

# 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



- 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 quotation
- 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, synthesize and build on others' ideas, explain and defend ideas)
- 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 Article

- 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 *-fore*, and Root *fer*
- Ways to Spell /k/, Prefix *under-*, and Root *vis*
- Words with /kw/ Spelled *qu* and /shul/ 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 *scrip*
- 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*
- /oi/ 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 1/2" 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—K<sup>12</sup> edition, retold for young readers

- Amelia Earhart: Adventures in the Sky* by Francene Sabin  
*Feathers, Flippers, and Fur*
- If You Lived in the Days of the Knights* by Ann McGovern  
*Nature's Way*
- Pollyanna* by Eleanor Porter —K<sup>12</sup> edition, abridged for young readers

## Novels

K<sup>12</sup> 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](http://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
<i>A Lion to Guard Us</i> , by Clyde Robert Bulla	360
<i>Stone Fox</i> , by John Reynolds Gardiner	550
<i>Sarah, Plain and Tall</i> , by Patricia MacLachlan	560
<i>Henry Huggins</i> , by Beverly Cleary	670
<i>Charlotte's Web</i> , by E.B. White	680
<i>From the Mixed-up Files of Mrs. Basil E. Frankweiler</i> , by E.L. Konigsburg	700
<i>Li Lun, Lad of Courage</i> , by Carolyn Treffinger	720
<i>In the Year of the Boar and Jackie Robinson</i> , by Bette Bao Lord	730
<i>A Wrinkle in Time</i> , by Madeleine L'Engle	740
<i>The Martian Chronicles</i> , by Ray Bradbury	740
<i>The Outsiders</i> , by S.E. Hinton	750
<i>The Bronze Bow</i> , by Elizabeth George Speare	760
<i>Little House on the Prairie</i> , by Laura Ingalls Wilder	760
<i>The Book of Three</i> , by Lloyd Alexander	770
<i>Tuck Everlasting</i> , by Natalie Babbitt	770
<i>The Sign of the Beaver</i> , by Elizabeth George Speare	770
<i>Walk Two Moons</i> , by Sharon Creech	770
<i>War Comes to Willie Freeman</i> , by Christopher and Lincoln Collier	770
<i>The Cricket in Times Square</i> , by George Selden	780
<i>Mrs. Frisby and the Rats of NIMH</i> , by Robert C. O'Brien	790
<i>My Side of the Mountain</i> , by Jean Craighead George	810
<i>Call It Courage</i> , by Armstrong Sperry	830

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<i>Johnny Tremain</i> , by Esther Forbes.....	840
<i>Ramona Quimby, Age 8</i> , by Beverly Cleary.....	860
<i>The Fellowship of the Ring</i> , by J.R.R. Tolkein.....	860
<i>The Cay</i> , by Theodore Taylor .....	860
<i>Pippi Longstocking</i> , by Astrid Lindgren .....	870
<i>The Hundred Dresses</i> , by Eleanor Estes .....	870
<i>Dragonwings</i> , by Laurence Yep.....	870
<i>Jacob Have I Loved</i> , by Katherine Paterson .....	880
<i>Shiloh</i> , by Phyllis Reynolds Naylor .....	890
<i>Caddie Woodlawn</i> , by Carol Ryrie Brink.....	890
<i>Old Yeller</i> , by Fred Gipson.....	910
<i>Roll of Thunder, Hear My Cry</i> , by Mildred D. Taylor.....	920
<i>The Dark Is Rising</i> , by Susan Cooper .....	920
<i>The Lion, the Witch, and the Wardrobe</i> , by C.S. Lewis .....	940
<i>Bud, Not Buddy</i> , by Christopher Paul Curtis.....	950
<i>White Fang</i> , by Jack London.....	970
<i>Anne of Green Gables</i> , by Lucy Maud Montgomery .....	990
<i>The Door in the Wall</i> , by Marguerite de Angeli .....	990
<i>Island of the Blue Dolphins</i> , by Scott O'Dell.....	1000
<i>Ben and Me</i> , by Robert Lawson .....	1010
<i>20,000 Leagues Under the Sea</i> , by Jules Verne .....	1030
<i>Hound of the Baskervilles</i> , by Arthur Conan Doyle .....	1090
<i>Across Five Aprils</i> , by Irene Hunt .....	1100
<i>Catherine, Called Birdy</i> , by Karen Cushman .....	1170
<i>War of the Worlds</i> , by H.G. Wells .....	1170
<i>Swiss Family Robinson</i> , by Johann Wyss .....	1260
<i>The Incredible Journey</i> , by Sheila Burnford.....	1320

NOTE: List subject to change.