

# LANGUAGE ARTS CURRICULUM

## FOURTH GRADE

### Goal

Students in the fourth grade will apply reading strategies and skills automatically and strategically to comprehend text. They will read to gain information, to perform a task, and for literary experience.

Students will use a variety of strategies and writing process elements. They will become increasingly proficient in active listening and speaking. Children in fourth grade will deepen and extend their understanding and use of English language conventions in oral presentations and written products.

### Reading

**1. Word Recognition – The student will read narrative and expository text with grade-appropriate fluency and accuracy and with appropriate pacing, intonation, and expression.**

- a. Use word identification strategies appropriately and automatically when encountering unknown words (graphophonic, syntactic, semantic).
- b. Use word reference materials (e.g. glossary, dictionary, thesaurus) to identify and comprehend unknown words.
- c. Infer word meanings from root words, prefixes, and suffixes to decode words in text.

**2. Comprehension – The student will develop and apply strategies and skills to comprehend text that is read, heard, and viewed.**

- a. Interact with the text before, during, and after reading or listening by:
  - Setting a purpose by using prior knowledge and text information
  - Making, confirming, and revising predictions using illustrations, key words, foreshadowing clues, and prior knowledge
  - Formulating questions
  - Locating relevant information
  - Making connections with previous experiences, information, and ideas
- b. Select appropriate strategies and rate of reading for different purposes (e.g. fiction for enjoyment, nonfiction for information).
- c. Make inferences, draw conclusions and make generalizations from text.
- d. Summarize major points from fiction and nonfiction text(s) to clarify and retain information and ideas.
- e. Locate and order events in a story (e.g. first, second, third) or identify missing items in a sequence of events.

- f. Skim a short passage for an overview of the material and/or to search for key words to answer questions.
- g. Identify characteristics of fact versus opinion.
- h. Identify cause and effect related to a given event.
- i. Identify author's purpose.

**3. Literary Response and Analysis – The student will demonstrate familiarity with a variety of literature.**

- a. Read a variety of texts, including:
  - Fiction: legends, novels, folklore, science fiction
  - Non-fiction: autobiographies, informational books, diaries, journals
  - Poetry: concrete haiku, limerick
  - Drama: skits, plays
- b. Identify and interpret elements of fiction and non-fiction by determining the:
  - Plot
  - Setting
  - Characters
  - Theme
  - Main idea and supporting details
  - Goal/conflict
  - Resolution
  - Author's choice of words
- c. Recognize the differences of various imaginative forms of literature (e.g. fantasies, fables, myths, legends, and fairy tales).
- d. Identify the characteristics of a variety of genres (e.g. fiction, nonfiction, fantasy, fairy tales, fables, folktales, legends, myths, historical fiction, biography, autobiography).
- e. Compare tales from different cultures.
- f. Recognize structural patterns found in informational text (e.g. compare/contrast, cause/effect, problem/solution, and sequential order).
- g. Recognize non-literal meanings (e.g. similes, metaphors, analogies, idioms, and puns).

**4. Vocabulary – The student will use new vocabulary in speech and writing.**

- a. Recognize synonyms, antonyms, homonyms, and homophones.
- b. Recognize the correct meaning of a word with multiple meanings.
- c. Identify and use content area vocabulary.
- d. Increase the number of recognized words presented in text.

## **Listening and Speaking**

- 1. Listening – The student will listen and respond to oral communication.**
  - a. Respond courteously and respectfully to the ideas and thoughts of others.
  - b. Ask questions to determine the intended meaning and purpose of the speaker’s message.
  - c. Summarize major ideas and supporting evidence presented in spoken messages and formal presentations.
  - d. Record information while listening.
  - e. Observe and assess various non-verbal cues (e.g. gestures, body language, and facial expressions).
  
- 2. Speaking – The student will speak clearly and coherently.**
  - a. Present knowledge, ideas, and requests clearly using appropriate vocabulary and sentence structure.
  - b. Present effective introductions and conclusions that guide and inform the listener’s understanding of important ideas.
  - c. Use details, examples, anecdotes, or experiences to explain or clarify information.
  - d. Use volume, pitch, phrasing, pace, modulation, and gestures appropriately to enhance meaning.

## **Grammar and Usage**

- 1. Grammar and Usage – The student will develop a command of standard English conventions appropriate to fourth grade.**
  - a. Identify and use regular and irregular verbs, adverbs, prepositions, and coordinating conjunctions.
  - b. Demonstrate an understanding of:
    - Pronouns
    - Subject/verb agreement
    - Verb tense consistency
    - Subject consistency.
  
- 2. Capitalization – The student will capitalize correctly.**
  - a. Capitalize names of magazines, newspapers, works of art, musical compositions, and organizations.
  - b. Capitalize the first word in quotations when appropriate.
  
- 3. Punctuation – The student will use correct punctuation.**
  - a. Use parenthesis, commas in direct quotations, and apostrophes in the possessive case of nouns and in contractions.
  - b. Use underlining, quotation marks, or italics to identify titles of documents.

**4. Spelling – The student will develop spelling strategies and skills.**

- a. Correctly spell basic sight words and frequently used words.
- b. Identify and correctly spell homophones.
- c. Correctly spell roots, inflections, suffixes, prefixes, and syllable constructions.
- d. Correctly spell abbreviations.
- e. Alphabetize correctly.

**Writing**

**1. Handwriting – The student will develop handwriting skills.**

- a. Demonstrate proper manuscript and cursive writing techniques (e.g. posture, paper placement, pencil grip, letter formation, slant, letter size, spacing, and alignment).
- b. Write fluidly and legibly in cursive.

**2. Composition – The student will develop writing skills.**

- a. Participate in prewriting activities such as brainstorming, using graphic organizers, and free writing.
- b. Use the writing process:
  - Prewriting
  - Drafting
  - Revising
  - Editing
  - Publishing
- c. Develop various types of writing (e.g. paragraphs, stories, friendly letters, and newspaper articles).
- d. Create multiple-paragraph compositions:
  - Provide an introductory paragraph.
  - Establish and support a central idea with a topic sentence.
  - Include supporting paragraph with simple facts, details, and explanations.
  - Conclude with a paragraph that summarizes the main points.
- e. Edit for style, structure, spelling, grammar errors, and for clarity.

**Information and Research**

**1. Reference – The student will identify and use sources of different types of information (e.g. dictionary, encyclopedia, newspapers).**

- a. Recognize and use dictionary skills (e.g. guide words, word meaning, pronunciation guide, syllabication, and alphabetical order).
- b. Use graphic sources to interpret and organize information (e.g. tables, graphs, maps, diagrams, timelines, and webs).

- c. Identify the parts of a book and the information it includes (e.g. glossary, index).
- d. Use a library and its reference sources (e.g. card catalog, computer listing, electronic retrieval system).

**2. Research – The student will practice collecting information from a variety of sources.**

- a. Take notes to paraphrase or summarize information.
- b. Compile researched information into a written report or summary.