

Language Arts Curriculum Outline Fourth Grade Parent Copy

The ultimate goal for language arts learners is personal, social, occupational, and civic literacy. A successful language arts learner is able to use the reading process to construct meaning from text, use written language as a tool, speak and listen effectively, and use research to enhance understanding of the world.

4.1 Meaning and Communication: Reading and Comprehension

- A. The student will read a variety of texts with developing fluency and comprehension.
- B. The student will determine the meaning of words and phrases using multiple strategies and resources.
- C. The student will retell and summarize the main idea of narrative and information text.
- D. The student will be enthusiastic about reading and learning how to read and do reading on their own.

4.2 Meaning and Communication: Writing *All work is to be included in a working portfolio.)

- A. The student will write a narrative piece (e.g. myth/legend, fantasy, adventure) creating relationships among setting, characters, theme, and plot.
- B. The student will produce a School-Wide persuasive or position letter. (MEAP)
- C. The student will write poetry based on reading a wide variety of grade level appropriate published poetry.
- D. The student will use the writing process to produce and present a research project from the Social Studies or Science curriculum.
- E. The student will use the Writing Process with the 6+ Traits Writing Model to construct narrative and informational text.
- F. The student will spell frequently encountered words correctly and use structural and environmental sources when necessary.
- G. The student will be enthusiastic about writing and learning to write and to do writing on their own.
- H. The student will be correctly use language conventions in writing.
- I. The student will TLW write a comparative piece to demonstrate understanding of central ideas and supporting ideas using an effective organizational pattern (e.g., compare/contrast) and a boldface and/or italicized print.

4.3 Meaning and Communication: Writing: Listening speak, view, read, and write. *All work is to be included in a Reading Response Journal

- A. The student will respond to multiple text types listened to or viewed by speaking, illustrating, and/or writing in order to clarify meaning, make connections to the shared human experience, take a position, and show deep understanding.
- B. The student will listen to and summarize another person's research report.
- C. The student will demonstrate effective elements of speaking to plan and deliver presentations.
- D. The student will recognize and analyze the various roles of communication process (e.g. persuade, critically analyze, flatter, explain, dare) in focusing attention on events and in shaping opinions.

4.4 Language

- A. The student will adjust the use of language to communicate effectively with a variety of audiences and for different purposes and be aware of regional language differences.

4.5 Literature is integrated into all of the benchmarks

4.6 Voice is integrated into writing expectations.

4.7 Skills and Processes

- A. The student will self-monitor comprehension while reading using a variety of strategies.
- B. The student will set goals for the improvement of his/her writing and assess his/her own progress.

4.8 Genre and Craft

- A. The student will identify story elements by completing a story chart. (conflict/resolution, recognize point of view.
- B. The student will identify, describe and analyze a character's thoughts, actions, and motivation through dialogue and various character roles and functions (e.g. hero, villain, narrator)
- C. The student will explain how authors use literary devices (e.g. flashforward, flashback, simile)
- D. The student will identify various genres (e.g. poetry, myths, legends, fantasy, adventure, autobiography/biography, personal essay, almanac, newspaper) and explain the characteristics of each.
- E. The student will identify expository text structures (compare/contrast, position/support, problem/solution.
- F. The student will explain how authors use various textual aides to enhance understanding (e.g. appendices, headings, subheadings, marginal notes, keys/legends, figures, and bibliographies).

4.9 Depth of Understanding

- A. The student will relate situations among themes, cultures, ideas, and characters within and across text to create a deeper understanding by drawing parallels across time.

4.10 Ideas in Action are integrated into Meaning and Communication 4:3

4.11 Inquiry and Research is included in Social Studies and Science Curriculum.

4.12 Critical Standards

- A. The student will identify what they enjoy about a text and justify their choices using individual and shared standards.
- B. The student will select a collection of personal work based on individual and shared criteria and justify their choices.