Fourth Grade Language Arts

Course Overview

LANGUAGE SKILLS
- **Composition**—Students practice writing as a process (from planning to proofreading), as they write a report, a book review, a persuasive essay, poetry, a news article, and more
- **Grammar, Usage, and Mechanics**—Students learn more about sentence structure, parts of speech, punctuation, capitalization, and usage. They begin sentence analysis and diagramming
- **Vocabulary**—The Vocabulary Workshop program helps enrich students’ vocabulary, develop word analysis skills, and prepare for standardized tests
- **Spelling**—Students understand sound-symbol relationships and spelling patterns, and recognize base words and roots in related words

LITERATURE
Students learn to identify and analyze literary elements such as character, plot, theme, and setting. The emphasis is on classic literature, including episodes from *Robinson Crusoe*, *Gulliver's Travels*, and *Pollyanna*; legends of King Arthur; and folktales from many lands. Students read works of nonfiction, as well as four novels (selected from a long list of such classics as *The Cricket in Times Square*, *My Side of the Mountain*, and *Sarah, Plain and Tall*). A test preparation program prepares students for standardized tests.

Course Outline

LITERATURE
Comprehension Strategies
- Ask questions and support answers by connecting prior knowledge with information found in, and inferred from, the text
- Make connections to personal experiences
- Recall major points in the text and make and modify predictions
- Summarize readings

Comprehension Skills
- Recognize the author's purpose
- Identify the speaker or narrator in a selection
- Identify and explain cause and effect in literary selections
- Compare and contrast across selections and genres
- Draw conclusions using evidence from the text
- Make and explain inferences, using evidence from the text
- Identify problems faced by characters in stories, and their solutions
- Distinguish between fact and opinion
- Identify the main idea and supporting details of a paragraph or selection
- Recognize story elements: character, setting, plot (conflict and resolution), theme

Informational Materials
- Use titles, tables of contents, chapter headings, glossaries, and indexes to locate information in text
- Follow multiple-step written instructions (e.g., how to use computer commands)

- Locate information in charts, diagrams, maps, captions, illustrations, and photos

Literary Response
- Recognize different genres: biography, drama, legends, historical fiction, fiction, nonfiction, and poetry
- Describe characters, using examples from the text
- Describe how a character changes over the course of a story
- Compare and contrast tales from different cultures

Poetry
- Identify line, stanza, and rhyme
- Identify and use metaphors and similes
- Identify and analyze how a poet uses language to appeal to the senses, create imagery, and set tone
- Recognize literary techniques such as personification, hyperbole, alliteration, and onomatopoeia

Listening and Speaking Strategies
- Retell, paraphrase, and explain what a speaker has said
- Read prose and poetry aloud with fluency, rhythm, and expression
- Connect and relate prior experiences, insights, and ideas to those of a speaker

LANGUAGE SKILLS
Grammar, Usage, and Mechanics
Sentences
- Identify and form four kinds of sentences: declarative, interrogative, imperative, and exclamatory
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- Use the appropriate end punctuation mark for each kind of sentence
- Identify the subject and predicate of a sentence
- Identify compound subjects and predicates
- Identify direct objects
- Analyze and diagram simple sentences

Punctuation and Capitalization
- Use periods after initials and some abbreviations
- Use postal abbreviations for states, without a period
- Use commas in direct address
- Use commas with yes or no
- Use commas separating words in a series
- Use commas in direct quotations
- Use apostrophe to show possession
- Use apostrophes in contractions
- Use quotation marks for direct quotations
- Capitalize first word in a sentence, proper nouns, and names of months, days of the week, and holidays
- Capitalize the first word in a direct quotation
- Capitalize abbreviations of proper nouns, initials, and important words in titles

Nouns
- Identify proper and common nouns
- Identify singular and plural nouns, regular and irregular
- Form singular and plural possessive nouns
- Identify nouns used as subjects and direct objects

Pronouns
- Identify and understand usage of personal pronouns
- Identify and use singular and plural pronouns
- Use pronouns as subjects and direct objects
- Distinguish correct usage of I and me, and we and us
- Identify and use possessive pronouns

Adjectives
- Identify adjectives and their functions (describe a noun, tell what kind, tell how many)
- Identify and use possessive adjectives
- Use the correct form of an adjective to compare two nouns, or to compare three or more nouns
- Use comparative forms of good and bad (better and best, worse and worst)
- Identify and use demonstrative adjectives (this, that, these, those)
- Identify a, an, and the as articles

Verbs
- Identify verbs in a sentence
- Identify and use action verbs, being verbs, and linking verbs
- Identify helping and main verbs in sentences
- Identify and use regular and irregular verbs
- Identify and form principal parts of verbs (present, present participle, past, past participle)
- Use correct forms of:
  - begin, beginning, began, begun
  - break, breaking, broke, broken
  - choose, choosing, chose, chosen
  - do, doing, did, done
- Identify and use simple tenses: present, past, future
- Identify and form the present progressive tense
- Identify and form the past progressive tense
- Understand that a subject and verb must agree in number (singular or plural)
- Correctly use:
  - is, am, are, was, were
  - do and does
  - there is and there are

Adverbs
- Identify adverbs and understand their functions (modifies a verb, adjective, or another adverb)
- Identify and use adverbs of time, place, and manner
- Use correct forms of adverbs to make comparisons
- Use correct forms of good and well; no, not, and never

Letter Writing
- Identify and correctly write the parts of a social (friendly) letter
- Address an envelope

Word Study Skills
- Understand how to locate words in a dictionary and use dictionary entries
- Replace words with synonyms
- Identify antonyms to given words
- Use a thesaurus to find synonyms and antonyms
- Use the following homophones correctly:
  - to, too, two
  - their, there, and they’re

Vocabulary and Word Study
- Understand and apply the definitions of given words
- Write sentences to answer questions on a reading selection that uses the words in context
- Write original sentences that use words correctly in context
- Make connections between words and ideas
- Identify synonyms and antonyms of given words
HANDWRITING
- Hold pencil correctly
- Write lowercase and uppercase cursive letters correctly on standard-ruled paper
- Space letters, words, and sentences properly
- Copy short passages legibly and accurately

LISTENING AND SPEAKING
- Recite a poem from memory, read an original composition, and read aloud a brief passage from a favorite book
- Use techniques for effective oral presentations (e.g., stand straight and tall, keep your hands at your sides, speak with expression in a loud, clear voice, use complete sentences and proper grammar)
- Maintain purposeful discussion (agree and disagree constructively, state ideas clearly and fully using complete sentences and proper grammar)
- Give precise directions and instructions

COMPOSITION
Writing as a Process
- Understand and practice writing as a process (prewriting, drafting, revising, proofreading, publishing)

Writing Guided Journal Entries
- Distinguish diaries from journals
- Use a journal to list possibilities for topics to write about
- Describe a place or object in a journal entry
- Respond in the journal to a cartoon or other clipping
- Find and record expressions and quotations in the journal
- Identify four kinds of paragraphs: factual, descriptive, persuasive, narrative
- Develop paragraphs with a topic sentence and supporting details that relate to the topic
- Plan and write a short essay based on a journal entry

Writing a Report
- Choose and narrow a topic for a report
- Find sources for a report
- Gather information using library and Internet sources
- Compile a bibliography
- Organize facts into an outline
- Write an effective introduction and conclusion
- Revise the report to improve content, organization, clarity, and word choices
- Proofread and publish the report

Writing a Book Review
- Analyze a sample book review
- Summarize the book to be reviewed
- Gather information about the author
- Evaluate the plot, characters, and setting
- Prepare an outline for the book review
- Write, revise, and proofread the review

Writing to a Prompt
- Examine different kinds of writing prompts to determine what kind of writing to do
- Use the writing process—planning, writing a first draft, revising, and proofreading—to write to a prompt
- Practice writing in response to narrative, expository, persuasive, and descriptive prompts
- Write to a prompt in a simulated test situation

Writing Poetry
- Practice poetic techniques to make any writing more active, imaginative, and vivid
- Identify and use imagery, rhythm, alliteration, onomatopoeia, and refrains
- Write and revise poems in prescribed forms
- Write and revise poems in free verse and in rhyme

Writing a Persuasive Paper
- Distinguish fact from opinion
- Support arguments with facts, experiences, and reasoning
- Anticipate and respond to opposing arguments
- Find and use sources to support opinions
- Write, revise, proofread, and publish a persuasive paper

Writing a News Articles
- Identify the who, what, why, where, when and how in a news article
- Distinguish between fact and opinion in news stories and editorials
- Use research and interviews to gather facts for a news article
- Write a lead for a news article
- Use and correctly punctuate quotations
- Plan and organize a news article
- Write, revise, and proofread a news article

Writing a Play (Optional)
- Write dialogue and stage directions
- Turn a story into a play

SPELLING
- Short Vowels, Prefix re-, and Base Word magnet
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- Vowel Suffixes, Prefix un-, and Base Word create
- Suffixes -s and -es, Prefix dis-, and Base Word act
- Ways to Spell Long a, Prefix pre-, and Base Word port
- Less Common Ways to Spell Long a, Prefix sub-, and Base Word flex
- Common Spellings of Long e, Prefix dis-, and Root struct
- Long e Spelled y, ey; i Before e; Suffix -en, and Root scrib
- Ways to Spell Long i, Prefix mis-, and Root spec
- Long o Spelled oa, ow, oe; Prefix in-; and Root val
- Long o Spelled o, o-e; Prefix bi-; and Root rupt
- Ways to Spell Long u, Prefix semi-, and Root dict
- Ways to Spell /oo/, Prefix mid-, and Root tract
- Words with r-controlled Vowels, Suffix -ore, and Root fer
- Ways to Spell /k/, Prefix under-, and Root vis
- Words with /kw/ Spelled gu, Spelled cial, Prefix de-, and Root cur
- Words with the Long E Sound Spelled i, Suffix -able, and Root vent
- Words with c Pronounced /s/, Suffix -ly, and Root scrib
- Adding Vowel and Consonant Suffixes, Suffix -tion, and Root cap
- Adding Vowel Suffixes, Suffix -ist, and Root cred
- Adding Vowel Suffixes, Suffix -or, and Root sens
- /f/ Spelled ph and /g/ Spelled gu, Suffix -ness, and Root aud
- /ou/ Spelled oy, Suffix -ous, and Base Word form
- /ou/ Spelled ou or ow, Suffix -ous, and Root pend
- /us/ Spelled ice and ace, Suffix -ous, and Root ten
- Contractions, Suffix -ship, and Root lect
- Spelling Review 5
- Compound Words, Suffix -ology, and Root vita
- Homophones, Suffix -ive, and Root cent
- Homophones, Suffix -ment, and Root circ
- Homophones, Suffix -ful, and Root divi
- Homophones, Suffix -ic, and Root imag

Standard Curriculum Items

8 ½” x 11” Whiteboard

Classics for Young Readers, Vol. 4A
Classics for Young Readers, Vol. 4B
Writing in Action, Vol. C
Writing in Action, Vol. 4D
Exercises in English, Level D
Vocabulary Workshop
Test Ready Plus: Language Arts, Book 4
Test Ready Plus: Reading, Book 4
Robinson Crusoe by Daniel Defoe—K12 edition, retold for young readers

Amelia Earhart: Adventures in the Sky by Francene Sabin
Feathers, Flipppers, and Fur
If You Lived in the Days of the Knights by Ann McGovern
Nature’s Way
Pollyanna by Eleanor Porter —K12 edition, abridged for young readers

Novels

K12 offers a selection of 24 novels for grades 3-5. These novels are listed in order of increasing difficulty as measured by the Lexile scale, a system that measures reading difficulty by sentence length and vocabulary (see www.lexile.com). Lexile ratings roughly correspond to grade levels as indicated below.

Approximate Grade Level | Lexile Range
---|---
3 | 500-700
4 | 650-850
5 | 750-950

Lexile levels are only one means of assessing whether a work is appropriate for your student. When selecting a novel, keep in mind that the lexile rating does not measure subject matter or themes in the work.

Title and Author | Lexile Level
---|---
A Lion to Guard Us, by Clyde Robert Bulla | 360
Stone Fox, by John Reynolds Gardiner | 550
Sarah, Plain and Tall, by Patricia MacLachlan | 560
Henry Huggins, by Beverly Cleary | 670
Charlotte’s Web, by E.B. White | 680
From the Mixed-up Files of Mrs. Basil E. Frankweiler, by E.L. Konigsburg | 700
Li Lun, Lad of Courage, by Carolyn Treffinger | 720
In the Year of the Boar and Jackie Robinson, by Bette Bao Lord | 730
A Wrinkle in Time, by Madeleine L’Engle | 740
The Martian Chronicles, by Ray Bradbury | 740
The Outsiders, by S.E. Hinton | 750
The Bronze Bow, by Elizabeth George Speare | 760
Little House on the Prairie, by Laura Ingalls Wilder | 760
The Book of Three, by Lloyd Alexander | 770
Tuck Everlasting, by Natalie Babbitt | 770
The Sign of the Beaver, by Elizabeth George Speare | 770
Walk Two Moons, by Sharon Creech | 770
War Comes to Willie Freeman, by Christopher and Lincoln Collier | 770
The Cricket in Times Square, by George Selden | 780
Mrs. Frisby and the Rats of NIMH, by Robert C. O’Brien | 790
My Side of the Mountain, by Jean Craighead George | 810
Call It Courage, by Armstrong Sperry | 830
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<thead>
<tr>
<th>Title</th>
<th>Author</th>
<th>Page</th>
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<tbody>
<tr>
<td>Johnny Tremain</td>
<td>Esther Forbes</td>
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<td>Ramona Quimby, Age 8</td>
<td>Beverly Cleary</td>
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<td>The Fellowship of the Ring</td>
<td>J.R.R. Tolkien</td>
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<td>The Cay</td>
<td>Theodore Taylor</td>
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<td>Pippi Longstocking</td>
<td>Astrid Lindgren</td>
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<td>The Hundred Dresses</td>
<td>Eleanor Estes</td>
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<td>Dragonwings</td>
<td>Laurence Yep</td>
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<td>Jacob Have I Loved</td>
<td>Katherine Paterson</td>
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<td>Shiloh</td>
<td>Phyllis Reynolds Naylor</td>
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<td>Caddie Woodlawn</td>
<td>Carol Ryrie Brink</td>
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<td>Old Yeller</td>
<td>Fred Gipson</td>
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<td>Roll of Thunder, Hear My Cry</td>
<td>Mildred D. Taylor</td>
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<td>The Dark Is Rising</td>
<td>Susan Cooper</td>
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<td>The Lion, the Witch, and the Wardrobe</td>
<td>C.S. Lewis</td>
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<td>Bud, Not Buddy</td>
<td>Christopher Paul Curtis</td>
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<td>White Fang</td>
<td>Jack London</td>
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<td>Anne of Green Gables</td>
<td>Lucy Maud Montgomery</td>
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<td>The Door in the Wall</td>
<td>Marguerite de Angeli</td>
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<td>Island of the Blue Dolphins</td>
<td>Scott O’Dell</td>
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<td>Ben and Me</td>
<td>Robert Lawson</td>
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<td>20,000 Leagues Under the Sea</td>
<td>Jules Verne</td>
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<td>Hound of the Baskervilles</td>
<td>Arthur Conan Doyle</td>
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<td>Across Five Aprils</td>
<td>Irene Hunt</td>
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<td>Catherine, Called Birdy</td>
<td>Karen Cushman</td>
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<td>War of the Worlds</td>
<td>H.G. Wells</td>
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<td>Swiss Family Robinson</td>
<td>Johann Wyss</td>
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<tr>
<td>The Incredible Journey</td>
<td>Sheila Burnford</td>
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NOTE: List subject to change.