

4th Grade Language Arts Curriculum Overview

Reading: Literature

Key Ideas and Details:

- Draw inferences from a text.
- Identify a theme using the details in the text.
- Summarize a text.
- Describe a character, setting or an event in a story using details from the story.
- Draw conclusions based on details in the story.
- Identify story elements (characters, setting, plot, conflict, resolution, theme).
- Use SQ3R when reading a text.
- Identify foreshadowing in a text and what it tells the reader.

Craft and Structure:

- Use context clues to determine the meaning of a word.
- Identify elements of a poem.
- Identify verb tense in a text.

Integration of Knowledge and Ideas:

- Compare and contrast two stories with the same theme.

Range of Reading and Level of Text Complexity:

- Read stories, biographies, poems, factual science texts and journals.

Reading: Informational Text

Key Ideas and Details:

- Draw inferences from a text.
- Use details and examples to explain a text.
- Summarize a text.
- Explain ideas in an historical or a scientific text.

Craft and Structure:

- Describe problem/solution, cause/effect in a text.
- Determine the meaning of domain-specific words in a text.

Integration of Knowledge and Ideas:

- Interpret information using graphs and maps to bring clarity to the text.
- Use evidence to support points in a text.
- Compare and contrast information from two texts on the same topic.
- Explain how reasons and evidence support points in a text.
- Interpret graphs to help understand a text.

Range of Reading and Level of Text Complexity:

- Read and comprehend nonfiction, science and informational texts.

Reading: Foundational Skills

Phonics and Word Recognition:

- Apply word analysis skills and phonics to decode words.
- Decipher unfamiliar words by identifying the root word and its affixes.

Fluency:

- Read prose and poetry with expression.
- Use context to help with word recognition.

Writing

Text Types and Purposes:

- Determine the difference between fact and opinion
- Write informative text using facts and details, and provide a concluding statement.
- Write a narrative using descriptive details and conclusion.
- Write a persuasive paragraph stating opinion, listing supporting ideas and drawing a conclusion.
- Describe a character listing his/her character traits.

Production and Distribution of Writing:

- Use the writing process (prewriting, drafting, revising and editing) to strengthen writing.
- Use adverbs, adjectives and transition words to enhance writing.
- Gather information from different sources to write about a chosen topic.

Speaking and Listening

Presentation of Knowledge and Ideas:

- Present a play with multiple people reading different parts.
- Understand and use onomatopoeia in each speaking role.

Language

Conventions of Standard English:

- Use relative pronouns.
- Identify and use prepositions and prepositional phrases.
- Identify and correct sentence fragments and run-on sentences.
- Differentiate between commonly confused words.
- Review capitalization rules and correct capitalization errors.
- Identify sentences that need quotation marks and correct comma placement.
- Identify and use coordinating conjunctions in sentences.

4th Grade Language Arts Curriculum Overview (cont.)

- Identify nouns, verbs, adjectives, adverbs and direct objects.
- Review and write singular and plural possessive nouns and pronouns.
- Identify the meaning of a homograph by using it in a sentence.
- Review spelling rules when adding word endings.
- Review rules for the division of syllables.

Vocabulary Acquisition and Use:

- Use context clues for clarity of word meaning.
- Add affixes to root words and understand how the addition changes the meaning of the word.
- Identify similes and metaphors in a text and interpret their meanings.
- Explain the meanings of common adages and proverbs in a text.
- Provide antonyms and synonyms to given words.

Lesson #3 (continued)

Many words sound alike, but are spelled or punctuated differently and have different meanings. It is important to understand the differences between the words listed below so that you always use them correctly.

to— in the direction of; used with a verb:
to take, to have, etc.

too— also, or more than enough

two— more than one and less than three

its— belonging to

it's— the contraction for *it is*

your— belonging to you

you're— the contraction for *you are*

whose— belonging to who or whom

who's— the contraction for *who is*, or *who has*

their— belonging to them

there— in that place

they're— the contraction for *they are*

Read the poem below and circle the correct spelling of the word that belongs in the poem. Take your time with this and be sure you understand this lesson. You may see another exercise using these words again!

Snow Day

My dear friend Mr. Winter,
(Whose, Who's) in charge of all the snow.
I have this little problem and I need (to, too, two) let you know.

My life has been so busy,
(To, Too, Two) many things (to, too, two) do.
I wish I had some time (to, too, two) play and spend a day with you.

Do you think that you could help?
I need a break from school.
Every day (its, it's) work, work, work; then learn another rule.

I have (to, too, two) friends from down the street,
(Their, There, They're) tired of school like me.
(Their, There, They're) wishing for a snow day (to, too, two),
(To, Too, Two) have some fun you see.

So help us, Mr. Winter,
Please grant (their, there, they're) wish to play.
We need (your, you're) cold and frosty touch to cancel school today!

Lesson #12 (continued)

A sentence fragment is part of a sentence. It is a group of words which is missing either a subject or a verb, or does not express a complete thought. Sentence fragments, like the examples below, are incorrect.

Fragment:	Can be quite silly.	(The subject is missing.)
Complete sentence:	My little sister can be quite silly.	(A subject has been added.)
Fragment:	The snow on our roof.	(The verb is missing.)
Complete sentence:	The snow on our roof fell onto the driveway.	(A verb has been added.)
Fragment:	When report cards were given out.	(The thought is incomplete.)
Complete sentence:	I was absent when report cards were given out.	(The thought is complete)

Label the following as “S” for sentence, or “F” for fragment.

- _____ 1. In order to have many friends.
- _____ 2. A robot that can take your tests.
- _____ 3. Tired from writing his book report.
- _____ 4. Tiger Woods is a popular and talented golfer.
- _____ 5. Which caused the swim team to lose.

Now read the story below. On a separate piece of paper, rewrite the story using complete sentences in place of the sentence fragments used here. The final story should make good sense. Use your imagination to add details!



Although I wanted to go to Camp Choptank with my friends. Mom said it was best for me to attend Camp Blackhawk.

I cried all the way there. When Mom tried to kiss me goodbye. I pouted and ran away.

After lunch with my new cabin mates. I didn't know any of them. I was silently and unhappily. Watching some of the kids ride horses. Suddenly a snake! I yelled, "Snake!" It turned out to be a good warning.

Many new friends before dinner time. Watched the sunset together and sang songs.

Next year, it's Camp Blackhawk for me!



Lesson #18



The paragraph below is an example of persuasive writing. As you read, notice how Olivia is trying to persuade her 4th grade teacher to have a classroom Popsicle break each afternoon in the month of June.

Hints for Olivia

Introduce the Topic

State Your Opinion

List Three Supporting Ideas

Use words that will make the reader feel strongly about your opinion.

Draw Your Conclusion

Restate your opinion and summarize your supporting ideas.

Have you ever sat in class on a hot June afternoon and been distracted and unable to concentrate? I certainly have and that's why I'm proposing a classroom Popsicle™ break each afternoon in June. First and foremost, what better way to refresh our brains than with a delicious, fruit-flavored Popsicle™? The scrumptious taste of the frozen treat would surely awaken even the most tired of brain cells. Second, the bonding brought about by this experience would establish a strong sense of community within our classroom. We would all join together with Popsicles™ in hand and smiles upon our faces. Last, the Popsicle™ break would better prepare us for the important studies that lie ahead. In conclusion I feel that a daily afternoon Popsicle™ break would be a great way to awaken our brain cells, join us together and help us approach the end of the day with vigor and excitement. Let's replace our distraction with satisfaction and awaken our senses for learning!



Do you think Olivia was successful in persuading her teacher to plan a Popsicle break for her class? Explain why or why not.



