

FOURTH GRADE

It is expected that each child, by the end of fourth grade, will be able to do the following:

SPEAKING	LISTENING
<ul style="list-style-type: none"> • Speak respectfully in interactions with adults and peers, using appropriate vocabulary, intonation, and eye contact • Use I-messages to resolve conflicts • Use appropriate verbal courtesies in spoken communications (i.e. <i>please, thank you</i>) • Take turns respectfully when speaking and listening • Speak Standard English while respecting culturally diverse language patterns • Participate in class discussions in a variety of content areas • Work in small groups to make presentations (i.e. specifying goals, taking turns speaking) • Organize speeches using traditional structures for conveying information (i.e. cause and effect, similarity and difference, posing and answering a question) • Deliver speeches demonstrating an ability to use effective introductions and conclusions that guide and inform the listener's understanding of key ideas and the evidence presented; to emphasize points that assist the listener in following major ideas and concepts; to present details, examples, anecdotes, or experiences to explain or clarify information; to use language and gestures expressively to communicate meaning; and to employ appropriate volume, pitch, phrasing, and pace 	<ul style="list-style-type: none"> • Listen respectfully and attentively to peers and adults • Listen attentively and courteously to shared ideas, opinions, and information in a group situation • Listen attentively while being read to • Restate and execute multi-step directions • Ask thoughtful questions and respond to relevant questions with appropriate elaboration in oral settings • Respond appropriately to the questions of others • Summarize major ideas and supporting evidence presented in spoken messages and formal presentations • Address a specific problem in a group by specifying the goals, devising alternative solutions, considering the risks of each, and choosing the best course of action • Identify how language use (i.e. idioms, usages) reflects regions and cultures • Evaluate the role of the media in focusing attention and in forming opinion

FOURTH GRADE

Language Arts Curriculum Guidelines, Page 2

SPEAKING	LISTENING
<ul style="list-style-type: none">• Support important aspects of speeches with detailed evidence, visuals or media displays• Make narrative presentations that relate ideas, observations, and/or memories; provide a context to enable the listener to imagine the world of the event or experience; and provide insight into why the incident is memorable• Make research presentations that frame a key question; demonstrate a literal understanding of the topic; contain facts, details, examples, and descriptions that clearly support the main idea; and draw from more than one source of information (i.e. speakers, books, newspapers, media sources)• Participate in dramatic activities such as role playing, improvisation, readers' theater, and choral reading• Recite short poems and literary/Scriptural passages from memory• Give precise directions and instructions• Use complete and concise declarative, interrogative, imperative, and exclamatory sentences when speaking• Use simple and compound sentences when speaking• Use subject/verb agreement appropriately when speaking	

FOURTH GRADE
Language Arts Curriculum Guidelines, Page 3

SPEAKING	LISTENING
<ul style="list-style-type: none">• Use past, present, and future verb tenses appropriately when speaking• Use regular and irregular verbs correctly when speaking	

SPEAKING	LISTENING
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FOURTH GRADE

Language Arts Curriculum Guidelines, Page 4

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READING	WRITING
<ul style="list-style-type: none">• Read for a variety of purposes, selecting independent reading	<ul style="list-style-type: none">• Write for a variety of purposes (i.e. persuasion,

FOURTH GRADE

Language Arts Curriculum Guidelines, Page 5

<p>material based on individual interests</p> <ul style="list-style-type: none"> • Read aloud from a variety of texts with fluency and expression • Use Scripture as reading material, identifying some of the various forms of writing used • Distinguish among common forms of literature (i.e. fiction, poetry, non-fiction, essays) • Identify the distinguishing characteristics of historical fiction, tall tales, and realistic contemporary fiction, comparing a variety of works within each genre • Read Native American legends from California, comparing tales from the different geographic regions of the state • Analyze stories of similar human experiences across cultures and genres • Compare and contrast tales from different cultures by tracing the exploits of one character type, developing theories to account for similar tales in diverse cultures (i.e. trickster tales) • Use a variety of reading strategies to comprehend text (i.e. skimming, scanning, finding information to support particular ideas) 	<p>entertainment, humor, instructions, letters) and begin to choose the appropriate form for writing purpose</p> <ul style="list-style-type: none"> • Write regularly and frequently in all content areas • Use a process for composing which includes brainstorming, pre-writing, drafting, revising, proofreading, and publishing • Select a focus, organization, and point of view in written pieces that reflect purpose, audience, length, and format requirement • Create paragraphs that establish and support a central idea; include a topic sentence at or near the beginning of the paragraph; support a topic sentence with simple facts, details, and explanations; include a concluding statement that summarizes the points; and are indented properly • Write guided essays of three or more paragraphs on a given theme • Use traditional structures for conveying information, including chronological order, cause and effect, similarity and difference, and posing and answering a question • Write narratives that relate ideas, observations, and/or memories; provide a context to enable the reader to imagine the world of the event or experience; and provide insight into why the incident is important
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READING	WRITING
<ul style="list-style-type: none"> • Make inferences about text after reading several passages or 	<ul style="list-style-type: none"> • Generate descriptions that use concrete sensory details to

FOURTH GRADE

Language Arts Curriculum Guidelines, Page 6

<p>articles on the same topic</p> <ul style="list-style-type: none"> • Know and use the functions of language (i.e. how to inform, to persuade, to entertain) to comprehend text • Make observations, speculate, and formulate questions in response to text • Identify the main incidents of a story plot, their causes, and how they influence future action • Connect the information and events in stories to life experiences • Determine the theme in fiction and non-fiction works • Relate literary themes to the Christian experience • Use knowledge of situation and setting and character's traits and motivations to determine the causes of a character's actions • Recognize ethical and moral issues faced by characters in literature • Use background knowledge to make predictions and the events and ideas presented in texts (i.e. illustrations, titles, foreshadowing, clues) to confirm predictions 	<p>present and support unified impressions of people, places, things, or experiences</p> <ul style="list-style-type: none"> • Use some figurative language in written pieces • Write responses to literature that demonstrate an understanding of a literary work and support judgments through references to the text and prior knowledge • Write poetry, experimenting with different forms • Write appropriate research questions about the selected topics which direct the investigation • Generate key words for research reports and add to the list as new information is discovered • Write research reports that frame a key question about an issue or situation; present a literal understanding of the topic; include facts and details that illuminate the main ideas, and draw from more than one source of information (i.e. speakers, books, newspapers, media sources) • Quote or paraphrase information sources, supplying appropriate citations • Begin to take notes using graphic organizers and webs to aid in comprehension
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READING	WRITING
<ul style="list-style-type: none"> • Evaluate the quality and dependability of an author's use of various techniques to influence a reader's opinions, feelings, 	<ul style="list-style-type: none"> • Revise selected drafts by adding, deleting, combining, and rearranging text for coherence and progression

FOURTH GRADE

Language Arts Curriculum Guidelines, Page 7

<p>and actions (i.e. appeal of characters in a picture book, logic and believability of claims, use of figurative language)</p> <ul style="list-style-type: none"> • Identify and define the presence of figurative language in literary works (i.e. simile, metaphor) • Identify and use text and graphic features (i.e. topic sentences, key words, diagrams, illustrations, charts, maps) to predict and categorize information and to gain meaning from informational materials • Evaluate new information and hypotheses by testing them against known information and ideas • Acquire, comprehend, and use new vocabulary • Apply knowledge of word origins, derivations, synonyms, antonyms, and idioms to determine the meaning of words and phrases • Use knowledge of root words to determine denotations and connotations of unknown or unfamiliar words within a passage • Use knowledge of prefixes (i.e. <i>un-</i>, <i>re-</i>, <i>pre-</i>, <i>bi-</i>, <i>mis-</i>, and <i>dis-</i>) and suffixes (i.e. <i>-er</i>, <i>-est</i>, <i>-ful</i>, <i>-ly</i>, <i>-ness</i>, <i>-less</i>, <i>-ous</i>, and <i>-y</i>) to determine meanings of words 	<ul style="list-style-type: none"> • Revise drafts for spelling and mechanics • Engage in peer editing by making useful suggestions to help other students with their writing (i.e. where more information is needed in an essay, what is not clear in the essay, how the mechanics can be improved) • Use rubrics and advice from adult/peer editors to evaluate written work • Use simple and compound sentences • Eliminate sentence fragments and run-on sentences • Expand simple sentences with adverbs and adjectives to create a more complex "word picture" for the reader • Combine short, related sentences • Identify and use regular and irregular verbs, adverbs, prepositions, and coordinating conjunctions in writing • Use commas in a series and with dates, locations, and addresses; apostrophes in possessives and contractions; parenthesis; and underlining, quotations, or italics to identify titles
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READING	WRITING
<ul style="list-style-type: none"> • Use a dictionary, thesaurus, and/or electronic media to locate words for vocabulary development; demonstrate knowledge of alphabetizing; and locate multiple word meanings and 	<ul style="list-style-type: none"> • Capitalize names of magazines, newspapers, works of art, musical compositions, names of organizations, and first work in quotations

FOURTH GRADE

Language Arts Curriculum Guidelines, Page 8

<p>word histories</p> <ul style="list-style-type: none"> • Use knowledge of common diacritical markings in the dictionary • Use key words and icons to access information from a variety of electronic sources including on-line data bases, electronic almanacs, and encyclopedia • Interpret information from illustrations, maps, graphs, and charts • Determine if an information resource is appropriate to need • Show an awareness of the effect on the reader's emotions of text and image in print journalism and text and sound in electronic journalism, distinguishing the techniques used by each to achieve them • Identify techniques used in television and video, using knowledge to distinguish between facts and misleading information • Use the school and public libraries to locate material for research and recreational reading 	<ul style="list-style-type: none"> • Spell syllable constructions (closed, open, consonant before) and syllable boundary patterns and roots, inflections, suffixes and prefixes • Use knowledge of phonics and spelling conventions to spell unknown words • Spell grade-appropriate sight words correctly • Use organizational features of printed texts (i.e. prefaces, afterwards, appendices in reference materials) to locate information • Use organizational features of electronic media, including passwords, entry and pull-down menus, word searches, thesaurus, outlining format, and spell check to create simple documents • Begin to use basic word processing tools to support the writing process • Use simple graphing and charting tools to communicate information • Begin to use dictionary, thesaurus, atlas, and electronic research media (i.e. on-line data bases and Internet resources) to improve writing and access information
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READING	WRITING
	<ul style="list-style-type: none"> • Demonstrate responsible and ethical use of information resources and technology

FOURTH GRADE

Language Arts Curriculum Guidelines, Page 9

	<ul style="list-style-type: none">• Create age-appropriate media productions for display or transmission of information (i.e. videotape, audiotape, multimedia computer presentations)
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READING	WRITING

FOURTH GRADE

Language Arts Curriculum Guidelines, Page 10

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