

**RIDGECROFT SCHOOL
LANGUAGE ARTS
GRADE 4**

Language Arts in Grade 4 will focus on the development of the English language in three areas: (1) grammar and language conventions, (2) reading, and (3) writing. The NC Standard Course of Study is used as a guideline for a scope and sequence to goals and objectives. Specifications for the required writing portfolio are also included.

PACING GUIDE

Resource: Houghton Mifflin Literature

TOPICS/CONCEPTS	TIME	CURRICULUM OBJECTIVES
FIRST GRADING PERIOD	30 Days	
Journeys (Focus on Mysteries)		
SECOND GRADING PERIOD	30 Days	
American Stories (Focus on Plays)		1.05, 2.02c,d,e, 2.04a,b,d,e, 2.06, 2.07, 2.08, 3.01, 3.02, 3.03, 4.02, 4.05, 4.06, 4.07, 4.08, 4.09, 5.01, 5.02, 5.03, 5.04, 5.04, 5.05, 5.06, 5.07, 5.09
THIRD GRADING PERIOD	30 Days	
That's Amazing		1.03, 1.05, 2.02, 2.02, 2.03a,b, 2.04, 2.05, 5.06, 2.07, 3.01a,b,c,d,e, 3.02, 3.05, 4.02, 4.05, 4.06, 4.07, 4.08, 4.09, 5.01, 4.02, 4.03, 4.05, 4.06, 4.07
FOURTH GRADING PERIOD	30 Days	
Problem Solvers (Focus on Poetry)		1.02, 2.01, 2.02b,c,d,e, 2.03, 2.04, 2.05, 2.06, 3.01, 3.02, 4.02, 4.05, 4.06, 4.07, 4.08, 4.09, 5.01, 5.02, 5.03, 5.04, 5.05, 5.06, 5.07, 5.09
FIFTH GRADING PERIOD	30 Days	
Heroes (Focus on Pourquoi Tales)		1.03, 2.01, 2.02d,e, 2.03e, 2.04a,b,c,d, 2.08, 3.01, 3.02, 3.03, 3.05, 4.02, 4.05, 4.06, 4.07, 4.08, 4.09, 5.01, 5.02, 5.03, 5.04, 5.05, 5.06, 5.07, 5.09
SIXTH GRADING PERIOD	30 Days	
Nature: Friend and Foe		1.02, 2.03, 2.01, 2.02, 2.04a,b,c,e, 2.05, 2.06, 2.08, 3.01a,b,c,d,e, 3.03, 4.02, 4.05, 4.06, 4.07, 4.08, 4.09, 5.01, 5.02, 5.03, 5.04, 5.06, 5.07, 5.09

NC STANDARD COURSE OF STUDY (www.ncpublicschools.org)

COMPETENCY GOAL 1: THE LEARNER WILL DEVELOP AND APPLY ENABLING STRATEGIES AND SKILLS TO READ AND WRITE.

1.01 Use word identification strategies appropriately and automatically when encountering unknown words (graphophonic, syntactic, semantic).

1.02 Infer word meanings from taught roots, prefixes, and suffixes to decode words in text to assist comprehension.

1.03 Identify key words and discover their meanings and relationships through a variety of strategies.

1.04 Increase reading and writing vocabulary through:
wide reading.

word study.

knowledge of homophones, synonyms, antonyms, homonyms.

knowledge of multiple meanings of words.

writing process elements.

writing as a tool for learning.

seminars.

book clubs.

discussions.

examining the author's craft.

1.05 Use word reference materials (e.g., glossary, dictionary, thesaurus) to identify and comprehend unknown words.

1.06 Read independently daily from self-selected materials (consistent with the student's independent reading level) to:

increase fluency.

build background knowledge.

expand vocabulary.

COMPETENCY GOAL 2: THE LEARNER WILL DEVELOP AND APPLY STRATEGIES AND SKILLS TO COMPREHEND TEXT THAT IS READ, HEARD, AND VIEWED.

2.01 Use metacognitive strategies to comprehend text and to clarify meaning of vocabulary (e.g., reread the text, consult other sources, ask for help, paraphrase, question).

2.02 Interact with the text before, during, and after reading, listening, and viewing by:
setting a purpose using prior knowledge and text information.

making predictions.

formulating questions.

locating relevant information.

making connections with previous experiences, information, and ideas.

2.03 Read a variety of texts, including:

fiction (legends, novels, folklore, science fiction).

nonfiction (autobiographies, informational books, diaries, journals).

poetry (concrete, haiku).

drama (skits, plays).

2.04 Identify and interpret elements of fiction and nonfiction and support by referencing the text to determine the:

plot.

theme.

main idea and supporting details.

author's choice of words.

2.05 Make inferences, draw conclusions, make generalizations, and support by referencing the text.

2.06 Summarize major points from fiction and nonfiction text(s) to clarify and retain information and ideas.

2.07 Determine usefulness of information and ideas consistent with purpose.

2.08 Verify the meaning or accuracy of the author's statement(s) by referencing the text or other resources.

2.09 Listen actively by:

- asking questions.
- paraphrasing what was said.
- interpreting speaker's verbal and non-verbal messages.
- interpreting speaker's purposes and/or intent.

COMPETENCY GOAL 3: THE LEARNER WILL MAKE CONNECTIONS THROUGH THE USE OF ORAL LANGUAGE, WRITTEN LANGUAGE, AND MEDIA AND TECHNOLOGY.

3.01 Respond to fiction, nonfiction, poetry, and drama using interpretive, critical, and evaluative processes by:

- analyzing the impact of authors' word choice and context.
- examining the reasons for characters' actions.
- identifying and examining characters' motives.
- considering a situation or problem from different characters' points of view.

3.02 Analyze characters, events, and plots from different selections and cite supporting evidence.

3.03 Consider the ways language and visuals bring characters to life, enhance plot development, and produce a response.

3.04 Make informed judgments about television and film/video productions.

3.05 Integrate information from two or more sources to expand understanding of text.

3.06 Conduct research for assigned projects or self-selected projects (with assistance) from a variety of sources through the use of technological and informal tools (e.g., print and non-print texts, artifacts, people, libraries, databases, computer networks).

COMPETENCY GOAL 4: THE LEARNER WILL APPLY STRATEGIES AND SKILLS TO CREATE ORAL, WRITTEN, AND VISUAL TEXTS.

4.01 Read aloud grade-appropriate text with fluency, comprehension, and expression demonstrating an awareness of volume and pace.

4.02 Use oral and written language to:

- present information and ideas in a clear, concise manner.
- discuss.
- interview.
- solve problems.
- make decisions.

4.03 Make oral and written presentations using visual aids with an awareness of purpose and audience.

4.04 Share self-selected texts from a variety of genres (e.g., poetry, letters, narratives, essays, presentations).

4.05 Use planning strategies to generate topics and organize ideas (e.g., brainstorming, mapping, webbing, reading, discussion).

4.06 Compose a draft that conveys major ideas and maintains focus on the topic with specific, relevant, supporting details by using preliminary plans.

4.07 Compose fiction, nonfiction, poetry, and drama using self-selected and assigned topics

and forms (e.g., personal and imaginative narratives, research reports, diaries, journals, logs, rules, instructions).

4.08 Focus revision on a specific element such as:

word choice.

sequence of events and ideas.

transitional words.

sentence patterns.

4.09 Produce work that follows the conventions of particular genres (e.g., personal and imaginative narrative, research reports, learning logs, letters-of-request, letters-of-complaint).

4.10 Use technology as a tool to gather, organize, and present information.

COMPETENCY GOAL 5: THE LEARNER WILL APPLY GRAMMAR AND LANGUAGE CONVENTIONS TO COMMUNICATE EFFECTIVELY.

5.01 Use correct capitalization (e.g., names of languages, nationalities, musical compositions) and punctuation (e.g., commas in a series, commas in direct address, commas and quotation marks in dialogue, apostrophes in possessives).

5.02 Demonstrate understanding in speaking and writing by appropriate usage of:
pronouns.

subject/verb agreement.

verb tense consistency.

subject consistency.

5.03 Elaborate information and ideas in writing and speaking in using:

simple and compound sentences.

regular and irregular verbs.

adverbs.

prepositions.

coordinating conjunctions.

5.04 Compose multiple paragraphs with:

topic sentences.

specific, relevant details.

logical progression and movement of ideas.

coherence.

elaboration.

concluding statement related to the topic.

5.05 Use visual (orthography) meaning-based strategies as primary sources for correct spelling.

5.06 Proofread and correct most misspellings independently with reference to resources (e.g., dictionaries, thesauri, glossaries, computer spell-checks, and other classroom sources).

5.07 Use established criteria to edit for language conventions and format.

5.08 Demonstrate evidence of language cohesion by:

logical sequence of fiction and nonfiction retells.

time order sequence of events.

sustaining conversations on a topic.

5.09 Create readable documents through legible handwriting and/or word processing.

TEXT IN GENRES FOR GRADE 4

FICTION	NONFICTION	POETRY	DRAMA
---------	------------	--------	-------

Storybooks Short chapter books	Newspapers Telephone books Signs/labels	Short poems Word plays (alliteration /rhyme)	Skits Short plays
-----------------------------------	-----------------------------------------------	----------------------------------------------------	----------------------

GRADE 4 WRITING PORTFOLIO

The writing portfolio is a collection of products that exhibit development of writing expertise. First drafts and revisions are included to show growth over time. Selected documents will be finished or “published”.

STUDENT NAME:		
	DATE DUE	GRADE
FIRST SIX WEEKS		
News Article Journal Entry Friendly Letter Personal Narrative (Reading/Writing Workshop)		
SECOND SIX WEEKS		
Essay Character Sketch Business Letter Journal Writing Description (Reading/Writing Workshop)		
THIRD SIX WEEKS		
Explanation Announcement Summary Description Story (Reading/Writing Workshop)		
FOURTH SIX WEEKS		
Opinion Paragraph Taking Notes Comparison-Contrast Composition Leave a Message Persuasive Essay (Reading/Writing Workshop)		
FIFTH SIX WEEKS		
Information Paragraph Problem-Solution Paragraph Magazine Article Friendly Letter Personal Essay (Reading/Writing Workshop)		
SIXTH SIX WEEKS		
How-To Paragraph Learning Log Entry Speech Comparison-Contrast Essay Description		

Research Report		

GRADING FIRST SEMESTER:

Based on documents collected by mid-year, this student is determined to be at the following level at the end of first semester:

Above

On

Below

Signature and Date: _____

GRADING SECOND SEMESTER:

Based on documents collected by mid-year, this student is determined to be at the following level at the end of first semester:

Above

On

Below

Signature and Date: _____