

## **Grade 4 Language Arts Curriculum**

### **Conventions**

Write fluidly and legibly in cursive or joined italic.

Use parentheses, commas in direct quotations, and apostrophes in the possessive case of nouns and in contractions.

Use underlining, quotation marks, or italics to identify titles of documents.

Students write and speak with a command of Standard English conventions appropriate to this grade level.

Capitalize names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations when appropriate.

### **Pre-Write and Draft**

Select a focus, an organizational structure, and a point of view based upon purpose, audience, length, and format requirements.

Use traditional structures for conveying information (e.g., chronological order, cause and effect, similarity and difference, posing and answering a question).

Create multiple-paragraph compositions:

- A. Provide an introductory paragraph.
- B. Establish and support a central idea with a topic sentence at or near the beginning of the first paragraph.
- C. Include supporting paragraphs with simple facts, details, and explanations.
- D. Conclude with a paragraph that summarizes the points.
- E. Use correct indentation.

Explore and write different genres including poetry.

### **Write narratives:**

- A. Relate ideas, observations, or recollections of an event or experience.
- B. Provide a context to enable the reader to imagine the world of the event or experience.
- C. Use concrete sensory details.
- D. Provide insight into why the selected event or experience is memorable.

### **Write responses to literature:**

- A. Demonstrate an understanding of the literary work.
- B. Support judgments through references to both the text and prior knowledge.

### **Write information reports:**

- A. Frame a central question about an issue or situation.
- B. Include facts and details for focus.
- C. Draw from more than one source of information (e.g., speakers, books, newspapers, other media sources).
- D. Write summaries that contain the main ideas of the reading

selection and the most significant details.

### **Revising and Editing**

Edit and revise selected drafts to improve coherence and progression by adding, deleting, consolidating, and rearranging text.

### **Research and Technology**

Quote or paraphrase information sources, citing them appropriately.

Locate information in reference texts by using organizational features (e.g., prefaces, appendixes).

Use various reference materials (e.g., dictionary, thesaurus, card catalog, encyclopedia, online information) as an aid to writing.

Understand the organization of almanacs, newspapers, and periodicals and how to use those print materials.

Use computer to generate limited research papers.

### **Sentence Structure**

Use simple and compound sentences in writing and speaking.

Combine short, related sentences with appositives, participial phrases, adjectives, ad-verbs, and prepositional phrases. Identify and use regular and irregular verbs, adverbs, prepositions, and coordinating conjunctions in writing and speaking.

### **Spelling**

Spell correctly roots, inflections, suffixes and prefixes, and syllable constructions.

## Listening and Speaking

### **Listening and Speaking Strategies**

- Ask thoughtful questions and respond to relevant questions with appropriate elaboration in oral settings.
- Summarize major ideas and supporting evidence presented in spoken messages and formal presentations.
- Identify how language usages (e.g., sayings, expressions) reflect regions and cultures.
- Give precise directions and instructions.
- Present effective introductions and conclusions that guide and inform the listener's understanding of important ideas and evidence.
- Use traditional structures for conveying information (e.g., cause and effect, similarity and difference, posing and answering a question).
- Emphasize points in ways that help the listener or viewer to follow important ideas and concepts.
- Use details, examples, anecdotes, or experiences to explain or clarify information.
- Use volume, pitch, phrasing, pace, modulation, and gestures appropriately to enhance meaning.
- Evaluate the role of the media in focusing attention on events and in forming opinions on issues.

### **Speaking Applications**

- Deliver oral summaries of articles and books that contain the main ideas of the event or article and the most significant details.
- Recite brief poems (i.e., two or three stanzas), soliloquies, or dramatic dialogues, using clear diction, tempo, volume, and phrasing.
- Make narrative presentations:
  - A. Relate ideas, observations, or recollections about an event or experience.
  - B. Provide a context that enables the listener to imagine the circumstances of the event or experience.
  - C. Provide insight into why the selected event or experience is memorable.
- Make informational presentations:
  - A. Frame a key question.
  - B. Include facts and details that help listeners to focus.
  - C. Incorporate more than one source of information (e.g., speakers, books, newspapers, television or radio reports).