

## **GRADE 4      LANGUAGE ARTS**

The purpose of the Language Arts curriculum is to expose children to classical and modern literature, acquire new vocabulary and use it correctly in reading and writing, and improve oral language skills.

### **Reading/Literature**

#### **Understanding a Text and Making Connections**

Students will

- identify and show the relevance of foreshadowing clues
- identify sensory details and figurative language
- identify the speaker of a poem or story
- make judgments about setting, characters, and events and support them with evidence from the texts.
- summarize main ideas and supporting details
- locate facts that answer the readers' questions
- distinguish cause from effect
- identify similarities and differences between the characters or events in a literary work and the actual experiences in an author's life
- interpretation of plot, setting and character
- interpret current events through reading publications

#### **Genre**

Students will:

- identify forms of literature: poetry, fiction and nonfiction
- acquire knowledge of familiar sayings, traditional stories, classical literature, and folktales

#### **Theme**

Students will:

- relate literary themes of fiction and nonfiction to personal experiences
- identify themes as lessons and folktales
- analyze and evaluate similar themes across poetry, nonfiction and fiction texts

#### **Style and Language**

Students will:

- identify words appealing to the senses or involving direct comparisons in literature and spoken language
- identify and analyze how an author's use of words creates the tone of the story
- identify imagery when responding to literature

## **Writing Composition**

Students will:

- write with a clear focus
- write with coherent organization
- write with sufficient detail
- use the writing process: pre-write, draft, revise, edit and publish.
- compose a personal narrative
- compose a comparative writing piece
- compose a persuasive writing essay
- compose an explanatory writing piece
- compose an expository writing piece
- compose a fictional story
- compose a various types of poetry
- compose an autobiography and biography
- write a fictional story containing story elements: characters, plot, setting, conflict and resolution
- write brief summaries of information gathered through research for Social Studies and Science using encyclopedias, magazines, and internet resources
- write an interpretation of a variety of sayings and phrases to expand their proverbial culture awareness

## **Language Mechanics/Grammar/Correct Usage**

Students will:

- analyze standard English Grammar
- understand what a complete sentence is
- identify subject and predicate
- distinguish complete sentences from fragments
- identify and correct run-on sentences
- identify subject/verb agreement
- identify and use different sentence types: declarative, interrogative, imperative, and exclamatory
- know the following parts of speech and how they are used: nouns, pronouns, verbs, adjectives, articles, adverbs, conjunctions, interjections
- use correct punctuation
- understand synonyms and antonyms
- use underlining and italics for title of books
- know how prefixed and suffixes affect word meaning
- review correct usage of homophones

## **Vocabulary Development**

### **Spelling/vocabulary**

Students will:

- understand new vocabulary
- understand new spelling words
- use spelling words correctly in written and oral language
- complete spelling workbook pages for weekly lessons
- define vocabulary words from text
- apply vocabulary words in written and oral language

## **Speaking and Listening**

### **Speaking**

Students will:

- contribute their own information and ideas in class or group discussions
- responds to class and group discussions
- give oral presentations about personal experiences
- express opinion of literary work or class topic
- deliver presentation using clear annunciation and vocabulary

### **Listening**

Students will:

- listen to speeches
- listen to opinions of peers during class and group discussion
- listen to teacher's instructions

### **Responding to/Analyzing Media**

Students will:

- identify and apply knowledge of elements of film, video, the internet, multimedia productions, and dramatic performances

## **Materials**

- Massachusetts English Language Arts Curriculum Framework, 2001
- Thank You, Mr. Falker, Patricia Polacco
- The Graves Family, Patricia Polacco
- My Rotten Redheaded Older Brother, Patricia Polacco
- Christmas Tapestry, Patricia Polacco
- Mr. Lincoln's Way, Patricia Polacco
- Gulliver's Travels, Jonathan Swift
- The Legend of Sleepy Hollow, Washington Irving
- Rip Van Winkle, Washington Irving
- Little Women, Louisa May Alcott
- Pollyanna, Eleanor Porter
- Ben and Me, Robert Lawson
- Little House on the Prairie, Laura Ingalls Wilder
- Robin Hood
- Treasure Island, Robert Louis Stevenson
- A Christmas Carol, Charles Dickens
- SRA Spelling, SRA/McGraw-Hill
- Language Arts, McGraw-Hill (Textbook)
- Language Arts, McGraw-Hill (Workbook)

## **Instruction**

- teacher directed
- cooperative group
- multimedia
- multi-sensory approach

Updated on February 9, 2011 by Donna Sullivan and Jennifer Andrewchuk