



Curriculum Document for Language Arts

Course Title:

Grade: 4

The 4th grade language arts curriculum focuses on all 4 strands of communication: reading, writing, listening, and speaking. While the objectives documented in reading and writing are clear, the objectives involving listening and speaking are integrated into all aspects of the course. Students are expected to participate in class, listen to others, and speak in front of varying audiences throughout the year. A mini-lesson will be taught at the beginning of the year to emphasize the aspects of proper presentation including: eye contact, volume, tone, projection, rate, and articulation. The knowledge gained during this mini-lesson will be integrated into all areas throughout the year.

Oral Communication: At the beginning of the school year, students will be instructed on how to present material orally. A mini-lesson will be presented with the knowledge gained in that lesson being carried out and integrated throughout the school year. Students will be required to give a brief presentation as the culminating project for this mini-lesson.

Standards Addressed: C.4.1., C.4.2., C.4.3. with oral communication.

Learner Objective # 1: Students will understand how to write complete sentences as evidenced through their writing, timed writing assignments, classroom assignments, and written tests.

Standards Addressed: B.4.1., B.4.2., B.4.3., D.4.1., D.4.2., E.4.1., E.4.3., E.4.4., E.4.5.

- What makes a sentence complete?
- Differentiate between a statement, a command, an exclamation, and a question.
- Distinguish between simple and complete subjects.
- Simple and complete predicates
- Creation of compound sentences through the combination of small sentences.
- Identification of run-on sentences.
- Demand writing practice activity – check with English Department Head or Director of Curriculum and Instruction for writing prompt genre.
- September Writing – students write a story about themselves. The purpose of the writing is to check for understanding of sentence structure under Objective #1. Using the 6 Traits of Writing, the September Writing will focus on the trait of Ideas and Details.

Learner Objective # 2: **Students will demonstrate an understanding of the proper usage of nouns as evidenced by writing assignments, classroom assignments, and written tests.**

Standards Addressed: **B.4.1., B.4.2., B.4.3., D.4.1., D.4.2., E.4.1., E.4.3., E.4.4., E.4.5.**

- Definition of a noun (person, place or thing).
- Differentiate between common nouns and proper nouns
- Learn the rules for forming plural nouns (i.e., nouns that end in y – change the y to an i and add es).
- Identification of irregular plural nouns (tooth – teeth, mouse – mice, deer – deer, etc.).
- Formulation of singular and plural possessive nouns (pony’s and ponies’, etc.)
- October Writing – students will write a story about the time of year and all of the changes that brings. They are to incorporate their prior knowledge of sentences and combine it now with their knowledge of nouns. These monthly pieces of writing build in difficulty level from month to month. The trait focus for October is Organization.

Learner Objective # 3: **Students will demonstrate an understanding of the proper usage of verbs.**

Standards Addressed: **B.4.1., B.4.2., B.4.3., D.4.1., D.4.2., E.4.1., E.4.3., E.4.4., E.4.5.**

- Definition of a verb (a word that can show action, also discuss forms of “be”).
- Differentiate between main verbs and helping verbs
- Distinguish between present, past and future tense
- Demonstrate an understanding of subject/verb agreement through writing, conversation, and context
- Conjugate verbs – both regular and irregular with demonstrated success
- Create verbs using contractions (didn’t, shouldn’t, wouldn’t, haven’t, couldn’t, etc).
- November Writing – students write a story about Thanksgiving using prior knowledge of sentences, nouns, and verbs. The trait focus for November is Ideas.

Learner Objective # 4: **Students will demonstrate an understanding of the proper usage of adjectives.**

Standards Addressed: **B.4.1., B.4.2., B.4.3., D.4.1., D.4.2., E.4.1., E.4.3., E.4.4., E.4.5.**

- Definition of an adjective (a word that describes a noun)
- Identify adjectives that tell “what kind” or “how many”
- Identify adjectives that follows the word it describes – relationship the verb forms of “be”
- Correct use of the articles “a,” “an,” and “the”
- Making comparisons using –er and –est
- Making comparisons using “more” and “most”
- Making comparisons using the forms of “good” and “bad”
- December Writing – students write a story about Christmas Traditions, What Christmas Means to Them, etc. The trait focus is Voice. Students are expected to continue to use the skills they have learned prior to this month’s writing (complete sentences, subject/verb agreement, contractions, adjectives, etc.).

Learner Objective # 5: **Students will demonstrate an understanding of the proper usage of capitalization and punctuation.**

Standards Addressed: **B.4.1., B.4.2., B.4.3., D.4.1., D.4.2., E.4.1., E.4.3., E.4.4., E.4.5.**

- Students will master the idea that ALL sentences MUST begin with a capital letter and end with a punctuation mark – period, question mark, and exclamation point.
- Capitalization of Proper Nouns including people and pets
- Capitalization of Proper Nouns including places and things (Chicago, Wednesday, Christmas, etc.).
- Capitalization of abbreviations in titles and addresses (Mr., Mrs., Ms., Dr., Ph.D. , 509 School Ct., Chilton, WI)
- Using commas to separate items in a series (Suzie bought oatmeal, bread, cheese and milk at the store).
- Using a comma after an introductory word (Yes, No, Well)
- Writing titles of books, magazines, poems, articles, etc. correctly
- Using quotation marks correctly in writing
- January Writing – The students write a story about the past year. They should talk about changes in their lives – what was a favorite time spent with a grandparent/friend, what would it be like to have a pet, what has happened in the past, what would they like to see happen in the future, etc. The trait of focus for January is Word Choice.

Learner Objective # 6: **Students will demonstrate an understanding of pronouns.**

Standards Addressed: **B.4.1., B.4.2., B.4.3., D.4.1., D.4.2., E.4.1., E.4.3., E.4.4., E.4.5.**

- Definition of a Pronoun (a word that takes the place of a noun).
- Distinguish between singular and plural pronouns
- Identify pronouns in sentences
- Correctly identify subject pronouns in sentences (he, she, you, I, it, we, they)
- Correctly identify object pronouns in sentences (me, you, him, her, us, them)
- Use “I” and “me” correctly in sentences
- Correctly identify possessive pronouns in sentences (her, its, their, our, his)
- Combine pronouns and verbs to write contractions (I’ve, He’s, She’ll, We’d)
- Distinguish between homophones (its-it’s, there-their-they’re, your-you’re)
- February Writing – The students write a story using all 6 Traits of writing. Their story should involve thinking about their future: what will they be doing in 5 years, what will they be doing in 10 years, what will they be doing when they are 18, 21, or 30 years of age, they should describe their family in detail, what their education will be, what their job will be, etc.

Learner Objective # 7: **Students will demonstrate an understanding of the proper use of adverbs.**

Standards Addressed: **B.4.1., B.4.2., B.4.3., D.4.1., D.4.2., E.4.1., E.4.3., E.4.4., E.4.5.**

- Definition of an adverb (a word that describes a verb)
- Correctly identify adverbs in sentences that tell “how many” “when” and “where” (five, yesterday, up)
- Adding –er and –est to short adverbs to compare actions (fast-faster-fastest, tall-taller-tallest)
- Adding “more” and “most” to adverbs that end in –ly to compare actions (smoothly-more smoothly-most smoothly, gracefully-more gracefully-most gracefully)
- Use “good” and “well” correctly in sentences (good is an adjective, well is an adverb)

- Use only one negative word in a sentence (weren't any, will never)
- March Writing – Students will write about three different wishes that they would like to see come true. The first two cannot be material items. The last wish can be for an item but it cannot be for money more wishes. Include why you would want each wish and how it would change your life. The focus of this writing will be on conventions – while all 6 Traits will be evaluated, the concentration for students is on conventions.

Learner Objective # 8: **Students will be exposed to “real literature” by the use of novels. Teachers at the 4th grade level can select the novels they want to cover from the list that follows. A teacher is expected to cover a minimum of 3 novels per year. There is a specific content objective matched with each novel. It would behoove the teacher to choose the novels that address the needs of the students in his/her classroom. The novel instruction is evenly distributed throughout the year. Typically a novel study will follow the completion of a basal theme.**

Standards Addressed: **A.4.1., A.4.2., A.4.3., A.4.4., B.4.1., B.4.2., B.4.3., C.4.1., C.4.2., C.4.3., D.4.1., D.4.2., E.4.1., E.4.3., E.4.4., E.4.5.**

- The following is a list of novels that the 4th Grade teachers can choose from and the content area it emphasizes:

- Sarah Plain and Tall
 Compare and contrast the East Coast with a prairie
 Comparison using similes and metaphors
- Henry Huggins
 Predictions
- How to eat Fried Worms
 Concentrate on the trait of Voice from 6 Trait Writing
 Predictions
- Soup
 Comparison and Contrast of 2 main male characters
- Little House on the Prairie
 Summarizing and Plot
- Charlotte’s Web
 Inferencing
- Sign of the Beaver
 Journal Writing