

Language Arts Literacy Grade 4

PURPOSE

The components of the Language Arts Literacy curriculum are developed through listening, speaking, reading, writing, and viewing. The focus of the fourth grade program is to continue building independence in these five language arts areas. Through a sequential approach, building upon the skills learned in previous grades, new concepts are related to prior learning, allowing students to see how the parts interconnect. With this course of instruction, students will develop communication tools that they can use effectively.

Students will continue to develop their skills in decoding, vocabulary, comprehension, and fluency. The fourth grade student will be immersed in a literature rich environment to facilitate an awareness of print materials as sources of information and enjoyment. The student will use listening and speaking skills to participate in classroom discussions. The student will use a variety of strategies to read new words and will continue to develop an understanding of character, setting, theme, and story sequence in a variety of classic and contemporary literature. The student will demonstrate comprehension of fiction and nonfiction through classroom discussion and will continue to develop their ability to communicate ideas in writing. They will develop spelling and grammar skills appropriate for their developmental level. Students will read in trade books, which will be appropriate for their independent reading level supporting improved comprehension and fluency.

Vocabulary development, study skills, and literature appreciation are integrated throughout in order to provide an eclectic program for the instruction of functional reading skills while promoting reading enjoyment. The use of technology will further enhance the inquiry and research component.

I. STUDENT OUTCOMES

A. Speaking (3.3)

Students will:

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| STANDARD 3.3 (SPEAKING) ALL STUDENTS WILL SPEAK IN CLEAR, CONCISE, ORGANIZED LANGUAGE THAT VARIES IN CONTENT AND FORM FOR DIFFERENT AUDIENCES AND PURPOSES. |
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1. develop oral language, building upon the knowledge and skills learned, communicating ideas, choosing appropriate language for their audience, purpose, and occasion.
2. ask and answer relevant questions and contribute to discussion.
3. speak before a group to express thoughts and ideas, convey an opinion, present information, and tell a story.
4. give directions and/or instructions.
5. support spoken language using visual aids and non-verbal behaviors to support spoken messages.

6. tell and paraphrase in sequence.
7. participate in collaborative speaking activities.
8. collaborate with peers to identify, explore, and solve problems.
9. use the conventions of spoken English, such as grammar and appropriate forms of address.
10. identify and analyze persuasive techniques.

B. Listening (3.4. A, B)

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| STANDARD 3.4 (LISTENING) ALL STUDENTS WILL LISTEN ACTIVELY TO INFORMATION FROM A VARIETY OF SOURCES IN A VARIETY OF |
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Students will:

1. understand and follow directions.
2. listen attentively and exchange information through verbal/nonverbal messages.
3. listen for enjoyment and to obtain/summarize information (stories, films, television).
4. improve listening strategies, asking relevant questions, taking notes, and making predictions, to understand what is heard.
5. increase ability to interpret messages, purposes, and perspectives.

C. Writing (3.2)

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| STANDARD 3.2 (WRITING) ALL STUDENTS WILL WRITE IN CLEAR, CONCISE, ORGANIZED LANGUAGE THAT VARIES IN CONTENT AND FORM FOR DIFFERENT AUDIENCES AND PURPOSES. |
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Students will:

1. use listening, speaking, reading, and viewing to assist with the writing process (prewrite, draft, revise, edit, publish). (3.2)
2. examine real-world examples of writing in various genres to gain author's perspective. (3.2.A)
3. write, as developmentally appropriate, for a variety of purposes, such as to enjoy, to entertain, to learn, to inform, to record, and to respond to reading. (3.2.A,B)
4. write using a variety of literary forms. (3.2.B)
5. write collaboratively and independently. (3.2.A,B)
6. use a variety of strategies and activities, such as brainstorming, listing, discussion, drawing, role playing, note-taking, and journal writing, for finding and developing ideas about which to write.
7. edit writing for developmentally appropriate syntax, spelling, grammar, usage, punctuation and handwriting. (3.2.C)
8. publish writing in a variety of formats. (3.2.B)

D. Reading (3.1)

STANDARD 3.1 (READING) ALL STUDENTS WILL UNDERSTAND AND APPLY THE KNOWLEDGE OF SOUNDS, LETTERS, AND WORDS IN WRITTEN ENGLISH TO BECOME INDEPENDENT AND FLUENT READERS, AND WILL READ A VARIETY OF MATERIALS AND TEXTS WITH FLUENCY AND COMPREHENSION.

Students will:

1. use listening, speaking, writing, and viewing to assist with reading. (3.1,A)
2. listen and respond to text, describe the author's point of view. (3.1.G)
3. understand that reading can be for multiple purposes. (3.1,A)
4. link prior knowledge to bring meaning to the printed word . (3.1,E,G)
5. expand vocabulary using appropriate strategies and techniques. (3.1F)
6. read with improved expression and fluency. (3.1.D)
7. demonstrate comprehension through retelling or summarizing ideas (orally or in writing) and following written directions. (3.1.G)
8. identify elements of a story. (3.1,G)
9. identify literary forms and read a variety of genre. (3.1,G)
10. read literally, inferentially, and critically. (3.1. G)
11. locate information through library and electronic sources to answer questions or complete a project (Research). (3.1 H)
12. Read both fiction and non –fiction texts. (3.1 G,H)

E. Viewing (3.5)

STANDARD 3.5 (VIEWING AND MEDIA LITERACY) ALL STUDENTS WILL ACCESS, VIEW, EVALUATE, AND RESPOND TO PRINT, NONPRINT, AND ELECTRONIC TEXTS AND RESOURCES.

Students will:

1. use listening, speaking, reading, and writing to assist with viewing.
2. respond to the use of illustrations to support the text.
3. use symbols, drawings, and illustrations to represent information that supports and/or enhances speaking, listening, and writing.
4. use charts, graphs, and diagrams.
5. distinguish between reality and fantasy in visual representations.
6. demonstrate the ability to gain information from a variety of media.
7. take notes on visual information media and report that information through speaking, writing, or their own visual representations.

F. Workplace Readiness Study Skills

Students will:

1. understand and begin to use written communication to affect the behavior of others.
2. adjust oral communication for different purposes.

3. select appropriate tools for specific purposes.
4. identify patterns and relationships and continue to develop understanding of the concept of classification.
5. begin to set goals for completing assignments and activities.
6. work cooperatively with others to accomplish a task.
7. evaluate own actions and accomplishments.
8. use time efficiently and effectively.
9. understand how language arts literacy can relate to future careers in the workplace.

II. CONTENT

A. Word Identification

1. Structural Analysis
 - a. Base word/Prefix/Suffix
 - b. Contractions
 - c. Compound words
 - d. Diphthongs and variant vowels
2. Vocabulary Development
 - a. Word recognition
 - b. Word meaning
 - c. Classification
 - d. Synonyms/Antonyms
 - e. Homophone
 - f. Identify parts of speech

B. Fluency

1. Read both at the independent and instructional level.
2. Read orally from familiar text and increased silent reading.
3. Adjust reading rate based on purpose.
4. Demonstrate characteristics of fluent and effective reading.

C. Study Strategies/Inquiry and Research

1. Form relevant questions for research.
2. Use text graphic organizers to locate/organize information.
3. Develop improved test taking skills.
4. Research and use information from technology.
5. Interpret and use graphic sources of information.
6. Draw conclusions from information gathered.
7. Use critical thinking, decision-making, and problem solving skills.
8. Take notes, record assignments, develop study skills and

techniques for academic success.

D. Comprehension

1. Use prior knowledge and experience.
2. Establish purposes for reading.
3. Retell or act out events in stories.
4. Make and explain inferences: cause/effect, predictions, and drawing conclusions.
5. Determine important ideas/details.
6. Identify similarities and differences in topics, characters, problems, and themes.
7. Represent story information through maps, charts, timelines, graphs, and graphic organizers.

E. Variety of Texts

1. Read fiction/nonfiction, poetry for pleasure and information.
2. Read classic and contemporary works with varied genre.
3. Read multicultural selections.
4. Read from electronic sources a variety of information.

III. ACTIVITIES AND MATERIALS

A. ANTHOLOGY INSTRUCTION

1. Grade Four Anthology, Scholastic: Literacy Place, 2000. Trade books: Theme related trade books appropriate for leveled reading within a flexible group setting and literature circles. Trade books are noted in teacher manual. They include Multicultural reading material and cross curriculum areas.
3. Guided and Sprint Readers appropriate for students below grade level who need additional support and appropriate instructional material.
4. Technology components are utilized to support and expand Language Arts instruction: including but not limited to Smart Place CD-Rom, Scholastic.Com, and Scholastic Net.
5. Daily Oral Language, Great Source Education Group
6. Writers Express, Great Source Education Group (Teacher Resource)

IV. EVALUATION

- A. Students will be prepared and ready to work.
- B. Students will prepare work neatly.
- C. Students will follow directions.

- D. Students will hand in completed assignments at the proper time.
- E. Students will study for and complete quizzes and tests successfully.
- F. Students will be expected to participate in class.
- G. The final grade represents the teacher's professional judgment of student performance. All of the above are included in the evaluative process.

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