

Course Overview for English Language Arts

Grade 4

Marking Period 1:

Reading: During the first marking period, fourth graders engage in choral, echo, and partner reading to build comprehension and fluency. They respond orally to comprehension questions and respond in writing to some questions. Students read fantasy and realistic fiction books focusing on text structures. Students listen to a variety of fiction and informational texts that are read aloud by the teacher to help build knowledge and vocabulary.

Writing: Fourth graders briefly review the characteristics of narrative, opinion, and descriptive writing through shared and modeled writing lessons. They complete a narrative writing unit.

Spelling and word work: Students review syllable types, prefixes, and suffixes to help them pronounce and spell multisyllabic words. Word work includes both spelling and meaning of vocabulary words.

Handwriting: Students review and practice cursive handwriting and use cursive for some written assignments.

County Assessments: In the fall, students are administered Acadience Oral Reading Fluency (previously DIBELS Next) and Measures of Academic Progress (MAP) in reading to determine strengths and areas of need.

Marking Period 2:

Reading: During the second marking period, fourth graders continue to engage in choral, echo, and partner reading to build comprehension and fluency. They continue to respond orally to comprehension questions and to respond in writing to some questions. Students read historical fiction books during this marking period. Students continue to listen to a variety of texts that are read aloud by the teacher to build knowledge and vocabulary.

Writing: Students complete a research unit and opinion writing unit through shared and modeled writing lessons.

Spelling and word work: Students continue to identify syllable types, prefixes, and suffixes to help them pronounce and spell multisyllabic words. Word work includes both spelling and meaning of vocabulary words.

Handwriting: Students review and practice cursive handwriting and use cursive for some written assignments.

County Assessments: In the winter, students are administered Acadience Oral Reading Fluency (previously DIBELs Next) and Measures of Academic Progress (MAP) in reading to determine progress, strengths, and areas of need.

Marking Period 3:

Reading: During the third marking period, fourth graders continue to engage in choral, echo, and partner reading to build comprehension and fluency. They continue to respond orally to comprehension questions and to respond in writing to some questions. Students read realistic fiction books during this marking period. They listen to a variety of fiction and informational texts that are read aloud by the teacher to help build knowledge and vocabulary.

Writing: Students complete a narrative writing unit and a descriptive news article through shared and modeled writing lessons.

Spelling and word work: Students continue to identify syllable types, prefixes, and suffixes to help them pronounce and spell multisyllabic words. Word work includes both spelling and meaning of vocabulary words.

Handwriting: Students use cursive handwriting for some written assignments.

Marking Period 4:

Reading: During the fourth marking period, fourth graders continue to engage in choral, echo, and partner reading to build comprehension and fluency. They continue to respond orally to comprehension questions and to respond in writing to some questions. Students read a nonfiction book and a biography. Students continue to listen to a variety of texts that are read aloud by the teacher to build knowledge and vocabulary.

Writing: Students engage in opinion writing and responding to a variety of text based questions through shared and modeled writing lessons. They complete a culminating opinion assignment related to their favorite book.

Spelling and word work: Students continue to identify syllable types, prefixes, and suffixes to help them pronounce and spell multisyllabic words. Word work includes both spelling and meaning of vocabulary words.

Handwriting: Students use cursive handwriting for some written assignments.

County Assessment: In the spring, students are administered Acadience Oral Reading Fluency (previously DIBELS Next) in reading to determine progress, strengths, and areas of need.

State Assessment: In the spring, students are administered the state assessment (MCAP) to determine level of reading and writing proficiency.