrenslibrary.org</a></p>
<b>Vocabulary</b>	<p>To teach, model, and provide planned opportunities for students to increase their knowledge of words and word meaning by</p> <ul style="list-style-type: none"> <li>• Providing rich and varied language experiences through class discussions and read alouds;</li> <li>• Directly teaching individual words/concepts-enriching and academic content words;</li> </ul>	<p>Students will</p> <ul style="list-style-type: none"> <li>• Correctly use directly taught vocabulary words and concepts and those gained through discussions and read alouds in their daily oral language and writing;</li> <li>• Identify and use strategies to comprehend an unfamiliar word;</li> <li>• Explain and use common idioms, similes, and metaphors;</li> </ul>	<p>Parents can support classroom instruction by</p> <ul style="list-style-type: none"> <li>• Making cognate lists;</li> <li>• Reading with you child for at least 30 minutes daily;</li> </ul> <p>Link to NIU vocabulary  NIU Literacy Clinic</p> <ul style="list-style-type: none"> <li>• <a href="http://www.cedu.niu.edu/ltcy/literacyclinic/audienc/e/parents.shtml">http://www.cedu.niu.edu/ltcy/literacyclinic/audienc/e/parents.shtml</a></li> </ul>

	<ul style="list-style-type: none"> <li>• Teaching word strategies- use of cognates, context clues, word parts – identifying base words and prefixes and suffixes, use of dictionaries and thesauruses, understanding simple similes and metaphors, and explaining common idioms; and;</li> <li>• Fostering word consciousness and interest in words and their meaning.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate a curiosity for new words; and</li> <li>• Read daily material at their independent reading level.</li> </ul>	
<b>Comprehension</b>	<p>To teach, model, and provide planned opportunities for students to read a variety of fictional and informational texts in order to</p> <ul style="list-style-type: none"> <li>• Activate prior knowledge to ask logical questions and/or make predictions regarding the topic or story;</li> <li>• Use information from the text to verify predictions and answer questions;</li> <li>• Use stated and implied information in the text with background knowledge to make inferences regarding the main idea, a character’s traits and motives, cause effect relationships in informational text, and conclusions about the author’s meaning;</li> </ul>	<p>Students will</p> <ul style="list-style-type: none"> <li>• Ask logical questions regarding the text;</li> <li>• Make logical predictions and provide details from the text to support their predictions;</li> <li>• Make inferences using stated and implied information and facts in the text with background knowledge;</li> <li>• Identify the theme and summarize the text;</li> <li>• Compare and contrast themes from similar texts;</li> <li>• Describe the elements of the plot retelling the problem, attempts to solve, and final resolution using specific details in the text;</li> <li>• Identify and compare attributes across two stories – setting,</li> </ul>	<p>Parents can support classroom instruction by</p> <ul style="list-style-type: none"> <li>• Visiting the public library to pick books to read together;</li> <li>• Encouraging your child to read at least 30 minutes a day;</li> <li>• Having the child retell favorite parts of the story or discuss story elements;</li> <li>• Talking about books they are reading and what they are learning relates to them personally; and</li> <li>• Creating story maps</li> </ul> <p><a href="http://www.scholastic.com">www.scholastic.com</a></p>

	<ul style="list-style-type: none"> <li>• Identify the theme and summarize the text;</li> <li>• Compare and contrast themes from similar texts;</li> <li>• Describe the elements of the plot retelling the problem, attempts to solve, and final resolution using specific details in the text;</li> <li>• Identify and compare attributes across two stories – setting, characters, problem-solution, and theme;</li> <li>• Answer and ask questions using the text as the source;</li> <li>• Identify and use text features to locate information quickly and accurately – bold face print, key words, topic sentences;</li> <li>• Identify and summarize the main idea and supporting details in informational text; and</li> <li>• Connect important ideas in the text with their own knowledge and experience to the world around them.</li> </ul>	<p>characters, problem-solution, and theme;</p> <ul style="list-style-type: none"> <li>• Answer and ask questions using the text as the source;</li> <li>• Identify and use text features to locate information quickly and accurately – bold face print, key words, topic sentences;</li> <li>• Identify and summarize the main idea and supporting details in informational text;</li> <li>• Connect important ideas in the text with their own knowledge and experience to the world around them; and</li> <li>• Read text of personal interest for 20 to 30 minutes daily.</li> </ul>	
<b>Writing</b>	<p>To teach, model, and provide planned opportunities for students to</p> <ul style="list-style-type: none"> <li>• Use prewriting strategies to generate and organize ideas</li> </ul>	<p>Students will</p> <ul style="list-style-type: none"> <li>• Use prewriting strategies to generate and organize ideas before writing such as talking,</li> </ul>	<p>Parents can support classroom instruction by</p> <ul style="list-style-type: none"> <li>• Writing letters, messages, thank you notes, and</li> </ul>

	<p>before writing such as talking, drawing, brainstorming, or story map,</p> <ul style="list-style-type: none"> <li>• Write a narrative piece that: establishes and supports a central theme which describes the setting, characters, objects, and events, provides a logical sequence of events, provides transitions to link paragraphs, uses words that describe, uses simple and compound sentences, and creates interesting sentences;</li> <li>• Write an expository piece that establishes and supports a central idea with a topic sentence at or near the beginning of the paragraph, includes supporting paragraphs with simple facts, details, and explanations, presents ideas in sequence, provides transitions to link paragraphs, concludes with a paragraph that summarizes the points, uses words that describe and explain, uses simple and compound sentences, and creates interesting sentences;</li> <li>• Write a persuasive piece that develops a main idea to</li> </ul>	<p>drawing, brainstorming, or story map;</p> <ul style="list-style-type: none"> <li>• Write a narrative piece that: engages the reader, establishes and supports a central theme which describes the setting, characters, objects, and events, provides a logical sequence of events, provides transitions to link paragraphs, uses words that describe, uses simple, compound and complex sentences, and creates interesting sentences;</li> <li>• Write an expository piece that establishes and supports a central idea with a topic sentence at or near the beginning of the paragraph, includes supporting paragraphs with simple facts, details, and explanations, presents ideas in sequence, provides transitions to link paragraphs, concludes with a paragraph that summarizes the points, uses words that describe and explain, uses simple and compound sentences, and creates interesting sentences;</li> <li>• Write a persuasive piece that develops a main idea to convince the reader to take or avoid a certain action, uses at least three details to support the main idea,</li> </ul>	<p>stories together;</p> <ul style="list-style-type: none"> <li>• Encouraging your child to keep a diary or journal; and</li> <li>• Correcting only one or two mistakes in your child's writing at a time.</li> </ul>
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	<p>convince the reader to take or avoid a certain action, uses at least three details to support the main idea, provides transitions to link paragraphs, concludes with a paragraph that summarizes the points, uses words that describe and explain, uses simple and compound sentences, and creates interesting sentences;</p> <ul style="list-style-type: none"> <li>• Edit the writing for fourth grade mechanics and grammar;</li> <li>• Revise the writing for content; and</li> <li>• Publish their writing.</li> </ul>	<p>provides transitions to link paragraphs, concludes with a paragraph that summarizes the points, uses words that describe and explain, uses simple and compound sentences, and creates interesting sentences;</p> <ul style="list-style-type: none"> <li>• Write a descriptive creative piece;</li> <li>• Edit the writing for fourth grade mechanics and grammar;</li> <li>• Revise the writing for content; and</li> <li>• Publish their writing.</li> </ul>	
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