

Idaho State Content Standards with Limits – Language Arts

4th Grade

Standard 1: Reading Process

Identify and use graphic features that support text meaning (e.g., diagrams, maps, charts, illustrations).

Content Limit: Item will address graphic features in a text passage (e.g., diagrams, maps, charts, illustrations). Only one concept may be assessed in an item.

Identify common root words, prefixes and suffixes, including Greek and Latin derivatives to decode unknown words.

Content Limit: Item will address word structure using words containing a base word, root word, prefix, or suffix, including Greek and Latin derivatives, to assist in decoding.

Identify common root words, prefixes and suffixes, derived from Greek and Latin to determine the meaning of unknown words.

Content Limit: Item will address word structure using words containing a base word, root word, prefix, or suffix, including Greek and Latin derivatives, to assist in determining meaning.

Use context, synonyms, antonyms, homophones and homographs to develop an understanding of new words.

Content Limit: Item will address only the concepts of context, antonyms, synonyms, and simple analogies. Only one concept may be assessed in an item. Items do not require definition of the specific literary terms.

Standard 2: Comprehension/Interpretation

State author's main purpose for writing various texts.

Content Limit: Item requires identification of the author's main purpose for writing.

Identify cause and effect relationships in text by responding to "why", "how", and "what if" questions.

Content Limit: Item requires a conclusion based on determining the cause and effect

Draw conclusions based on information gathered from text.

Content Limit: Item requires information obtained solely from the text given.

Distinguish between facts and opinions in expository text to support comprehension.

Content Limit: Item will have text that clearly distinguishes between fact and opinion.

Identify main ideas and signal words to summarize information from expository text.

Content Limit: Item will require the identification of the main ideas and key details relevant to the nonfiction text given; item responses may include main ideas, key details, and/or signal words.

Follow multi-step written directions.

Content Limit: Multi-step instructions will be multiple steps in response to an item.

Item may require organization and/or sequencing of information. Item requires information obtained solely from the text given.

Identify defining characteristics of literature genres, including poetry.

Content Limit: Item will contain information about defining characteristics of the major genres of fiction (e.g., realistic fiction, tall tale, fable, legend, folktale, and poetry).

Describe characters (e.g., traits, roles, similarities/differences) within a literary selection, heard or read

Content Limit: Item will contain information about a character; response may be a descriptor of a character trait. Characterization may be addressed in the item. Item does not require definition of the specific term.

Describe the setting and tell how it supports the story.

Content Limit: Item may contain information about the setting or how the setting supports the story; responses may be aspects of the setting. Only one aspect of the setting is addressed in the item. Item does not require definition of the specific term.

Explain the main problem, conflict, and resolution of a story plot.

Content Limit: Item may require the identification of the main problem, key details, conflict, or resolution. Item does not require the definition of the specific literary terms.

Identify the narrator of a story (point of view).

Content Limit: Identification is limited to who is telling the story (narrator).

Definitions of narrator and point of view as vocabulary terms are assessed only at the classroom level.

Identify the moral of literary selection (e.g., fables, folktales, legends).

Content Limit: Items that require a response to support reactions are restricted to ideas and details obtained solely from the text given.

Items requiring literary connections are limited to passages provided.

Passages should be at a fourth grade readability based on 2 readability formulas. Item may require identification of the lesson or theme of a selection. Passages may include realistic fiction

Identify common similes and idioms.

Content Limit: Item will address the understanding of the concept of simile. Item will not refer to both a simile and a metaphor.

Definitions of simile and metaphor as vocabulary terms are assessed only at the classroom level.

Standard 3: Writing Process

Generate the main idea.

Content Limit:

Items may require related statements that will allow students to select the main idea from several options.

Main idea

Writer's focus

Use organizational strategies appropriate for writing.

Content Limit:

Items may require students to select details to support the main idea or an ending sentence to match the main idea.

Supporting details

Beginning, middle, and end

Select an appropriate writing format for purpose and audience.

Content Limit:

Items may require information that contains a clear writing purpose and intended audience. Item responses selected from the formats taught in Standard 4, Grades K-4. Examples: friendly letter, directions, paragraph

Story writing that incorporates a setting, character, conflict (problem), and resolution (solution)

Purpose

Format

Audience

Revise draft for meaning and clarity.

Content Limit:

Sequence

Precise word choice

Revise draft by adding details to enhance audience understanding

Content Limit:

Adding relevant details

Removing irrelevant details

Rearrange words and sentences as needed to clarify meaning.

Content Limit:

Identifying and rearranging words within complete sentences

Placing sentences in a paragraph in the correct order

Edit the draft using an editing checklist with common editing marks.

Content Limit:

Mixed grade-level editing skills (Includes a mix of skills assessed in 5.2.1, 5.2.3, 5.3.1, 5.3.2, 5.4.1, and 5.4.2)

Standard 5: Writing Components

Spell correctly Grade 4 high-frequency words and common content area (e.g., science, social studies) words.

Content Limit:

Includes grade-appropriate words commonly taught across multiple textbook series

Apply spelling rules appropriate to grade level to spell accurately.

Content Limit:

Includes homophones and commonly confused words

Use simple and complex sentences.

Content Limit:

Includes compound sentences

Skills assessed in previous grades are included.

Examples:

Changing one sentence type into another (declarative into interrogative, etc.)

Complete/incomplete sentences

Combining sentences to correctly form complete simple, compound, or complex sentences

Identify:

- future verb tenses
- adjectives
- personal pronouns
- conjunctions

Content Limit:

Skills assessed in previous grades are included.

Examples:

Past and present verb forms, including irregular verbs
Subject-verb agreement (simple and compound sentences)

Correctly punctuate and capitalize titles, books, geographical names.

Content Limit:

[Note: Book titles, names of ships, etc., are underlined in Grades 2-5 and placed in italics beginning at Grade 6.]

Skills assessed in previous grades are included.

Examples:

Proper nouns
Holidays

Identify comma use in a direct address (“John, come here.”) and in compound sentences.

Content Limit:

[Apostrophe used to create singular possessives is included.]

Skills assessed in previous grades are included.

Examples:

Previous commas: words/phrases in a series, dates and addresses, friendly letter conventions
End punctuation