

Grade 4 Language Arts

READING

Narrative Text: Develop essential reading strategies for narrative text (poetry, myths, legends, fantasy and adventure).

- Describe the shared human experience depicted in literature and analyze character's thoughts and motivation through dialogue, various character roles, and functions including hero, anti-hero, or narrator.
- Know first person point of view and explain how authors use literary devices including flash forward and flashback to depict time, setting, conflicts, and resolutions to enhance the plot and create suspense.
- Identify and describe the structure, elements and purpose of a variety of narrative genre.
- Recognize the structures (point of view, metaphor) and elements that influence the purpose of the message.

Informational Text: Develop essential reading strategies for informational texts (autobiography, biography, personal essay, almanac, newspaper).

- Identify and describe the structure, elements, features, and purpose of a variety of informational genre.
- Identify and describe text patterns (cause/effect, compare/contrast, and problem/solution).
- Explain how author's use text features (appendix, headings, subheadings, marginal notes, keys and legends, figures, and bibliographies).
- Recognize the structures (genre, compare/contrast, sequence) and elements that influence the purpose of the message (added in the interest of best practice).

Comprehension, Metacognition, Critical Standards: Students will self-monitor, plan, and evaluate their comprehension by using multiple strategies and processes to construct meaning.

- Make connections (self, text, world) to themes and perspectives through oral and written responses (book clubs, literature circles, other interpretive discussions).
- Summarize narrative and informational text.
- Explain relationships among themes, ideas, and characters within/across texts (categorize, classify, compare/contrast, draw parallels across time and culture).
- Apply significant knowledge from grade level science, social studies and mathematics texts to real-world situations.
- Self-monitor by applying strategies such as predicting, constructing mental images, visualizing, questioning, rereading, listening again, inferring, summarizing.
- Read, looking for information, but also for ways of thinking about the subject matter (added in the interest of best practice).
- Discuss with a collaborative focus, understanding that more heads are better than one (added in the interest of best practice).

Reading Attitude: Students will be enthusiastic about reading and do substantial reading and writing on their own.

- Choice in reading genres.
- Opportunity to discuss what they're reading with a peer, teacher or other interested adult.
- Ability to choose reading level appropriate materials.
- See themselves as readers.

Word Meanings: Students will recognize frequently encountered words in print, determine the meaning of words, and apply those aspects while increasing fluency.

- Use strategies (structural, contextual and word order clues) to read frequently encountered words, multiple meaning words and decode unknown words.
- Determine the meaning of words and phrases including similes, metaphors, content vocabulary, and literary terms using strategies including context clues, semantic feature analysis and a thesaurus.

WRITING

Writing Genre and Writing Process: Understand and apply the writing process using a variety of genre (for example, myth, legend, fantasy, adventure, poetry and an information compare/contrast piece and a research project).

- Set a purpose, consider audience, and replicate author's styles and patterns when writing a narrative or informational piece.
- Apply a variety of prewriting strategies for both narrative and informational writing (graphic organizers, discussion and peer sharing) in order to generate sequence and structure ideas (plot, setting, conflict/resolution, definition/description, chronological sequence).
- Draft and revise focused ideas to improve sequence and flow of ideas based on specific oral and written responses (arranging paragraphs, connecting main and supporting ideas, transitions).
- Proofread and edit writing using appropriate resources (dictionary, spell check, grammar check, grammar references, writing references) and grade level checklists or rubric.
- Correctly use simple and compound sentences; direct and indirect objects; prepositional phrases; adjectives; common and proper nouns as subjects and objects; pronouns as antecedents; regular and irregular verbs; hyphens between syllables; apostrophes in contractions; and commas in salutations to set off words; phrases and dialogue; quotation marks or italics to identify titles or names.
- Correctly spell frequently encountered words.
- Produce neat and legible compositions.
- Develop and apply writing standards in using student/class created rubrics to assess the writing of others and their own writing.

Personal Style: Students will exhibit personal style and voice to enhance the written message in both narrative and informational writing.

- Use strong verbs, figurative language, sensory images, precise word choice, focus on important ideas, transitions.
- Apply what they've learned from mentor texts with a strong voice and style.

Writing Attitude: Students will be enthusiastic about writing and learning to write.

- Will have choice in writing topics.
- Will have the opportunity to share their writing in a variety of settings.
- Will view themselves as writers and as part of a community of writers.

SPEAKING

Speaking: Use Language to communicate effectively and engage in interactive conversation.

- Use common grammatical structures correctly when speaking and adjust use of language to communicate effectively to express ideas in more complex sentences for a variety of audiences and purposes (community building, appreciation, invitations, and cross-curricular discussions).
- Engage in conversation in book clubs and literature circles.
- Speak effectively using facial expressions, hand gestures, and body language in presentations.
- Present in Standard English if it is their first language. Students whose first language is not English will present in their developing version of Standard American English.
- Understand, providing examples of how language differs from region to region of the United States as a result of diversity.
- Discuss narratives and other text types by reflecting, making connections, taking a position, and showing deep understanding.
- Plan and deliver effective presentations.

LISTENING AND VIEWING

Listening and Viewing: Develop, use and combine critical listening and viewing strategies for a variety of purposes.

Conventions:

- Listen to or view critically while demonstrating appropriate audience behaviors in group settings.
- Ask relevant questions of the speaker that will provide elaboration and details.
- Recognize and explain how the verbal and non-verbal strategies enhance the presentation and promote effective listening behaviors.
- Recognize and analyze the various roles of the communication process (persuade, critically analyze, flatter, explain, dare).

Response:

- Select, listen to or view knowledgeably, a variety of genre.
- Discuss and respond to multiple texts and compare their responses to those of their peers (discussing, illustrating, summarizing and or writing).
- Combine the skills of viewing, analyzing and responding orally, and listening to demonstrate understanding.
- Respond to and summarize the major ideas and evidence presented in spoken messages and formal presentations.