

Havre Public Schools English Language Arts 4th Grade

Course Information:

Grade Level: 4
Length: Full Year

Essential Understanding: In 4th grade, students will be exposed to many topics. Overall, they should be able to read and understand fourth grade level fiction and nonfiction texts. When doing this, they should be able to use decoding skills in order to read fluently. In their writing, they should be able to spell grade-level words correctly, use conventions, peer edit, and use computers to publish a variety of writing genres. They will also be able to discuss and collaborate with peers.

Course Objectives:

1. Literary skills such as: Summarize, compare, and contrast, draw inferences, describe main idea, character, settings, theme or events, identify facts and opinions, determine meaning of words from contextual clues, explain means of similes and metaphors, recognize and explain idioms, adages, and proverbs, using reference materials.
2. Refer to details and examples in text when explaining (key ideas and details).
3. Integrate information from 2 texts on the same topic.
4. Read/comprehend informational text at a 4th grade level.
5. Writing Skills such as: Producing clear and coherent writing such as: informative, explanatory, and narrative, and paraphrasing by differentiating between contexts that call for formal and informal English by using concrete words and phrases and sensory detail as well as posing and responding to specific questions, gathering relevant and descriptive information, taking accurate notes, and categorizing information, conducting short research projects, and also using dialogue and description. Introduce and include topic text clearly while using transitional words/phrases. Acquire/use academic and domain specific words and phrases.
6. Reading Skills such as: explaining major differences between poetry, dramas, and prose, refer to structural elements of poems and dramas (written and verbal), read 4th grade level text fluently and with grade level comprehension.
7. Demonstrate command and knowledge of language and conventions.
8. Speaking and listening skills: create collaborative discussions by using agreed upon rules, refer to details and examples in text by making connections between the text and visual/ oral presentations, add audio, record/visual displays to presentations.

Student Objectives:

1. I can use literary skill sets (compare and contrast, summarize, fact and opinion, main ideas and details, point of view, drawing inferences, and identifying story elements).
2. I can refer to details and examples in a text when explaining what the text says and when drawing inferences from the text.
3. I can determine a theme of a story, drama, or a poem.
4. I can read fourth grade level texts fluently.

5. I can use reading skills to determine the meaning of fiction and nonfiction text.
6. I can determine meaning of words and phrases by using context clues.
7. I can write using proper language and conventions.
8. I can develop written work that is clear and easy to follow.
9. I can learn and analyze figurative language.
10. I can use speaking and listening skills to help me be successful.

Montana Content Standards (ELA)

Key Ideas and Details

RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.

RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text and include texts by and about American Indians. Craft and Structure

RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

RI.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic, including those of American Indians; describe the differences in focus and the information provided. Integration of Knowledge and Ideas

RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.

RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. Range of Reading and Level of Text Complexity

RI.4.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading Standards:

Foundational Skills (RF.4) Phonics and Word Recognition

RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.

RF.4.3. a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. Fluency RF.4.4 Read with sufficient accuracy and fluency to support comprehension.

RF.4.4.a Read on-level text with purpose and understanding.

RF.4.4.b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

RF.4.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing Standards (W.4) Text Types and Purposes

W..4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

W..4.1.a Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.

W..4.1.b Provide reasons that are supported by facts and details.

W..4.1.c Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).

W..4.1.d Provide a concluding statement or section related to the opinion presented.

W..4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W..4.2.a Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

W..4.2.b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

W..4.2.c Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).

W..4.2.d Use precise language and domain-specific vocabulary to inform about or explain the topic.

W..4.2.e Provide a concluding statement or section related to the information or explanation presented.

W..4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

W..4.3.a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

W..4.3.b Use dialogue and description to develop experiences and events or show the responses of characters to situations.

W..4.3.c Use a variety of transitional words and phrases to manage the sequence of events.

W..4.3.d Use concrete words and phrases and sensory details to convey experiences and events precisely.

W..4.3.e Provide a conclusion that follows from the narrated experiences or events. Production and

Distribution of Writing

W..4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

W..4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing

W..4.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. Research to Build and Present Knowledge

W..4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic and include topics and/or sources by and about American Indians

W..4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

W..4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

W..4.9.a Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).

W..4.9.b Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).

Range of Writing

W..4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences

Speaking and Listening Standards (SL.4) Comprehension and Collaboration

SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.

SL.4.1.a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

SL.4.1.b Follow agreed-upon rules for discussions and carry out assigned roles.

SL.4.1.c Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

SL.4.1.d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.4.3 Identify the reasons and evidence a speaker provides to support particular points. Presentation of Knowledge and Ideas

SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace and include sources by and about American Indians.

SL.4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the

development of main ideas or themes.

SL.4.6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

***Pacing Guides, Timelines and Resources will be completed when new materials arrive.**