

# Fourth Grade Curriculum Guide for Parents English Language Arts

By the end of grade 4, students who are making adequate progress in the area of English Language Arts will be able to:

## Reading

### **1. Decoding Including Phonics and Structural Analysis**

- Use knowledge of syllable patterns to read unfamiliar words
- Decode grade-level words using knowledge of word structure (e.g., roots, prefixes, suffixes, verb endings, plurals, contractions and compounds)

### **2. Fluency**

- Read grade-level texts with decodable and irregularly spelled words at appropriate speed, accuracy and expression
- Automatically read grade-level high frequency and content words

### **3. Background knowledge and vocabulary development**

- Analyze word structure (e.g., roots, prefixes, suffixes) to learn word meaning
- Connect words and ideas in books to spoken language vocabulary and background knowledge
- Learn new words, vocabulary and concepts indirectly when reading books and other print sources
- Identify specific words causing comprehension difficulties in oral or written language
- Use a dictionary to learn the meaning of words and a thesaurus to identify synonyms and antonyms

### **4. Comprehension strategies**

- Read grade-level texts with comprehension
- Use comprehension strategies to monitor own reading (e.g., predict/confirm, reread, self-correct) to clarify meaning of text
- Organize and categorize text information by using knowledge of a variety of text structures (e.g., cause and effect, fact and opinion, directions, time sequence)

- Use knowledge of structure of imaginative text to identify and interpret plot, character and events
- Listen to or read grade-level texts and ask questions to clarify understanding
- Listen to or read grade-level texts and answer literal, inferential and critical/application questions
- Summarize main ideas and details of informational and imaginative text orally and in writing
- Support point of view with details from text
- Demonstrate comprehension of grade-level texts through creative response such as writing, drama and oral presentations
- Infer underlying theme or message of a written text

### **Motivation to Read**

- Show interest in a wide range of grade-level texts; including historical and science fiction, stories, folktales, fairy tales, poetry and other imaginative and informational texts
- Read voluntarily for own purposes and interests
- Show familiarity with titles and authors
- Read independently

### **Writing**

#### **1. Spelling**

- Correctly spell previously studied decodable and irregularly spelled words and spelling patterns in own writing

#### **2. Handwriting**

- Write legibly all uppercase and lowercase manuscript and cursive letters

#### **3. Composition**

- Write in response to the reading of texts
- Write a variety of compositions, such as literary responses and informational reports using different organizational patterns (e.g., cause and effect, compare/contrast)
- Write in a variety of formats, such as print and multimedia
- Write stories and reports using the writing process
- Use grade-level vocabulary and varied sentence patterns in writing

- Write sentences in logical order and use paragraphs to organize topics
- Review work independently for spelling and conventional capitalization and punctuation
- Vary the formality of language depending on audience and purpose of writing (e.g., friendly letter, report)
- Convey personal voice in writing
- Begin to use literary elements in creative writing (e.g. figurative language, simile, metaphor and personification)
- Combine information from multiple sources when writing reports

### Listening

- Listen attentively to books read aloud
- Listen attentively for different purposes
- Listen respectfully without interrupting when others speak
- Attend to a listening activity for a specified period of time

### Speaking

- Speak in response to the reading of texts
- Use grade-level vocabulary to communicate orally ideas, emotions or experiences for different purposes (e.g., share ideas about personal experience, books or writing)
- Use conventional grammar in speech
- Recognize what is relevant and irrelevant for a particular audience
- Communicate ideas in an organized and cohesive manner
- Vary formality of language according to purpose (e.g., conversation with peers versus a presentation to adults)
- Speak with expression, volume, pace and facial or body gestures appropriate to the purpose of communication, topic and audience
- Take turns in conversation and respond respectfully when speaking in a group
- Participate in group discussions