

## English/Language Arts Fourth Grade

### **Program Goal:**

Recognizing the differences in learning styles and ability levels, educators will teach all students to be able to communicate effectively, through reading, writing, speaking and listening. All students will learn language arts skills that allow them to continue learning through their lifetimes. Through a faith-based education, all students will learn to appreciate (value) diversity that is reflected in a variety of cultures and life experiences as they have to do with written and oral communication.

### **Grade Level Goal:**

#### **Reading:**

All learners will read, describe, and discuss the shared human experience as depicted in classic and contemporary literature. Learners will read, identify, and explain the defining characteristics of a variety of genre (i.e., narrative, expository, technology-based, poetry, drama). Learners will also develop a greater appreciation of reading.

#### **Writing:**

All learners will use written language as a tool for sharing information and knowledge, for influencing and persuading, and for creating and entertaining.

#### **Oral Communication:**

All learners will use the oral language skills of listening and speaking to communicate and receive information throughout the curriculum.

## **Content Criteria:**

### **Reading – Decoding/Spelling:**

- The learner will use phonetic cues and context clues to decode words.
- The learner will apply spelling rules to aid in word recognition and decoding.
- The learner will isolate prefix, suffix, and base word to aid in word recognition.
- The learner will identify/practice compound words and multi-syllabic words.
- The learner will use diacritical markings to assist in pronunciation.
- The learner will use a variety of resources to enhance vocabulary development.

### **Reading – Comprehension:**

- The learner will follow written and oral directions.
- The learner will identify story elements (character, setting, events, problem/conflict, solution/resolution), and compare and contrast between stories.
- The learner will formulate and verify predictions.
- The learner will sequence events in the story.
- The learner will read to identify author's purpose or message.
- The learner will summarize text in his/her own words.
- The learner will draw conclusions and make inferences based on text.
- The learner will analyze informational text (compare and contrast).
- The learner will identify topic, main idea, and supporting details.
- The learner will understand cause and effect.
- The learner will recognize the difference between fact and opinion.
- The learner will recognize and use text enhancements to increase understanding of key/supporting ideas.
- The learner will synthesize information from two or more sources.
- The learner will create written, visual, and oral presentations based on text to demonstrate understanding of important events and characters.
- The learner will experience a variety of genres:
  - Fiction
  - Non-fiction

- Poetry
- Drama
- Technology-based resources
- The learner will identify figurative language used in stories.
- The learner will use a variety of strategies to derive meaning from text.
- The learner will relate reading to personal experiences.

### **Reading – Fluency:**

- The learner will read aloud with expression, proper phrasing, projection, and fluency.
- The learner will respond to punctuation and adjust reading rate to reflect the particular genre.
- The learner will read with accuracy at independent reading level.

### **Reading – Vocabulary:**

- The learner will use a variety of strategies to increase and expand vocabulary.
- The learner will identify and use synonyms, antonyms, and homonyms.
- The learner will recognize and use prefixes and suffixes.
- The learner will interpret and use correctly multi-meaning words.
- The learner will categorize words according to meaning and/or topic.

### **Reading – Cultural Awareness:**

- The learner will demonstrate consideration and compassion toward those with physical, spiritual, emotional, economic and cultural differences.
- The learner will apply Catholic Social Teaching through guided reading and discussion.

### **Writing – Handwriting**

- The learner will write legibly in all areas of the curriculum.
- The learner will practice and improve cursive letter formation.

### **Writing – Spelling**

- The learner will review spelling patterns and rules.

- The learner will spell frequently misspelled and irregularly spelled words correctly.
- The learner will spell high-frequency words correctly.
- The learner will develop strategies to spell unknown words correctly.
- The learner will spell words correctly across the curriculum.

### **Writing - Grammar**

- The learner will recognize and use parts of speech correctly:
  - Nouns
  - Verbs
  - Adjectives
  - Adverbs
  - Pronouns
  - Conjunctions
- The learner will recognize and use complete sentences.
- The learner will review and use different types of sentences.

### **Writing - Composition**

- The learner will write a cohesive paragraph.
- The learner will utilize paragraph writing in various formats.
- The learner will participate in a structured writing process.
- The learner will explore various genres of writing.

### **Writing - Mechanics**

- The learner will produce neat and organized work.
- The learner will follow rules of capitalization.
- The learner will follow rules of punctuation.
- The learner will construct and punctuate the parts of a letter.
- The learner will indent the first sentence of a paragraph.

### **Oral Communication - Listening**

- The learner will follow multi-step verbal directions.
- The learner will practice listening for a specific purpose.
- The learner will listen attentively to a variety of oral presentations.
- The learner will respond appropriately to a variety of oral presentations.

## **Oral Communication – Speaking**

- The learner will organize thoughts and speak in complete sentences using correct grammar and syntax.
- The learner will develop appropriate speaking skills.
- The learner will ask appropriate questions and give relevant answers.
- The learner will practice good manners.
- The learner will participate in various speaking opportunities.

## **Scope:**

### **I. Reading – Decoding/Spelling**

- A. Reinforce knowledge of phonics in word decoding.
- B. Apply knowledge of context clues to construct meaning
  - 1. Sentence structure
  - 2. Paragraph structure
  - 3. Known words
  - 4. Prediction
  - 5. Topic
- C. Reinforce knowledge of spelling rules in word attack process.
- D. Practice using common prefixes and suffixes.
- E. Identify base words in decoding.
- F. Practice compound words
  - 1. Locate
  - 2. List
  - 3. Define new meaning
- G. Practice multi-syllabic word rules
  - 1. Accented and unaccented syllables
  - 2. Effect of accent on vowel pronunciation
  - 3. Two vowels together but sounded separately
  - 4. Consonant - le division
  - 5. Reinforce schwa sound
- H. Introduce diacritical markings
  - 1. Glossary
  - 2. Dictionary
  - 3. Pronunciation key
- I. Demonstrate the ability to use a variety of resources

1. Dictionary
2. Glossary
3. Thesaurus
4. Almanac
5. Atlas
6. Friend
7. Teacher/adult

## **II. Reading – Comprehension**

- A. Practice following multi-step written and oral directions
- B. Interpret story elements
  1. Mapping
  2. Compare/contrast
- C. Reinforce narrative text strategies
  1. Formulate and verify predictions
  2. Sequence events
  3. Identify author's purpose or message
    - a.) Inform
    - b.) Entertain
    - c.) Persuade
  4. Summarize
  5. Draw conclusions
  6. Make inferences
- D. Analyze informational text
  1. Compare/contrast
  2. Topic/main idea/ supporting details
  3. Cause/effect
  4. Fact/opinion
  5. Text enhancements
    - a.) Glossary
    - b.) Index
    - c.) Headings/subheadings
    - d.) Marginal notes
    - e.) Keys/legends
  6. Use of multiple sources
    - a.) Primary
    - b.) Secondary

7. *Generalizations*
- E. Create written, visual, and oral presentations based on text
  1. Drawing
  2. Painting
  3. Diorama
  4. Drama
  5. Book reports
  6. Role-playing
- F. Experience a variety of genre
  1. Fiction
    - a.) Realistic
    - b.) Historical
    - c.) Fantasy
    - d.) Traditional: fables, folktales, tall tales
    - e.) Science fiction
  2. Non-fiction
    - a.) Biography
    - b.) Autobiography
    - c.) Informational text
    - d.) Reference materials
    - e.) Media resources
    - f.) Biblical literature
  3. Poetry
  4. Drama
  5. Technology-based resources
- G. Reinforce simile, metaphor, and analogy
- H. Introduce other forms of figurative language
  1. Hyperbole
  2. Idiom
- I. Practice and develop independent use of various comprehension strategies
  1. SQ3R (Scan, Question, Read, Review, Recite)
  2. Skimming/scanning
  3. KWL (Know, Want to know, Learned)
  4. Concept mapping
  5. Webbing
  6. Graphic organizers

- J. Continue to use strategies to relate reading to personal experiences
  - 1. Text to text
  - 2. Text to self
  - 3. Text to world

### **III. Reading – Fluency**

- A. Provide opportunities for practice of fluency
  - 1. Expression
  - 2. Proper phrasing
  - 3. Projection
  - 4. Punctuation
  - 5. Reading rate
  - 6. Accuracy at independent reading level

### **IV. Reading – Vocabulary**

- A. Strategies for vocabulary development
  - 1. Context clues
  - 2. Dictionary
  - 3. Thesaurus
  - 4. Glossary
  - 5. Related text
- B. Expand vocabulary usage
  - 1. Synonyms
  - 2. Antonyms
  - 3. Homonyms
  - 4. Prefixes
  - 5. Suffixes
  - 6. Multi-meaning words
- C. Categorize words
  - 1. Meaning
  - 2. Topic
  - 3. Alphabetical order

### **V. Reading – Cultural Awareness**

- A. Read and discuss texts relating to differences.
  - 1. Physical

2. Spiritual
  3. Emotional
  4. Economic
  5. Cultural
- B. Develop a greater awareness of Catholic Social Teaching
1. Review "Care for God's Creation" and "Solidarity"
  2. Introduce "The Dignity of Work and the Rights of Workers"
    - a.) Guided reading
    - b.) Discussion

## **VI. Writing – Handwriting**

- A. Write legibly
1. Manuscript
  2. Cursive
- B. Forms letters correctly
1. Spacing
  2. Slant
  3. Size

## **VII. Writing – Spelling**

- A. Review spelling patterns and rules
1. Vowels and vowel teams
  2. Contractions
  3. Possessives
  4. Plurals
  5. Syllables
  6. Prefixes and suffixes
  7. Abbreviations
  8. Schwa
  9. -al, -el, -le
  10. r-controlled vowel sounds
- B. Practice frequently misspelled and irregularly spelled words.
- C. Reinforce high-frequency words
- D. Develop strategies to spell unknown words correctly
1. Dictionary
  2. Glossary

3. Technology
- B. Practice spelling cross-curricular words correctly.

### **VIII. Writing - Grammar**

- A. Identify and use parts of speech
  1. Nouns
    - a.) Common
    - b.) Proper
    - c.) Singular
    - d.) Plural
    - e.) Possessive
  2. Verbs
    - a.) Action
    - b.) Linking
    - c.) Main
    - d.) Helping
  3. Contractions
  4. Tenses (regular and common irregulars)
    - a.) Past
    - b.) Present
    - c.) Future
  5. Adjectives
    - a.) Articles
    - b.) Comparisons
    - c.) Double negatives
  6. Adverbs
    - a.) Comparisons
    - b.) Regular
  7. Pronouns
    - a.) Subject
    - b.) Object
    - c.) Possessive
    - d.) Contractions
  8. Conjunctions
- B. Generate complete sentences
  1. Subject - verb agreement
  2. Correct fragments and run-on sentences

3. Construct compound sentences
- C. Identify simple, compound, and complete subjects and predicates
- D. Review and use different types of sentences
  1. Statement/Declarative
  2. Question/Interrogative
  3. Exclamation/Exclamatory
  4. Command/Imperative

## **IX. Writing – Composition**

- A. Paragraph writing
  1. Topic sentence
  2. Supporting sentences
  3. Closing sentence
- B. Utilize paragraph writing
  1. Summary
  2. Story
    - a.) Beginning
    - b.) Middle
    - c.) End
  3. Multi-paragraph reports
  4. Vary sentence patterns and word choices
- C. Writing process
  1. Pre-writing
  2. First draft
  3. Revising
  4. Proofreading
  5. Publishing
- D. Writing genres
  1. D.O.L.
  2. Journal
  3. Book reports
  4. Narrative
  5. Plays
  6. Poetry
  7. Autobiography/Biography
  8. Friendly letters

9. Persuasive
10. Descriptive
11. Compare and contrast

## **X. Writing – Mechanics**

### **A. Neatness and organization**

1. Headings
2. Margins
3. Format
4. Titles/labels

### **B. Capitalization**

1. Beginning of sentences
2. Proper nouns
3. Religious words
4. Titles
  - a.) People
  - b.) Initials
  - c.) Family Titles
  - d.) Abbreviations
  - e.) Books
  - f.) Reports
  - g.) Stories
  - h.) Media
5. Pronoun "I"
6. First word of a quotation

### **C. Punctuation**

1. Review use of end marks
2. Comma
  - a. In a series
  - b. Compound sentence
  - c. To set off appositives
  - d. In direct address
  - e. Quotations
  - f. Dates
  - g. City and state
  - h. In letter writing
  - i. Emphasis words at beginning of sentence
  - j. Numbers

3. Apostrophe
    - a. Possessive
    - b. Contractions
  4. Quotation marks
    - a. Direct quote
    - b. Titles
  5. Hyphen
    - a. Compound words
    - b. Number words
  6. Colon
    - a. Time
    - b. Start of a series
- D. Parts of a letter
1. Friendly letter
    - a. Heading
    - b. Greeting
    - c. Body
    - d. Closing
  2. Envelope (according to postal regulations)
    - a. According to postal regulations
- E. Indenting
1. Paragraph
  2. Direct quote

## **XI. Oral Communication - Listening**

- A. Multi-step verbal directions
  1. Simple to more complex
- B. Listening for a purpose
  1. Sequence of events
  2. Fact/opinion
  3. Cause/effect
  4. Main idea/supporting details
  5. Author's purpose/point of view
- C. Listen attentively
  1. Teacher instruction
  2. Guest speaker
  3. Peers
  4. Media

5. Group assemblies
- D. Respond appropriately
1. Eye contact
  2. Body language
  3. Relevant questions and comments
  4. Courteous manner
  5. Respect other's opinions

## **XII. Oral Communication - Speaking**

- A. Speaking skills
1. Inflection
  2. Volume
  3. Rate
  4. Voice
  5. Tone
  6. Eye contact
  7. Posture
  8. Gestures
  9. Use of visual aides
- B. Questions and answers
1. Respect for others
  2. Use tact
  3. Take turns
  4. Participate
- C. Manners
1. Introductions
  2. Greeting and responding to others
- D. Speaking opportunities
1. Liturgy
  2. Read-aloud
  3. Content area reports
  4. Discussions
  5. Shared personal writing
  6. Special events

## **Instructional Criteria:**

1. The learner will read and write daily.

2. The learner will read in different settings
  - a. Small group
  - b. Independent
  - c. Teacher
  - d. Partner
3. The learner will use prior knowledge and experience to relate to literature.
4. The learner will respond to literature in a variety of ways.
5. The learner will think critically
  - a. Analyze
  - b. Synthesize
  - c. Interpret
6. The learner will utilize various technological media.
7. The learner will be exposed to a variety of genres of reading and writing.
8. The learner will proofread, edit, and share personal writing.
9. The learner will conference on a regular basis with teacher and peers.
10. The learner will use good listening skills.
11. The learner will have opportunities to speak in a variety of situations.
12. The learner will use a variety of graphic organizers to display information and enhance comprehension.
13. The learner will work cooperatively in groups.

## **Textbook Recommendation:**

**Macmillan/McGraw Hill**

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