

Grade 4 Language Arts

Ongoing

Topic	Language Arts Objectives	Sample Essential Questions
<p>Reading Strategies, Phonics, and Word Knowledge</p>	<p>Phonics instruction should be sequential as outlined by the program selected for use by each school. The objectives starting with a “1” must be met through that program or incorporated into the program.</p>	
<p>Unknown Words</p>	<p>1.01 Use word identification strategies appropriately and automatically when encountering unknown words (graphophonic, syntactic, semantic).</p>	<p>How do I determine the pronunciation and meaning of unknown words?</p>
<p>Word Analysis</p>	<p>1.02 Infer word meanings from taught roots, prefixes, and suffixes to decode words in text to assist comprehension.</p>	<p>What do roots, prefixes and suffixes tell me about words?</p>
<p>Key Words</p>	<p>1.03 Identify key words and discover their meanings and relationships through a variety of strategies.</p>	<p>What are the key words and what do they tell me?</p>
<p>Word Study</p>	<p>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, and examining the author’s craft.</p>	<p>How will the knowledge of word variety types help me to build my vocabulary and my understanding of the material I read?</p>
<p>Reference Materials</p>	<p>1.05 Use word reference materials (dictionary, glossary, thesaurus) to identify and comprehend unknown words.</p>	<p>How do I reference the dictionary to understand unknown words?</p>
<p>Independent</p>	<p>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.</p>	<p>What books are on my reading level to make selections from daily?</p>
<p>Comprehension</p> <p>Text Variety</p>	<p>2.03 Read a variety of texts, including: fiction (<u>legends</u>, <u>novels</u>, <u>folklore</u>, <u>science fiction</u>); nonfiction (<u>autobiographies</u>, <u>informational books</u>, <u>diaries</u>, <u>journals</u>, <u>recipes</u>), poetry (<u>concrete</u>, <u>haiku</u>), and drama (<u>skits</u>, <u>plays</u>).</p>	<p>How do I determine the varied varieties of text and where do I find them?</p>

<p>Research</p> <p>Informational resources</p>	<p>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., <u>print and non-print texts</u>, <u>artifacts</u>, <u>people</u>, <u>libraries</u>, <u>databases</u>, <u>computer networks</u>).</p>	<p>What resources are available for me to conduct research on various topics and where do I get them?</p>
<p>Writing & Response</p> <p>Read Aloud</p> <p>Presentation</p> <p>Share texts</p> <p>Composition</p> <p>Revision</p> <p>Gather and present data</p>	<p>4.01 Read aloud grade-appropriate text with fluency, comprehension, and expression demonstrating an awareness of volume and pace.</p> <p>4.03 Make oral and written presentations using visual aids with an awareness of purpose and audience.</p> <p>4.04 Share self-selected texts from a variety of genres (e.g., poetry, letters, narratives, essays, presentations).</p> <p>4.07 Compose fiction, nonfiction, poetry, and drama using self-selected and assigned topics and forms (e.g., research reports, diaries, journals, logs, rules, instructions).</p> <p>4.08 Focus revision on a specific element such as: word choice.</p> <p>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).</p> <p>4.10 Use technology as a tool to gather, organize, and present information.</p>	<p>How does changing my voice while reading aloud help me understand the message?</p> <p>What types of materials should I use to share my research findings?</p> <p>What are some ways I could share information that I have read?</p> <p>Do my compositions reflect specified areas?</p> <p>How do I add variety to my word choice?</p> <p>How does technology help me to gather and present information?</p>
<p>Grammar and Spelling</p> <p>Capitalize Punctuate</p> <p>Paragraphs</p>	<p>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).</p> <p>5.04 Compose multiple paragraphs with: topic sentences, specific, relevant details, and a concluding statement related to the topic.</p>	<p>When is it appropriate to capitalize words? How do I know which punctuation is appropriate to use?</p> <p>How do I structure my paragraphs to reflect essential components?</p>

Spelling	5.05 Use visual (orthography) and meaning-based strategies as primary sources for correct spelling.	Does the way I wrote the word look correct?
Edit for 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).	What can I do if I am not sure that I spelled a word correctly?
Edit for Language Conventions	5.07 Use established criteria to edit for language conventions and format.	How do I edit for conventions?
Coherence	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.	Does my writing and speaking reflect cohesion with sequence and adherence to the topic?
Legibility	5.09 Create readable documents through legible handwriting (cursive) and/or word processing.	Is my handwriting legible?

Grade 4 Language Arts	First Six Weeks
------------------------------	------------------------

Topic	Language Arts Objectives	Sample Essential Questions
<p>Comprehension</p> <p>Strategies</p> <p>Purpose, Predicting, Formulating Questions, & Details</p> <p>Main Idea and Supporting Details</p>	<p>2.01 Use metacognitive strategies to comprehend text and to clarify meaning of vocabulary (e.g., <u>reread the text</u>, <u>ask for help</u>).</p> <p>2.02 Interact with the text before, during, and after reading, listening, and viewing by: <u>setting a purpose using prior knowledge and text information</u>, <u>making predictions</u>, <u>formulating questions</u>, <u>locating relevant information</u>, and <u>making connections with previous experiences, information, and ideas</u>.</p> <p>2.04 Identify and interpret elements of fiction and nonfiction and support by referencing the text to determine the <u>main idea and supporting details</u>.</p> <p>3.01 Respond to fiction, nonfiction, poetry, and drama using interpretive, critical and evaluative processes by: examining the reasons for characters’ actions and identifying and examining characters’ motives.</p>	<p>How will rereading the text and asking for help build comprehension?</p> <p>What strategies do I use before, during and after reading?</p> <p>What are elements of fiction and nonfiction? How do you determine the main idea & supporting details?</p>
<p>Writing & Response</p> <p>Clear responses</p> <p>Planning</p> <p>Draft</p>	<p>4.02 Use oral and written language to present information and ideas in a clear, concise manner and to discuss.</p> <p>4.05 Use planning strategies to generate topics and organize ideas (e.g., brainstorming, mapping, webbing, reading, discussion).</p> <p>4.06 Compose a draft that conveys major ideas and maintains focus on the topic with specific, relevant, supporting details by using preliminary plans.</p>	<p>How do I speak and write clearly to present information?</p> <p>What are some planning strategies to help me organize my thoughts and ideas?</p> <p>How do I maintain focus on the topic with my writing?</p>

<p>Various writing forms</p>	<p>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).</p>	<p>What strategies do I need to know and apply while creating compositions?</p>
<p>Revising</p>	<p>4.08 Focus revision on a specific element such as sequence of events and ideas, and transitional words.</p>	<p>What are some revision strategies?</p>
<p>Grammar and Spelling</p>	<p>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).</p>	<p>When is it appropriate to capitalize words? How do I know which punctuation is appropriate to use?</p>
<p>Capitalize Punctuate</p>		

Grade 4 Language Arts	Second Six Weeks
------------------------------	-------------------------

Topic	Language Arts Objectives	Sample Essential Questions
Comprehension		
Strategies	2.01 Use metacognitive strategies to comprehend text and to clarify meaning of vocabulary (<u>ask for help</u> , <u>paraphrase</u> , <u>question</u>).	How will asking for help and paraphrasing build comprehension?
Plot, Theme, & Author’s Choice of Words	2.04 Identify and interpret elements of fiction and nonfiction and support by referencing the text to determine the: <u>plot</u> , <u>theme</u> , <u>author’s choice of words</u> , <u>mood</u> , and <u>figurative language</u> .	What is the plot of the story? How do I determine what the plot is? What is the theme of the text? Why did the author choose these words?
Author’s Choice of Words, Reasons for Characters’ Actions and Motives, Point of View	3.01 Respond to fiction, nonfiction, poetry, and drama using interpretive, critical, and evaluative processes by: <ul style="list-style-type: none"> • analyzing the impact of <u>authors’ word choice and context</u>. • examining the <u>reasons for characters’ actions</u>. • identifying and examining <u>characters’ motives</u>. • considering a <u>situation or problem from different characters’ points of view</u>. 	Why did the author choose this word (s)? Why are the characters behaving in this way and what are their motives?
Writing and Response		
Revise	4.08 Focus revision on a specific element such as: sentence patterns.	How do I revise sentences?

Grammar and Spelling	<p>5.02 Demonstrate understanding in speaking and writing by appropriate usage of <u>verb tense consistency</u> and <u>subject/verb agreement</u>.</p> <p>5.03 Elaborate information and ideas in writing and speaking by using: <u>regular and irregular verbs</u>, and <u>adverbs</u>.</p> <p>5.04 Compose multiple paragraphs with: <u>topic sentences</u>, <u>specific, relevant details</u>, and a <u>concluding statement related to the topic</u>.</p> <p>5.08 Demonstrate evidence of language cohesion by: <u>logical sequence of fiction and nonfiction retells</u>, and <u>sustaining conversations on a topic</u>.</p>	<p>What is verb tense?</p> <p>How do verb and adverbs create elaboration?</p> <p>How do I structure my paragraphs to reflect essential components?</p> <p>Does my writing and speaking reflect cohesion with sequence and adherence to the topic?</p>
-----------------------------	--	---

Grade 4 Language Arts	Third Six Weeks
------------------------------	------------------------

Topic	Language Arts Objectives	Sample Essential Questions
Comprehension		
Vocabulary	2.01 Use metacognitive strategies to comprehend text and to clarify meaning of vocabulary (<u>consult other sources, ask for help, question</u>).	How will asking for help, questioning and consulting other sources build comprehension?
Summarizing	2.04 Identify and interpret elements of fiction and nonfiction and support by referencing the text to determine the: plot, theme, author’s choice of words, mood, and figurative language.	What is the plot of the story? How do I determine what the plot is? What is the theme of the text? Why did the author choose these words?
Characters, Events and Plots	2.06 <u>Summarize major points</u> from fiction and nonfiction text(s) to clarify and retain information and ideas.	How does a summary clarify points?
Story elements: Characters, Plot and Conclusion	3.02 <u>Analyze characters, events, and plots</u> within and between selections and cite supporting evidence.	What does analyzing characters, events and plots tell me?
	3.03 Consider the ways <u>language and visuals bring characters to life, enhance plot development, and produce a response</u> .	How does language and/or a visual bring the characters to life? How does the language make the plot more interesting?
Writing & Response		
Solve Problems through writing	4.02 Use oral and written language <u>to solve problems</u> .	How does language usage help me to solve problems?
Revision	4.08 Focus revision on a specific element such as: <u>word choice</u> .	How do I revise word choice? Is there another word that I could use to make my writing better?

<p>Grammar and Spelling</p> <p>Pronouns, Subject Consistency</p> <p>Simple and Compound Sentences</p> <p>Paragraphs</p> <p>Edit for Language Conventions</p> <p>Sequence</p>	<p>5.02 Demonstrate understanding in speaking and writing by appropriate usage of: <u>pronouns</u> and <u>subject consistency</u>.</p> <p>5.03 Elaborate information and ideas in writing and speaking by using: simple and <u>compound sentences</u>.</p> <p>5.04 Compose multiple paragraphs with: <u>topic sentences</u>, <u>specific, relevant details</u>, <u>logical progression and movement of ideas</u>, <u>coherence</u>, <u>elaboration</u>, and a <u>concluding statement related to the topic</u>.</p> <p>5.07 Use established criteria to edit for language conventions and format.</p> <p>5.08 Demonstrate evidence of language cohesion by: <u>logical sequence of fiction and nonfiction retells</u>, and <u>time order sequence of events</u>.</p>	<p>How do I consistently use pronouns appropriately when speaking and writing?</p> <p>How do prepositions and conjunctions create elaboration?</p> <p>How do I structure my paragraphs to reflect essential components?</p> <p>How do I edit for conventions?</p> <p>Does my writing and speaking reflect cohesion with sequence and adherence to the topic?</p>
---	---	--

Grade 4 Language Arts

Fourth Six Weeks

Topic	Language Arts Objectives	Sample Essential Questions
<p>Comprehension</p> <p>Inference, Draw Conclusions, and Generalize</p> <p>Question, Paraphrase, & Interpret Purpose</p>	<p>2.05 Make inferences, draw conclusions, make generalizations by referencing the text.</p> <p>2.09 Listen actively by:</p> <ul style="list-style-type: none"> • <u>asking questions</u> • <u>paraphrasing</u> what was said • <u>interpreting speaker’s verbal and non-verbal messages</u> • <u>interpreting speaker’s purposes and/or intent.</u> <p>3.01 Respond to fiction, nonfiction, poetry and drama using interpretive, critical, and evaluative processes by: <u>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.</u></p>	<p>How do I make an inference? How do I draw a conclusion? How do I make a generalization?</p> <p>What questions should I ask to make sure I understand? How could I restate what I heard?</p>
<p>Writing & Response</p> <p>Interview</p>	<p>4.02 Use oral and written language <u>to interview.</u></p>	<p>How do I conduct an interview?</p>
<p>Grammar and Spelling</p> <p>Elaboration</p> <p>Paragraphs</p>	<p>5.03 Elaborate information and ideas in writing and speaking by using: <u>prepositions</u>, and <u>coordinating conjunctions.</u></p> <p>5.04 Compose multiple paragraphs with: <u>topic sentences, specific, relevant details, logical progression and movement of ideas, coherence, elaboration, and a concluding statement related to the topic.</u></p>	<p>How do prepositions and conjunctions create elaboration?</p> <p>How do I structure my paragraphs to reflect essential components?</p>

Grade 4 Language Arts	Fifth Six Weeks
------------------------------	------------------------

Topic	Language Arts Objectives	Sample Essential Questions
Comprehension		
Evaluation	2.07 Determine <u>usefulness of information and ideas</u> consistent with purpose.	How can I use the information from my reading?
Verify Accuracy	2.08 <u>Verify the meaning or accuracy</u> of the author’s statement(s) by referencing the text or other resources.	When would I need to verify an author’s statement in text?
Evaluation	3.04 <u>Make informed judgments</u> about television and film/video productions.	How should I interpret messages in videos and on TV?
Application	3.05 <u>Analyze and integrate information from one or more sources</u> to expand understanding of text including graphs, charts, and/or maps.	How will seeking the same information from a variety of sources build deeper understanding?
Writing and Response		
Make decisions	4.02 Use oral and written language to make decisions.	How do I use language to make wise decisions?
Poetry	4.07 Compose fiction, nonfiction and poetry using self-selected and assigned topics and forms (e.g., personal and imaginative narratives, research reports, diaries, journals, logs, rules, and instructions).	Do my compositions reflect specified areas?
Grammar and Spelling		
Elaboration	5.03 Elaborate information and ideas in writing and speaking by using: prepositions and coordinating conjunctions.	Why is elaboration important?
Editing	5.07 Use established criteria to edit for language conventions and format.	How do I edit for conventions and format?

Grade 4 Language Arts**Sixth Six Weeks**

Topic	Language Arts Objectives	Sample Essential Questions
REVIEW	Conduct a thorough review of Language Arts Skills in an effort to prepare students for End of Grade testing sessions. It would be appropriate to employ various strategies and tools such as Blast Off Reading, North Carolina Reading Coach, Test Ready, Test Magic, Competitive Edge, Skill books with focus review, small group tutorials, etc.	What have I gained this year in my Language Arts instruction?