

**English Language Arts Curriculum – Grade Four
Diocese of Cleveland
2013**

Language: Handwriting

Standards Assessed

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Grade 4, Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

- They demonstrate independence.
- They build strong content knowledge.
- They respond to the varying demands of audience, task, purpose, and discipline.
- They comprehend as well as critique.
- They value evidence.
- They use technology and digital media strategically and capably.
- They come to understand other perspectives and cultures.

DOC: English Language Arts, DOC: Grade 4, III: Writing Conventions

A. Handwriting

- 1. Write legibly in cursive; space letters and sentences appropriately.

Essential Questions

1. Why do we write in cursive?
2. Why is cursive handwriting important in this age of technology?
3. What role does handwriting play in communication?
4. How does my choice of topics for writing demonstrate my Catholic faith and values?

Statement Regarding Handwriting. Manuscript handwriting, cursive handwriting, and keyboarding are means for communicating thoughts to others in a legible manner. These are not a content subject in themselves, but rather a part of the drafting and editing steps within the writing process. Correct formation, size, slant, and shape of letters in handwriting and proper hand placement for keyboarding should be modeled, taught, and reinforced at all grade levels. Formal cursive instruction begins in second grade and is reinforced in third and fourth grade. In fifth through eighth grades, cursive writing should be remediated and/or reinforced as needed. Keyboarding should be introduced in grade two with practice and reinforcement throughout the grades.

Content

The students will know

1. Cursive
2. Strokes
3. Under curve
4. Down curve
5. Over curve
6. Slant

Skills

[Bloom's Taxonomy](#)

[DOK Links](#)

The students will be able to

- Throughout the year and in all writing activities, students will write using the cursive style. They will:
1. Space letters, words, and sentences appropriately.
 2. Use correct strokes to form letters including under curve, down curve, over curve, and slant.
 3. Position papers properly, sit in a good writing position, and hold pencil with correct slant.
 4. Write uppercase and lowercase cursive alphabet legibly.

Common Core Vocabulary

1. Cursive
2. Strokes
3. Under curve
4. Down curve
5. Over curve
6. Slant
7. Legibility

Additional Vocabulary

Learning Experiences (Suggested)	Assessment (Suggested)
<p>1. Throughout the year, have students write using the cursive style and giving attention to:</p> <ol style="list-style-type: none"> positioning papers properly sitting in a good writing position holding pencil with correct slant spacing letters and sentences appropriately writing legibly 	<p>Using Cursive Handwriting Formative: Written Assessment</p> <p>Throughout the year, students will write using the cursive style and giving attention to:</p> <ol style="list-style-type: none"> positioning papers properly sitting in a good writing position holding pencil with correct slant spacing letters and sentences appropriately writing legibly
Resources (Suggested)	Catholic Identity
<ol style="list-style-type: none"> iPad Resources Internet Resources Zaner-Bloser Handwriting 	<p>Social Justice Teachings</p> <ul style="list-style-type: none"> ❖ Life and Dignity of the Human Person ❖ Rights and Responsibilities <p>Rights of Children</p> <ul style="list-style-type: none"> ❖ THE RIGHT TO A SAFE ENVIRONMENT that promotes care, protection and security. ❖ THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity. ❖ THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents. ❖ THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth. ❖ THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions. ❖ THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction. ❖ THE RIGHT TO GUIDANCE FROM THE CHURCH in their development as loving people.

**English Language Arts Curriculum – Grade Four
Diocese of Cleveland
2013**

Language: Spelling

Standards Assessed

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Grade 4, Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

- They demonstrate independence.
- They build strong content knowledge.
- They respond to the varying demands of audience, task, purpose, and discipline.
- They comprehend as well as critique.
- They value evidence.
- They use technology and digital media strategically and capably.
- They come to understand other perspectives and cultures.

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Grade 4, Language Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- L.4.1g. Correctly use frequently confused words (e.g., to, too, two; there, their).*

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.4.2d. Spell grade-appropriate words correctly, consulting references as needed.

Essential Questions

1. Why is it important to use correct spelling?
2. How can usage of spelling rules and patterns improve my written communication?
3. What are the benefits of using resources to improve my spelling?

Content

The students will know

1. Frequently confused words
2. Root words, prefixes, suffixes
3. Contractions
4. Homophones
5. High frequency words

Skills

[Bloom's Taxonomy](#)

[DOK Links](#)

The students will be able to

1. Spell regularly used and high-frequency words correctly.
2. Spell words studied correctly.
3. Spell plural and inflectional endings correctly.
4. Spell roots, suffixes, and prefixes correctly.
5. Spell multi-syllabic words correctly.
6. Spell contractions, compounds, and homophones correctly.
7. Use spelling patterns and rules correctly.
8. Spell irregular words.
9. Use reference materials, including dictionaries, as needed to check and correct spellings.
10. Write legibly in cursive; space letters and sentences appropriately.

Common Core Vocabulary

Additional Vocabulary

<ol style="list-style-type: none"> 1. Root words, prefixes, suffixes 2. Contractions 3. Homophones 4. High frequency words 	<ol style="list-style-type: none"> 1. Regularly used words 2. High-frequency words 3. Plural endings 4. Inflectional endings 5. Roots 6. Suffixes 7. Prefixes 8. Multi-syllabic words 9. Contractions 10. Compound words 11. Homophones 12. Spelling patterns 13. Spelling rules 14. Irregular words
<p>Learning Experiences (Suggested)</p>	<p>Assessment (Suggested)</p>
<ol style="list-style-type: none"> 1. Math Spelling Activity. Have the students work with a partner to write fractions for their spelling words. Have them write two fractions for each spelling word. For the first fraction, show the number of vowels in the word compared to the total number of letters. For the second fraction, show the number of consonants compared to the total number of letters. Share their fractions with the class. 2. Circle Spelling. Working in cooperative groups, have students draw a circle and divide it into fourths. In the sections, have them write a spelling word, write its definition, write its part of speech, and draw a sketch to show what it means. Repeat for each spelling word. 3. Text Spelling. Have students write each spelling word and the numbers they would press to text it to a friend. (Use the traditional 12 key pad.) The numbers should be written beneath the corresponding letters. Then have the students write only the numbers they would use to text the word and exchange papers and have the student correctly spell the word using the text numbers. 4. Create a Wordle. Using a digital tool, have students create one Wordle for the ten most challenging words in a unit. Include the spelling word and five or more synonyms. Have them print the word clouds they make and bring them to school to share with their classmates. <p>Spelling City</p>	<p>Spelling Fractions Formative: Cooperative Group Work Students will work with a partner to write fractions for their spelling words. They will write two fractions for each spelling word. For the first fraction, show the number of vowels in the word compared to the total number of letters. For the second fraction, show the number of consonants compared to the total number of letters. Share their fractions with the class.</p> <p>Circle Spelling Formative: Cooperative Group Work Working in cooperative groups, students will draw a circle and divide it into fourths. In the sections, they will take turns writing a spelling word, writing its definition, writing its part of speech, and drawing a sketch to show what it means. They will repeat for each spelling word.</p> <p>Text Spelling Formative: Class Work Students will write each spelling word and the numbers they would press to text it to a friend. (Use the traditional 12 key pad.) The numbers should be written beneath the corresponding letters. They will then write only the numbers they would use to text the word and exchange papers and have the student correctly spell the word using the text numbers.</p> <p>Using Wordle Formative: Homework Using a digital tool, students will create one Wordle for the ten most challenging words in a unit. Include the spelling word and five or more synonyms. They will print the word clouds they make and bring them to school to share with their classmates.</p>
<p>Resources (Suggested)</p>	<p>Catholic Identity</p>

<p>1. iPad Resources</p> <p>2. Literature Connections <i>Top Secret: A Handbook of Codes, Ciphers, and Secret Writing</i> by Paul B. Janeczko and Jenna LaReau <i>Marven of the Great North Woods</i> by Kathryn Lasky and Kevin Hawkes <i>Boom Town</i> by Sonia Levitin <i>Charlie and the Chocolate Factory</i> by Roald Dahl</p> <p>3. Internet Resources Interactive Prefixes and Suffixes Website Interactive Grammar Website Interactive Grammar Website #2 Spelling city – Fourth Grade Reading Vocabulary</p>	<p>Social Justice Teachings</p> <ul style="list-style-type: none"> ❖ Life and Dignity of the Human Person ❖ Call to Family, Community, and Participation ❖ Rights and Responsibilities <p>Rights of Children</p> <ul style="list-style-type: none"> ❖ THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity. ❖ THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents. ❖ THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth. ❖ THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions. ❖ THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction. ❖ THE RIGHT TO GUIDANCE FROM THE CHURCH in their development as loving people.
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**English Language Arts Curriculum – Grade Four
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2013**

Language: Vocabulary Acquisition and Use

Standards Assessed

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Grade 4, Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

- They demonstrate independence.
- They build strong content knowledge.
- They respond to the varying demands of audience, task, purpose, and discipline.
- They comprehend as well as critique.
- They value evidence.
- They use technology and digital media strategically and capably.
- They come to understand other perspectives and cultures.

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Grade 4, Writing Range of Writing 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 tasks, purposes, and audiences.

- 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.

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Grade 4, Language Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

- L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
- L.4.4a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
- L.4.4b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
- L.4.4c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

5. Demonstrate understanding of word relationships and nuances in word meanings.

- L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- L.4.5a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
- L.4.5b. Recognize and explain the meaning of common idioms, adages, and proverbs.
- L.4.5c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

Essential Questions

1. What is the purpose of communication?
2. Where do words or phrases come from?
3. How does word choice affect meaning?

Content

The students will know

Skills

[Bloom's Taxonomy](#)

[DOK Links](#)

The students will be able to

<ol style="list-style-type: none"> 1. Unknown words 2. Multiple-meaning words 3. Context clues 4. Affixes 5. Root words 6. Figurative language 7. Word relationships 8. Nuances 9. Reference materials 10. Pronunciation 11. Simile 12. Metaphor 13. Idioms 14. Adages 15. Proverbs 16. Synonyms 17. Antonyms 	<ol style="list-style-type: none"> 1. Use knowledge of word order and in-sentence context clues to support word identification and to define unknown words. 2. Use context clues to determine the meaning of homophones, homonyms, and homographs. 3. Determine meaning of words through life experiences and prior knowledge. 4. Read root word and their prefixes/suffixes to determine the meaning of a word. 5. Recognize relationship between spoken word and written language. 6. Unlock the meaning of a compound word by understanding the meaning of each individual word. 7. Use resources, both print and digital, to clarify the meaning and pronunciation of words and phrases. 8. Distinguish shades of meaning between closely related words. 9. Distinguish the literal and non-literal meanings of words and phrases in text. 10. Explain figurative language, word relationships, and nuances in word meanings. 11. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. 12. Recognize and explain the meaning of common idioms, adages, and proverbs. 13. Explain the meaning of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). 14. Use a thesaurus to expand vocabulary. 15. 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. 16. Write legibly in cursive; space letters and sentences appropriately. 17. Use technology and digital media strategically and capably in developing and using vocabulary correctly.
<p>Common Core Vocabulary</p>	<p>Additional Vocabulary</p>

<ol style="list-style-type: none"> 1. Unknown words 2. Multiple-meaning words 3. Context clues 4. Affixes 5. Root words 6. Figurative language 7. Word relationships 8. Nuances 9. Reference materials 10. Pronunciation 11. Simile 12. Metaphor 13. Idioms 14. Adages 15. Proverbs 16. Synonyms 17. Antonyms 	<ol style="list-style-type: none"> 1. Homophones 2. Homonyms 3. Homographs 4. Compound Words 5. Literal Meaning 6. Non-literal Meaning 7. Thesaurus
Learning Experiences (Suggested)	Assessment (Suggested)

<ol style="list-style-type: none"> 1. Class Activity. Working with the students, create a chart that organizes words according to structural features. For example, in a lesson focusing on affixes, give students post-it notes with words having common affixes. The chart could have three divisions: <ol style="list-style-type: none"> a. Words with prefixes b. Words with suffixes c. Words with both. Have students place their post-it notes in the correct locations on the chart. These charts can be used to sort word types (i.e., nouns, pronouns) or word comparisons (antonyms, synonyms), etc. 2. Independent Activity. Have students make a three-dimensional interactive graphic organizer to help them organize and retain information related to meanings of prefixes and suffixes as well as their connections to base words. (See examples of how to fold foldables in the Links.) 3. Have you ever? In this class activity, students will associate newly learned words with contexts and activities from their own experience. Doing this helps students understand that they have a place for the word in their vocabularies. In the activity ask students to "Describe a time when you might...." Examples: a. When might you say that a dog was a menace? b. When might you describe someone as being filled with envy? Use additional examples to continue to build vocabulary. 4. Class Activity. Using a book such as <i>Stubborn As A Mule</i> by Nancy Loewen, explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. Have students make a class book of similes and metaphors by adding to it throughout the year. 5. Cooperative Group Work. Working in cooperative groups, have students conduct research to find at least five common idioms, adages, and proverbs. Have them write the statement and then explain the meaning of the statement in their own words. Have groups share their work with the class. <p> Context Clues Similes Simile Lesson Proverbs Word Map Vocabulary Vocabulary Graphic Organizers Foldables Idioms Game </p>	<p>Prefixes and Suffixes Formative: Class Work Students will make a three-dimensional interactive graphic organizer to help them organize and retain information related to meanings of prefixes and suffixes as well as their connections to base words.</p> <p>Have You Ever? Formative: Class Work Students will associate newly learned words with contexts and activities from their own experience. Doing this they will understand that they have a place for the word in their vocabularies. Students will respond to statements such as: "Describe a time when you might...." Examples: a. When might you say that a dog was a menace? b. When might you describe someone as being filled with envy? Use additional examples to continue to build vocabulary.</p> <p>Similes and Metaphors Formative: Class Work Students will make a class book of similes and metaphors by adding to it throughout the year.</p> <p>Idioms, Adages, Proverbs Formative: Cooperative Group Work Working in cooperative groups, students will conduct research to find at least five common idioms, adages, and proverbs. They will write the statement, draw a picture to represent the statement, and explain the meaning of the statement in their own words. Groups will share their work with the class.</p>
<p>Resources (Suggested)</p>	<p>Catholic Identity</p>

<p>1. iPad Resources</p> <p>2. Literature Connection <i>Crazy Like a Fox</i> by Loreen Leedy <i>My Dog Is As Smelly as a Dirty Sock</i> by Hanoch Piven <i>Stubborn As A Mule</i> by Nancy Loewen <i>Muddy As a Duck Puddle</i> by Laurie Lawlor and Ethan Long <i>You're Toast and Other Metaphors We Adore</i> by Nancy Loewen and Donald Wu <i>Why the Banana Split: Adventures in Idioms</i> by Rick Walton <i>Butterflies In My Stomach</i> by Serge Bloch <i>Read for the Stars</i> by Serge Bloch <i>You Are What You Eat</i> by Serge Bloch <i>Double Trouble in Walla Walla</i> by Andrew Clements <i>Frindle</i> by Andrew Clements <i>Miss Alaineous: A Vocabulary Disaster</i> by Debra Frasier <i>A Series of Unfortunate Events</i> by Lemony Snicket <i>The Phantom Tollbooth</i> by Norton Juster <i>The Westing Game</i> by Ellen Raskin <i>Amelia Bedelia</i> by Peggy Parish <i>The King Who Rained</i> by Fred Gwynne <i>A Little Pigeon Toad</i> by Fred Gwynne <i>A Chocolate Moose for Dinner</i> by Fred Gwynne <i>Alphabet Soup</i> by Kate Banks <i>Word Wizard</i> by Cathryn Falwell <i>The Word Eater</i> by Mary Amato <i>The Ink Drinker</i> by Eric Sanvoisin</p> <p>3. Internet Resources Books About Idioms Books About Idioms Web 2.0 Tools Fourth Grade Reading Vocabulary Brain Pop Vocabulary Games</p>	<p>Social Justice Teachings</p> <ul style="list-style-type: none"> ❖ Life and Dignity of the Human Person ❖ Call to Family, Community, and Participation ❖ Rights and Responsibilities <p>Rights of Children</p> <ul style="list-style-type: none"> ❖ THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity. ❖ THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents. ❖ THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth. ❖ THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions. ❖ THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction. ❖ THE RIGHT TO GUIDANCE FROM THE CHURCH in their development as loving people.
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English Language Arts Curriculum—Grade Four
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Language: Sentence Structure and Composition

Standards Assessed

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- They demonstrate independence.
- They build strong content knowledge.
- They respond to the varying demands of audience, task, purpose, and discipline.
- They comprehend as well as critique.
- They value evidence.
- They use technology and digital media strategically and capably.
- They come to understand other perspectives and cultures.

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Grade 4, Writing Production and Distribution of Writing 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

- W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

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

6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

- 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.

Range of Writing 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 tasks, purposes, and audiences.

- 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.

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Grade 4, Language Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.4.1a. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).
- L.4.1b. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.
- L.4.1c. Use modal auxiliaries (e.g., can, may, must) to convey various conditions.
- L.4.1d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
- L.4.1e. Form and use prepositional phrases.
- L.4.1f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*
- L.4.1g. Correctly use frequently confused words (e.g., to, too, two; there, their).*

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.4.2a. Use correct capitalization.
- L.4.2b. Use commas and quotation marks to mark direct speech and quotations from a text.
- L.4.2c. Use a comma before a coordinating conjunction in a compound sentence.
- L.4.2d. Spell grade-appropriate words correctly, consulting references as needed.

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

- L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.4.3a. Choose words and phrases to convey ideas precisely.
- L.4.3b. Choose punctuation for effect.
- L.4.3c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

- L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

Essential Questions

1. Why do good writers use a variety of phrases and clauses?
2. Why do good writers use conjunctions and transitions?
3. Why is the correct usage of the rules of grammar important?
4. How does incorrect punctuation interfere with written communication?
5. Why does spelling matter?

Content

The students will know

1. Relative pronouns
2. Nouns
3. Possessive nouns
4. Singular and plural nouns
5. Progressive verb tenses
6. Modal auxiliaries
7. Regular and irregular verbs
8. Prepositions
9. Prepositional phrases
10. Adjectives
11. Adverbs
12. Sentences
13. Capitalization
14. Punctuation
15. Quotation marks

Skills

[Bloom's Taxonomy](#)

[DOK Links](#)

The students will be able to

1. Identify and correctly use nouns in sentences.
2. Categorize nouns as proper or common nouns and use correct capitalization when writing proper nouns.
3. Recognize a possessive noun as a noun showing ownership and use an apostrophe correctly when writing possessive nouns in sentences.
4. Use singular and plural nouns with matching verbs in sentences.
5. Form and use regular and irregular plural nouns.
6. Identify and use collective nouns correctly.
7. Identify and use correctly personal, possessive, indefinite, reflexive and relative pronouns in sentences.
8. Ensure pronoun-antecedent agreement.
9. Form and correctly use progressive verb tenses in writing and speaking.
10. Recognize and use subjects and verbs that are in agreement.
11. Form and use regular and irregular verbs correctly.
12. Identify and use verbs and helping verbs correctly.
13. Identify an adjective as a word describing a noun.
14. Use adjectives and adverbs to add details to sentences.
15. Use correct adjective and adverb placement.
16. Identify an adverb as a word describing a verb.
17. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
18. Recognize and use punctuation and capitalization correctly.
19. Produce compound and complex sentences and punctuate them correctly.
20. Recognize and correct fragment and run-on sentences.
21. Use prepositional phrases and interjections to expand simple sentences.
22. Use coordinating and subordinating conjunctions to expand sentences.

	<p>23. Identify and use various types of sentences: compound and complex, declarative, imperative, interrogative, and exclamatory.</p> <p>24. Use commas and quotation marks to mark direct speech and quotations from a text.</p> <p>25. Write legibly in cursive; space letters and sentences appropriately.</p> <p>26. Use technology and digital media strategically and capably.</p>
Common Core Vocabulary	Additional Vocabulary
<ol style="list-style-type: none"> 1. Prepositions 2. Prepositional phrases 3. Sentences 4. Compound sentences 5. Coordinating conjunctions 6. Fragment 7. Run-on 8. Direct speech 9. Quotations 10. Progressive verb tenses 11. Modal auxiliaries 12. Adjective 13. Adverb 	<ol style="list-style-type: none"> 1. Nouns 2. Proper nouns 3. Common nouns 4. Singular possessive nouns 5. Plural possessive nouns 6. Apostrophe 7. Singular nouns 8. Plural nouns 9. Irregular plural nouns 10. Collective nouns 11. Possessive pronouns 12. Indefinite pronouns 13. Reflexive pronouns 14. Relative pronouns 15. Pronoun-antecedent agreement 16. Subjects 17. Verbs 18. Regular verb 19. Irregular verb 20. Helping verb 21. Adjective placement 22. Adverb placement 23. Comparative adjectives/adverbs 24. Superlative adjectives/adverbs 25. Complex sentences 26. Interjections 27. Subordinating conjunctions 28. Declarative sentence 29. Imperative sentence 30. Interrogative sentence 31. Exclamatory sentence
Learning Experiences (Suggested)	Assessment (Suggested)
<ol style="list-style-type: none"> 1. Class Activity. Use a Squirrel and Tree to review prepositions. Bring in a stuffed squirrel or have a picture of a squirrel and draw a tree or bring in a branch from a tree. Tell a student to place the squirrel on the tree. The word "on" is a preposition. The squirrel can go down the tree, up the tree, around the tree and towards the tree. About anywhere the squirrel goes near, on, or in the tree is a preposition. Follow this activity by having students identify prepositions in a list of sentences. 2. Class Activity. Review the parts of speech with students by writing the definitions on the whiteboard in the colors indicated: Noun (write in BLUE): A word that names a person, place, 	<p>Deciphering a Paragraph Formative: Class Work Given a paragraph from any text, students will identify the nouns, verbs and adjectives using a color code. Students will turn to an elbow partner to share their work, and then they will discuss the work as a class.</p> <p>Stretching Sentences Formative: Writing Assignment Students will stretch sentences as a way to expand simple sentences. They will begin with a simple sentence and then stretch it by adding more detail to give the reader more information. Students will do this by adding more words or parts of speech. Using a digital tool, students will write their sentences, stretching</p>

or thing

Verb (write in RED): A word that describes an action

Adjective (write in GREEN): A word that describes a quality of a person, place, or thing

Then write a sentence, such as the following on the board:

My furry dog, BooBoo, barked when a big truck drove by our house. Together with students, identify the parts of speech in the sentence. Circle the nouns in blue (dog, BooBoo, truck, house), the verbs in red (barked, drove), and the adjectives in green (furry, big).

Now give the students a paragraph from any text and have them identify the nouns, verbs and adjectives using the color code. Have students turn to an elbow partner to share their work, and then discuss the work as a class. (This activity can be repeated focusing on other parts of speech, punctuation, etc.)

3. **Class Activity.** Have students stretch sentences as a way to expand simple sentences. Have them begin with a simple sentence and then stretch it by adding more detail to give the reader a lot more information. Have them do this by adding more words or parts of speech. For example:
The dog ran.
The frightened dog ran.
The scared dog ran home.
Using a digital tool have students write their sentences stretching them by adding details creating a "pyramid" as they do so. Display the stretched sentence pyramids in the classroom.
4. **Cooperative Group Work.** Working in groups, have students create a menu for a new restaurant. They are to describe all menu items with at least two adjectives. Have students use a digital tool to produce their menu and add graphics to create a "realistic" looking menu. Have groups share their menu with the class.
5. **Class Activity.** Mystery adjectives. Put objects in a bag. Have a student put his/her hand in the bag touching one of the objects. Ask him/her to describe the object without looking at it. Encourage the student to use as many adjectives as possible in their description. The class should try to guess what he/she has in his/her hand. When the student holding the object thinks someone may have named the object, he/she can pull it out to see.
6. **Partner Activity.** Working with a partner, have students make a list of all the adjectives and adverbs they can identify in a story/novel, in a magazine, in a section from a textbook, etc. Have them select some of the words from their list and write new sentences. Share their sentences with another partner group.
7. **Independent Activity.** Bring in enough objects (or have each student bring in an item) and have them describe the item in a paragraph using adjectives. Then have students work with a partner and have them read each sentence slowly. The person who isn't reading should try to draw what the other person is describing. When they are finished, they can discover what the object was that was

them by adding details creating a "pyramid" as they do so.

Menu

Formative: Cooperative Group Work

Working in groups, students will create a menu for a new restaurant. They will describe all menu items with at least two adjectives. Students will use a digital tool to produce their menu and add graphics to create a "realistic" looking menu. Groups will share their menu with the class.

Finding Adjectives and Adverbs.

Formative: Cooperative Group Work

Working with a partner, students will make a list of all the adjectives and adverbs they can identify in a story/novel, in a magazine, in a section from a textbook, etc. They will then select some of the words from their list and write new sentences and share their sentences with another partner group.

being described and how they did when drawing it. The partners can switch roles and do the same thing again. At the conclusion of this activity, have students come together to talk about what was easy and what was difficult for them when they were trying to figure out what their partner was describing.

8. Class Activity. Prepare a writing sample with grammar and convention errors. Practice editing either in a whole group or in small groups using projection equipment if available. Editing marks can be introduced for student use. This activity can be repeated as often as necessary, with a focus on a particular skill set. Always use teacher-created text rather than student writing for this activity.



[The Curriculum Corner - Sentences!](#)



[Daily Edit Activity!](#)



[Daily Edit Activity - Animals A-Z!](#)

Resources (Suggested)

1. iPad Resources
2. Literature Connection
 - If You Were a Preposition* by Nancy Loewen and Sara Gray
 - If You Were a Conjunction* by Nancy Loewen and Sara Gray
 - A Mink, a Fink, a Skating Rink: What Is a Noun?* by Brian Cleary and Jenna Prosmitsk
 - A Cache of Jewels: and other Collective Nouns* by Ruth Heller
 - Chicken in the City (Grammar Tales!)* by Maria Fleming and Kelly Kennedy
 - I and You and Don't Forget Who: What Is a Pronoun?* by Brian Cleary and Brian Gable
 - Mine, All Mine: A Book about Pronouns* by Ruth Heller
 - I'm and Won't, They're and Don't: What's a Contraction?* by Brian Cleary and Brian Gable
 - To Root, to Toot, to Parachute: What Is a Verb?* by Brian P. Cleary
 - Slide and Slurp, Scratch and Burp* by Brian Cleary and Brian Gable
 - Quirky, Jerky, Extra Perky More About Adjectives* by Brian Cleary and Brian Gable
 - Things That Are Most in the World* by Judi Barrett
 - Dearly, Nearly, Insincerely: What Is an Adverb?* by Brian Cleary and Brian Gable
 - Lazily, Crazyly, Just a Bit Nasally: More About Adverbs* by Brian Cleary and Brian Gable

3. Internet Resources



[Books About Prepositions and Conjunctions!](#)



[Prepositions!](#)



[Interactive Grammar Website!](#)



[Types of Sentences and More!](#)



[Fourth Grade Language Arts Resources!](#)

Catholic Identity

Social Justice Teachings

- ❖ Life and Dignity of the Human Person
- ❖ Call to Family, Community, and Participation
- ❖ Rights and Responsibilities
- ❖ Solidarity

Rights of Children

- ❖ THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.
- ❖ THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents.
- ❖ THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth.
- ❖ THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.
- ❖ THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction.
- ❖ THE RIGHT TO GUIDANCE FROM THE CHURCH in their development as loving people.



**English Language Arts Curriculum – Grade Four
Diocese of Cleveland
2013**

Developing Speaking and Listening Skills

Standards Assessed

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Grade 4, Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

- They demonstrate independence.
- They build strong content knowledge.
- They respond to the varying demands of audience, task, purpose, and discipline.
- They comprehend as well as critique.
- They value evidence.
- They use technology and digital media strategically and capably.
- They come to understand other perspectives and cultures.

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Grade 4, Speaking and Listening Comprehension and Collaboration 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

- 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.4.1a. 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.4.1b. Follow agreed-upon rules for discussions and carry out assigned roles.
- SL.4.1c. 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.4.1d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

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

3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

- SL.4.3. Identify the reasons and evidence a speaker provides to support particular points.

Essential Questions

1. How are listening skills critical for learning and communicating?
2. How do I listen?
3. What impact does listening have?
4. How do I communicate through speaking?
5. How do I speak effectively?
6. In what ways are ideas communicated orally?

Content

The students will know

Skills

[Bloom's Taxonomy](#)

[DOK Links](#)

The students will be able to

<ol style="list-style-type: none"> 1. Collaborative discussions 2. Discussion rules 3. Expression of ideas 4. Posing of questions 5. Responding to questions 6. Contributing ideas 	<ol style="list-style-type: none"> 1. Prepare for a presentation, having read or studied material being presented; use preparedness to participate in discussion. 2. Explain the connections between illustrations, media, and text and how illustrations support the text and/or the speaker. 3. Use active listening strategies such as eye contact and asking for clarification when responding to speakers. 4. Identify main ideas and paraphrase what is presented. 5. Connect what is heard with prior knowledge and experience. 6. See likenesses and differences of experience to what is said or read. 7. Listen with courtesy and open-mindedness. 8. Follow multi-step oral directions and carry out assigned roles. 9. Take turns in small and/or large discussion groups. 10. Speak clearly and at an appropriate pace and volume. 11. Ask and answer questions to demonstrate comprehension of oral presentation. 12. Use clear and specific vocabulary to communicate ideas and establish tone appropriate to the topic, audience, setting, and purpose. 13. Write legibly in cursive; space letters and sentences appropriately. 14. Use technology and digital media strategically and capably to convey thoughts and ideas.
<p>Common Core Vocabulary</p>	<p>Additional Vocabulary</p>
<ol style="list-style-type: none"> 1. Conversations 2. Collaborations 3. Discussion rules 4. Discussion contribution 5. Key ideas 6. Evidence 7. Support 8. Point of view 9. Preparedness 	<ol style="list-style-type: none"> 1. Listening strategies 2. Eye contact 3. Clarification 4. Courtesy 5. Open-mindedness 6. Roles 7. Pace 8. Volume 9. Tone 10. Setting 11. Purpose
<p>Learning Experiences (Suggested)</p>	<p>Assessment (Suggested)</p>

<ol style="list-style-type: none"> 1. Cooperative Learning Activity. Using Jigsaw, have students draw a card with a topic written on it. Students research their assigned topic and get in a group with classmates who also have that topic. Students share their information with one another and collaboratively come up with what to include and how to teach that topic to classmates that have other topics. Students re-form groups so that each topic is included. Teams take turns teaching classmates. 2. Class Activity. This activity will focus attention on the skills necessary for giving an accurate description and the strategies used to listen carefully and critically. Have a volunteer leave the room. While the volunteer is out of the room, select an object in the room that everyone can see (for instance, a bulletin board or a large globe). Give students two or three minutes to write a description of the object. Bring the volunteer back into the room. Have three students read their descriptions and see if the volunteer can guess the object. If he or she can't, have other students read their descriptions. Once the volunteer has identified the object, ask him or her: What was that like? What gave you the best clues as to what the object was? 3. Independent Activity. Reader's Theater is an activity in which the students, reading directly from scripts, tell a story in a most entertaining form, without props, costumes or sets. <ol style="list-style-type: none"> a. Before the week begins, choose a script or prepare one based on a text. Make copies for the group, two for each member. b. On Monday, discuss the purpose and procedures for Reader's Theater with the class/group. Assign parts by having the students volunteer or audition. Practice needs to be done aloud and silently. c. On Tuesday, Wednesday and Thursday, have students practice their parts in class, on their own, in their groups and at home. This activity also can be done during center time or as part of an anchor activity. d. Friday is performance day. Students can read their scripts for an audience of classmates, parents or even the principal. 4. Technology Activity. Have students write a story and use drawings, clip art, pictures from magazines, etc., to illustrate their story. Students should incorporate the visuals into a PowerPoint and tell their story to another group of children, to their classmates, or to another class. <p>Reader's Theater Scripts for Reader's Theater</p>	<p>Jigsaw Learning Formative: Cooperative Group Work Using Jigsaw, students will draw a card with a topic written on it. They will research their assigned topic and get in a group with classmates who also have that topic. Students will share their information with one another and collaboratively come up with what to include and how to teach that topic to classmates that have other topics. Students will re-form groups so that each topic is included. Teams will take turns teaching classmates.</p> <p>Reading a Script Formative: Reading Task Students will tell a story in a most entertaining form, reading directly from scripts, without props, costumes or sets. They will read their scripts for an audience of classmates, parents or the principal.</p> <p>Use Technology to Write a Story Formative: Technology Project Students will write a story and use drawings, clip art, pictures from magazines, etc., to illustrate their story. They will incorporate the visuals into a PowerPoint and tell their story to another group of children, to their classmates, or to another class.</p>
<p>Resources (Suggested)</p>	<p>Catholic Identity</p>

<p>1. iPad Resources</p> <p>2. Literature Connection <i>Wonderful Words: Poems About Reading, Writing, Speaking, and Listening</i> by Lee Bennett Hopkins <i>Good Books, Good Times</i> by Lee Bennett Hopkins <i>Lunch Money And Other Poems About School</i> by Carol Diggory Shields</p> <p>3. Internet Resources Speaking and Listening Activities Listening and Speaking Activities Teaching Speaking and Listening Video Lessons Active Listening Listening and Speaking Strategies</p>	<p>Social Justice Teachings</p> <ul style="list-style-type: none"> ❖ Life and Dignity of the Human Person ❖ Call to Family, Community, and Participation ❖ Rights and Responsibilities <p>Rights of Children</p> <ul style="list-style-type: none"> ❖ THE RIGHT TO A SAFE ENVIRONMENT that promotes care, protection and security. ❖ THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity. ❖ THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents. ❖ THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth. ❖ THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions. ❖ THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction. ❖ THE RIGHT TO GUIDANCE FROM THE CHURCH in their development as loving people.
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**English Language Arts Curriculum – Grade Four
Diocese of Cleveland
2013**

Writing: Presentation of Knowledge and Ideas

Standards Assessed

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Grade 4, Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

- They demonstrate independence.
- They build strong content knowledge.
- They respond to the varying demands of audience, task, purpose, and discipline.
- They comprehend as well as critique.
- They value evidence.
- They use technology and digital media strategically and capably.
- They come to understand other perspectives and cultures.

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Grade 4, Writing Production and Distribution of Writing 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

- W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

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

6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

- 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.

Range of Writing 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 tasks, purposes, and audiences.

- 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.

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Grade 4, Speaking and Listening Presentation of Knowledge and Ideas 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

- 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.

5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

- SL.4.5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

- 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.

Essential Questions

1. How is spoken language different from written language?
2. How do good speakers express their thoughts and feelings?
3. How do visual materials send messages?
4. How do visuals impact our thoughts and actions?
5. How does one analyze and evaluate visual materials?

Content The students will know	Skills Bloom's Taxonomy DOK Links The students will be able to
<ol style="list-style-type: none"> 1. Presenting information in writing 2. Organizing writing 3. Planning, revising, editing, writing 4. Publishing writing 5. Collaborating 6. Using audio recordings 7. Using visuals in writing 	<ol style="list-style-type: none"> 1. Organize information, including a clear introduction, body, and conclusion. 2. Speak clearly and at an appropriate pace and volume. 3. Speak in complete sentences. 4. Ask and answer questions to demonstrate comprehension of oral presentation. 5. Use clear and specific vocabulary to communicate ideas and establish tone appropriate to the topic, audience, setting, and purpose. 6. Deliver formal and informal descriptive presentations recalling an event or a personal experience. 7. State a clear opinion on a topic using details to support the position. 8. Write legibly in cursive; space letters and sentences appropriately. 9. Use various forms of visual materials and technology to enhance presentation. 10. Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.
Common Core Vocabulary	Additional Vocabulary
<ol style="list-style-type: none"> 1. Style 2. Facts 3. Details 4. Purpose 5. Audience 6. Story 7. Experience 8. Main ideas 9. Themes 10. Digital media 11. Visual displays 12. Varied contexts 13. Formal English 14. Informal discourse 	<ol style="list-style-type: none"> 1. Introduction 2. Body 3. Conclusion 4. Complete sentences 5. Opinion
Learning Experiences (Suggested)	Assessment (Suggested)

<ol style="list-style-type: none"> 1. Project Work. Have students research and 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 theme. Have them present their information using a form of technology they choose. 2. Cooperative Group Work. Students collaborate to create, publish and market a classroom newspaper. Have students research the types of articles included in a real newspaper and the styles in which they are written. Have them incorporate how-to writing, persuasive pieces and informative articles in their newspaper. Invite a local journalist in to talk about putting together expository writing. 3. Podcasting. Have students select a poem or a short story and have them create a podcast for the class. 4. Independent Work. Have students write a story and use drawings, clip art, pictures from magazines, etc., to illustrate their story. Have them incorporate the visuals into a PowerPoint and tell their story to another group of students or another class. <p>The Best Class Reader's Theater Reader's Theater Margie Palatini - Reader's Theater</p>	<p>Presenting Information Formative: Writing Assignment students will research and 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 theme. They will present their information using a form of technology they choose.</p> <p>Class Newspaper Formative: Cooperative Group Work Students will collaborate to create, publish and market a classroom newspaper. They will research the types of articles included in a real newspaper and the styles in which they are written. Students will incorporate how-to writing, persuasive pieces and informative articles in their newspaper.</p> <p>Podcast Formative: Oral Assessment Students will select a poem or a short story and create a podcast for the class.</p> <p>Enhancing a Story Formative: Writing Assignment Students will write a story and use drawings, clip art, pictures from magazines, etc., to illustrate their story. They will incorporate the visuals into a PowerPoint and tell their story to another group of students or another class.</p>
<p>Resources (Suggested)</p>	<p>Catholic Identity</p>
<ol style="list-style-type: none"> 1. iPad Resources 2. Literature Connections <i>Watership Down</i> by Richard Adams <i>Kate, the Cat and the Moon</i> by David Almond <i>Piglet in a Playpen</i> by Ben M. Baglio <i>My Father's Summers</i> by Kathi Appelt <i>Ask Albert Einstein</i> by Lynne Barasch <i>Amelia Earhart: Free in the Skies</i> by Robert Burleigh <i>Lincoln's Legacy</i> by Stacia Deutsch <i>The Song Within My Heart</i> by Dave Bouchard <i>The Night the White Deer Died</i> by Gary Paulsen 3. Internet Resources Margie Palatini - Reader's Theater Web 2.0 Tools Presentation of Knowledge and Ideas 	<p>Social Justice Teachings</p> <ul style="list-style-type: none"> ❖ Life and Dignity of the Human Person ❖ Call to Family, Community, and Participation ❖ Rights and Responsibilities <p>Rights of Children</p> <ul style="list-style-type: none"> ❖ THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity. ❖ THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents. ❖ THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth. ❖ THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions. ❖ THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction. ❖ THE RIGHT TO GUIDANCE FROM THE CHURCH in their development as loving people.

English Language Arts Curriculum—Grade Four
Diocese of Cleveland
2013

Writing: Narrative

Standards Assessed

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Grade 4, Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

- They demonstrate independence.
- They build strong content knowledge.
- They respond to the varying demands of audience, task, purpose, and discipline.
- They comprehend as well as critique.
- They value evidence.
- They use technology and digital media strategically and capably.
- They come to understand other perspectives and cultures.

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Grade 4, Writing

3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- W.4.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- W.4.3a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- W.4.3b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
- W.4.3c. Use a variety of transitional words and phrases to manage the sequence of events.
- W.4.3d. Use concrete words and phrases and sensory details to convey experiences and events precisely.
- W.4.3e. Provide a conclusion that follows from the narrated experiences or events.

Production and Distribution of Writing 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

- W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

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

6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

- 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.

Range of Writing 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 tasks, purposes, and audiences.

- 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.

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Grade 4, Language Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

- L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.4.3a. Choose words and phrases to convey ideas precisely.

- L.4.3b. Choose punctuation for effect.
 - L.4.3c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
- L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

Essential Questions

1. Why do we write?
2. How do writers express their thoughts and feelings?
3. How does narrative reading and writing support the development of personal and societal identity?
4. Why does being a learner include the ability to read and write effectively?
5. Why does the ability to read and write effectively contribute to a great sense of self and one's place in society?
6. How do my topic choices demonstrate my Catholic faith and values?

Content

The students will know

1. Narrative writing
2. Standards of grammar and usage
3. Sentences
4. Capitalization
5. Punctuation
6. How to plan, revise, and edit

Skills

[Bloom's Taxonomy](#)

[DOK Links](#)

The students will be able to

1. Generate ideas for a narrative that establishes a situation either real or imagined.
2. Introduce a narrator and/or characters.
3. Use a graphic organizer to plan sequence of events.
4. Develop audience and purpose for assigned writing task.
5. Correctly use commas and quotation marks in dialogue.
6. Use dialogue and descriptions of actions, thoughts, and feelings to improve writing quality.
7. Use grade-appropriate words and phrases for effect.
8. Use time-order words to signal event sequence.
9. Produce an initial draft for selected writing task.
10. Use correct capitalization, punctuation, and spelling.
11. Refer to dictionary to check spelling of unknown words.
12. Use a range of complete sentences, including declarative, imperative, interrogative, and exclamatory.
13. Use descriptive words, including adjectives and adverbs, to add detail to the text.
14. Include transitional words and phrases.
15. Create an introduction, body, and a concluding statement or section.
16. Use revision strategies and resources to improve ideas and content, organization, vocabulary, word choice, and detail.
17. Edit to improve sentence fluency, grammar, and usage.
18. Write legibly in cursive; space letters and sentences appropriately.
19. Publish writing samples for display or sharing with others using techniques such as electronic resources or graphics.
20. Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

Common Core Vocabulary

1. Narrative
2. Descriptive details

Additional Vocabulary

1. Introduction
2. Body

<ol style="list-style-type: none"> 3. Sequence 4. Dialogue 5. Characters 6. Transitional words/phrases 7. Concrete words 8. Sensory details 9. Conclusion 10. Development 11. Organization 12. Style 13. Audience 14. Purpose 15. Writing Process 16. Capitalization 17. Punctuation 18. Standards of grammar and usage 19. Formal English 20. Informal discourse 	<ol style="list-style-type: none"> 3. Written language 4. Spoken language 5. Time-order words 6. Declarative sentence 7. Imperative sentence 8. Exclamatory sentence 9. Interrogative sentence
<p>Learning Experiences (Suggested)</p>	<p>Assessment (Suggested)</p>
<ol style="list-style-type: none"> 1. Class Activity. Start with simple descriptions. Have students describe an object in the room using as many sensory details as possible. Bring a collection of strange objects to the classroom to increase the challenge. Next, have students write descriptive expository pieces from memory. Have each student describe a favorite place, the view from his or her bedroom window or a perfect sunset. Keep the emphasis on sensory details at first in their writing. 2. Class Activity. Have the students listen carefully to a story such as <i>The True Story of the Three Little Pigs</i> by Jon Scieszka. Working with a partner, have the students choose a character from the story and write a summary of what happened from that character's point of view. Have the partners share their summaries with the class and discuss the accuracy of the summaries. 3. Independent Work. Have students create a comic strip (see Links) in which they recount in narrative form one of their favorite childhood memories. Ask them to publish their comic strip and share it with the class. 4. Planning a narrative. Have students select a writing prompt (see Links) from a prepared list and then think about all of the ideas they want to write about. After generating their list of ideas, have them use a graphic organizer to organize their thoughts before they begin writing the personal narrative. As they write, have them revise and edit their writing. Finally, have the students publish their personal narratives for display or sharing with others using techniques such as electronic resources or graphics. 5. Daily Write. Throughout the year, have students write daily in their writing journal using suggested writing prompts or let them do a free write. <p> Graphic Organizers</p> <p> Models of Narratives</p>	<p>True Story of the Three Little Pigs Formative: Cooperative Group Work Students will listen carefully to a story such as <i>The True Story of the Three Little Pigs</i> by Jon Scieszka. Working with a partner, they will choose a character from the story and write a summary of what happened from that character's point of view. The partners will share their summaries with the class and discuss the accuracy of the summaries.</p> <p>Comic Strip Formative: Writing Assignment Students will create a comic strip in which they recount in narrative form one of their favorite childhood memories. They will publish their comic strip and share it with the class.</p> <p>Writing a Narrative Piece Formative: Writing Assignment Students will select a writing prompt (see Links) from a prepared list and then think about all of the ideas they want to write about. After generating their list of ideas, they will use a graphic organizer to organize their thoughts before they begin writing the personal narrative. As they write, they will revise and edit their writing. Finally, students will publish their personal narratives for display or sharing with others using techniques such as electronic resources or graphics.</p>

<ul style="list-style-type: none">  Rubric for Personal and Fictional Narratives  Writing Prompts  Writing Prompts #2  Willoughby-Easlake School Website  Comic Creator 	
<p>Resources (Suggested)</p> <ol style="list-style-type: none"> 1. iPad Resources 2. Literature Connections <ul style="list-style-type: none"> <i>The True Story of the Three Little Pigs</i> by Jon Scieszka <i>Honestly, Red Riding Hood Was Rotten!: The Story of Little Red Riding Hood as Told by the Wolf</i> by Trisha Speed Shaskan and Gerald Claude Guerlais <i>Seriously, Snow White Was SO Forgetful!: The Story of Snow White as Told by the Dwarves</i> by Nancy Loewen and Gerald Claude Guerlais <i>Paddle-to-the-Sea</i> by Holling C. Holling <i>Seabird</i> by Holling C. Holling <i>Joan of Arc</i> by Diane Stanley <i>Michelangelo</i> by Diane Stanley 3. Internet Resources <ul style="list-style-type: none">  Graphic Organizers  Web 2.0 Tools  Rubric Maker 	<p>Catholic Identity</p> <p>Social Justice Teachings</p> <ul style="list-style-type: none"> ❖ Life and Dignity of the Human Person ❖ Call to Family, Community, and Participation ❖ Rights and Responsibilities <p>Rights of Children</p> <ul style="list-style-type: none"> ❖ THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity. ❖ THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents. ❖ THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth. ❖ THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions. ❖ THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction. ❖ THE RIGHT TO GUIDANCE FROM THE CHURCH in their development as loving people.

English Language Arts Curriculum—Grade Four
Diocese of Cleveland
2013

Writing: Informative/Explanatory

Standards Assessed

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Grade 4, Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

- They demonstrate independence.
- They build strong content knowledge.
- They respond to the varying demands of audience, task, purpose, and discipline.
- They comprehend as well as critique.
- They value evidence.
- They use technology and digital media strategically and capably.
- They come to understand other perspectives and cultures.

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Grade 4, Writing

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

- W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- W.4.2a. 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.4.2b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- W.4.2c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
- W.4.2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- W.4.2e. Provide a concluding statement or section related to the information or explanation presented.

Production and Distribution of Writing 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

- W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

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

6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

- 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 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

- W.4.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.

8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

- 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.

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

- W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- W.4.9a. 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.4.9b. 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 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 tasks, purposes, and audiences.

- 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.

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Grade 4, Language Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.4.1f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

- L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.4.3a. Choose words and phrases to convey ideas precisely.
- L.4.3b. Choose punctuation for effect.
- L.4.3c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

- L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

Essential Questions

- Why do I write?
- How does the purpose influence the format of my writing?
- How is my style of writing influenced by purpose?
- What is the importance of sharing?
- How do I evaluate my writing?
- How can I use evaluation and reflection to improve my writing?
- Why is the ability to write technically correct essential to functioning in the world?

Content

The students will know

- Informative writing
- Explanatory writing
- Conventions of grammar and usage
- Sentences
- Capitalization
- Punctuation
- Precise language
- Domain-specific vocabulary
- Planning, revising, editing, writing

Skills

[Bloom's Taxonomy](#)

[DOK Links](#)

The students will be able to

- Generate ideas for a selected topic and group related information together in paragraphs and sections.
- Format text and use illustrations and multimedia when useful in aiding comprehension.
- Develop the topic with facts, definitions, concrete details, quotations, or other information related to the topic.
- Develop audience and purpose for assigned writing task.
- Use graphic organizers to clarify ideas for writing assignment.
- Use linking words and phrases to connect ideas within categories of information.
- Use grade-appropriate words and phrases.
- Produce an initial draft for selected writing task.
- Use correct capitalization, punctuation, and spelling.
- Refer to dictionary to check spelling of unknown words.
- Use a range of complete sentences, including declarative, imperative, interrogative, and exclamatory.
- Use descriptive words, including adjectives and adverbs, to add detail to the text.
- Include transitional words and phrases.
- Create an introduction, body, and a concluding statement

	<p>or section.</p> <p>15. Use revision strategies and resources to improve ideas and content, organization, vocabulary, word choice, and detail.</p> <p>16. Edit to improve sentence fluency, grammar, and usage.</p> <p>17. Write legibly in cursive; space letters and sentences appropriately.</p> <p>18. Publish writing samples for display or sharing with others using techniques such as electronic resources or graphics.</p> <p>19. Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.</p>
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Common Core Vocabulary	Additional Vocabulary
<ol style="list-style-type: none"> 1. Informative text 2. Explanatory text 3. Writing process 4. Formatting 5. Illustrations 6. Multimedia 7. Comprehension 8. Facts 9. Concrete details 10. Quotations 11. Concluding statement 12. Development 13. Organization 14. Introduction 15. Style 16. Writing process 17. Conventions of grammar and usage 18. Audience 19. Purpose 20. Sentence 21. Capitalization 22. Punctuation 	<ol style="list-style-type: none"> 1. Fluency 2. Word choice 3. Declarative sentence 4. Imperative sentence 5. Exclamatory sentence 6. Interrogative sentence 7. Introduction 8. Body 9. Conclusion 10. Linking words/phrases 11. Transitional words/phrases 12. Written language 13. Spoken language

Learning Experiences (Suggested)	Assessment (Suggested)
<ol style="list-style-type: none"> 1. Class Activity. Using the Learn Zillion videos on using text resources to research, plan, and write an informational text, engage the students in learning the steps required to write in this style. See the Links for these ten videos. 2. Independent Activity. Have students interview a classmate, a teacher, a parent, or other individual using a prepared set of questions. Following the interview, have the students write a short biography about the person. Publish the biography using text and visuals. Share with the class. 3. Class Activity. Students will work in small groups to create a class newspaper to inform their parents of what they are doing/learning in school. In preparing the text for the newspaper, students need to answer the questions of who, what, where, when, why, and how? Students will need to plan, edit and revise their writing and their use of visuals. 4. Class Activity. Engage students in informative/explanatory writing in activities such as: 	<p>Writing a Biography Formative: Writing Assignment Students will interview a classmate, a teacher, a parent, or other individual using a prepared set of questions. Following the interview, students will write a short biography about the person. They will publish the biography using text and visuals and share it with the class.</p> <p>Class Newspaper Formative: Cooperative Group Work Students will work in small groups to create a class newspaper to inform their parents of what they are doing/learning in school. In preparing the text for the newspaper, students will need to answer the questions of who, what, where, when, why, and how? Students will need to plan, edit and revise their writing and their use of visuals.</p> <p>Writing Activity Formative: Writing Assignment</p>

<p>a. Describe an object in the room using as many sensory details as possible.</p> <p>b. Write descriptive expository pieces from memory.</p> <p>c. Describe a favorite place, the view from his or her bedroom window or a perfect sunset.</p> <p>5. Ongoing Activity. As a class, keep a chart of information about a topic being studied in science or social studies. As the chart is filled in, use open-ended research questions to select the most useful and relevant information to include in a discussion about related information in nonfiction books. Have students write their responses in their writing journal and then share with a partner before each section of the class chart is filled in. When the class chart of information about a topic is completed, have students choose an aspect of the topic about which to write a well-developed essay that includes at least two supporting details and a summary. Before submitting their work, have students edit their work for correct capitalization, use of relative pronouns, adverbs, adjectives, and homophones.</p> <p> Graphic Organizers!</p> <p> Writing Prompts!</p> <p> Informative/Explanatory Writing!</p> <p> Creative Teaching!</p> <p> Writing Rubric!</p> <p> Plan Writing for an Informational Text!</p>	<p>As a class, keep a chart of information about a topic being studied in science or social studies. When the class chart of information about a topic is completed, students will choose an aspect of the topic about which to write a well-developed essay that includes at least two supporting details and a summary. Before submitting their work, students will edit their work for correct capitalization, use of relative pronouns, adverbs, adjectives, and homophones.</p>
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<p>Resources (Suggested)</p> <ol style="list-style-type: none"> iPad Resources Literature Connections <ul style="list-style-type: none"> <i>Crazy Cars</i> by Matt Doeden <i>On Board the Titanic: What It Was Like When the Great Liner Sank</i> by Shelley Tanaka and Ken Marschall <i>The Down-to-Earth Guide to Global Warming</i> by Laurie David and Cambria Gordon <i>50 Simple Things Kids Can Do to Save the Earth</i> by the EarthWorks Group <i>Natural Disasters</i> by Claire Watts and Trevor Day <i>Friends: Making Them and Keeping Them</i> by Patty Kelley Criswell and Stacy Peterson <i>The Best of Times: Math Strategies That Multiply</i> by Gregory Tang and Harry Briggs Internet Resources <ul style="list-style-type: none">  Rules of a Game Sheet!  My Hometown Sheet!  Web 2.0 Tools!  Informative / Expository Writing Prompts! 	<p>Catholic Identity</p> <p>Social Justice Teachings</p> <ul style="list-style-type: none"> ❖ Life and Dignity of the Human Person ❖ Call to Family, Community, and Participation ❖ Rights and Responsibilities <p>Rights of Children</p> <ul style="list-style-type: none"> ❖ THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity. ❖ THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents. ❖ THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth. ❖ THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions. ❖ THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction. ❖ THE RIGHT TO GUIDANCE FROM THE CHURCH in their development as loving people.
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English Language Arts Curriculum—Grade Four
Diocese of Cleveland
2013

Writing: Opinion/Persuasive

Standards Assessed

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Grade 4, Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

- They demonstrate independence.
- They build strong content knowledge.
- They respond to the varying demands of audience, task, purpose, and discipline.
- They comprehend as well as critique.
- They value evidence.
- They use technology and digital media strategically and capably.
- They come to understand other perspectives and cultures.

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Grade 4, Writing Text Types and Purposes 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- W.4.1a. 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.4.1b. Provide reasons that are supported by facts and details.
- W.4.1c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
- W.4.1d. Provide a concluding statement or section related to the opinion presented.

Production and Distribution of Writing 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

- W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

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

6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

- 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 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

- W.4.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.

8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

- 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.

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

- W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- W.4.9a. 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.4.9b. 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 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 tasks, purposes, and audiences.

- 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.

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Grade 4, Language Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - L.4.1f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
 - L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - L.4.3a. Choose words and phrases to convey ideas precisely.
 - L.4.3b. Choose punctuation for effect.
 - L.4.3c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
 - L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

Essential Questions

1. How is language used to influence perspectives, decision making, and actions?
2. How does persuasive writing support the development of personal and societal identity?
3. What does persuasive writing look like?
4. How can I persuade my audience?
5. How do writers present their opinion and provide supporting evidence to produce a convincing argument?
6. How do I recognize the forms of persuasion (i.e., letters, pamphlets, etc.)?
7. How do I recognize opinions (mine and opponent's)?
8. How do authors use different strategies to convince their audience?

Content

The students will know

1. Forms of persuasion
2. Opinions
3. Strategies used to convince others
4. Conventions of grammar and usage
5. Sentences
6. Capitalization
7. Punctuation

Skills

[Bloom's Taxonomy](#)

[DOK Links](#)

The students will be able to

1. Use the writing process to construct and support a convincing argument.
2. Form an opinion and support it with specific evidence (facts/examples).
3. Use knowledge of audience (proponents' & opponents' viewpoints) to form an argument.
4. Choose the best form of persuasion for their argument.
5. Develop audience and purpose for assigned writing task.
6. Use organizers to clarify ideas for writing assignment.
7. Supply valid reasons that are supported by facts and details to support opinion and use linking words to connect opinion and reasons.
8. Use grade-appropriate words and phrases.
9. Produce an initial draft for selected writing task.
10. Use correct capitalization, punctuation, and spelling.
11. Refer to dictionary to check spelling of unknown words.
12. Use a range of complete sentences, including declarative, imperative, interrogative, and exclamatory.
13. Use descriptive words, including adjectives and adverbs, to add detail to the text.
14. Include transitional words and phrases.
15. Create an introduction and a concluding statement or

	<p>section.</p> <p>16. Use revision strategies and resources to improve ideas and content, organization, vocabulary, word choice, and detail.</p> <p>17. Edit to improve sentence fluency, grammar, and usage.</p> <p>18. Write legibly in cursive; space letters and sentences appropriately.</p> <p>19. Publish writing samples for display or sharing with others using techniques such as electronic resources or graphics.</p> <p>20. Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.</p>
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Common Core Vocabulary	Additional Vocabulary
<ol style="list-style-type: none"> 1. Persuasion 2. Argument 3. Opinion 4. Point of view 5. Valid reasons 6. Relevant evidence 7. Organizer 8. Fact 9. Detail 10. Writing process 11. Introduction 12. Body 13. Conclusion 14. Conventions of grammar and usage 15. Audience 16. Purpose 17. Sentence 18. Punctuation 19. Linking words/phrases 20. Transitional words/phrases 21. Fluency 22. Word choice 	<ol style="list-style-type: none"> 1. Declarative sentence 2. Imperative sentence 3. Exclamatory sentence 4. Interrogative sentence 5. Word choice 6. Fluency

Learning Experiences (Suggested)	Assessment (Suggested)
<ol style="list-style-type: none"> 1. Class Activity. Have students use graphic organizers to plan for writing an opinion piece. In doing so, they can connect opinions to their reasons. Arrows show the connection from the opinion to the reason. Completed graphic organizers can be used to help write the information in paragraph form. 2. Modeling Activity. Read a book such as <i>Dear Mrs. LaRue: Letters from Obedience School</i> by Mark Teague to the students. Ask them to listen for what the dog is trying to do. Read the story straight through. At the end of the story ask, "What was the dog trying to do?" Have students turn and talk to a partner about what the dog is trying to do. Help them arrive at the conclusion that Ike was trying to convince his owner of something. Convincing someone is called trying to persuade them. 3. Class Activity. Have the students think about a time when they or someone they know tried to persuade, or convince, someone. Have students turn and talk to a partner to share their personal experiences. Following this 	<p>Writing a Persuasive Piece</p> <p>Formative: Writing Assignment</p> <p>Students will think about a time when they or someone they know tried to persuade, or convince, someone. They will turn and talk to a partner to share their personal experiences. Following this activity, the students will write about a time they tried to convince/persuade someone of something. At the end of writing time, they will share their personal examples in front of the class or in small groups.</p> <p>I Was Convinced!</p> <p>Formative: Reflective Writing</p> <p>Students will work with a partner to talk about ways that people try to convince them about things. They will think about how they might have read, heard and seen persuasion in everyday life. (Ideas could include pamphlets, brochures, magazine articles, magazine advertisements, television/radio commercials, etc.) Students will take some time to think about a time when they were persuaded about something and reflect on the following questions:</p>

activity, have the students write about a time they tried to convince/persuade someone of something. At the end of writing time, have students share their personal examples in front of the class or in small groups (so everyone can be heard).

4. How Can I Persuade? Have students work with a partner to talk about ways that people try to convince you about things. Think about how you might read, hear and see persuasion in everyday life. (Ideas could include pamphlets, brochures, magazine articles, magazine advertisements, television/radio commercials, etc.) Have the students take some time to think about a time when they were persuaded about something. Ask them to reflect on the following questions:
 - a. Why did it work?
 - b. What did that person or those people do?
 - c. How did they convince you?
 - d. What form of persuasion was it? A letter? A speech?
 Have students share about the time persuasive writing/persuasion was used on you?
5. Persuasive Letter. Near Thanksgiving, have the students write a letter to their families taking the side of the Thanksgiving turkey to convince the family not to have turkey for dinner. The children will brainstorm reasons the turkey might use to argue his/her point of view.
6. Cooperative Group Work. Working in groups, students will create and design an invention they believe will help improve their daily life in some way. Once they have come up with their invention, have them create an advertisement and commercial for the invention on paper or on the computer. Have students make a podcast of their commercial and share it with the class.
7. Class Activity. Read a book such as *I Wanna New Room* or *I Wanna Iguana* by Karen Kaufman Orloff to the students. After the reading, have the students think about something they want and have them write a persuasive letter to their parents. The letter should contain arguments in favor of obtaining the item.
8. Writing Activity. Throughout the year, the students will publish persuasive writing pieces for display or sharing with others using techniques such as electronic resources or graphics.



[Graphic Organizers](#)



[Persuasive Letter Unit](#)



[Rubric for Persuasive Writing](#)



[Rubric for Persuasive Writing #2](#)



[Writing Rubric](#)



[Student Model of Persuasive Writing](#)

- a. Why did it work?
- b. What did that person, or those people do?
- c. How did they convince you?
- d. What form of persuasion was it? A letter? A speech?"

Students will share about the time persuasive writing/persuasion was used on them.

Save the Turkey

Formative: Writing Assignment

Near Thanksgiving, students will write a letter to their families taking the side of the Thanksgiving turkey to convince the family not to have turkey for dinner. They will brainstorm reasons the turkey might use to argue his/her point of view in the letter.

Buy My Invention

Formative: Technology Project

Students will create and design an invention they believe will help improve their daily life in some way. Once they have come up with their invention, they will create an advertisement and commercial for the invention on paper or on the computer. They will make a podcast of their commercial and share it with the class.

This Is What I Want

Formative: Writing Assignment

After reading a book such as *I Wanna New Room* or *I Wanna Iguana* by Karen Kaufman Orloff, students will think about something they want and they will write a persuasive letter to their parents. The letter should contain arguments in favor of obtaining the item.

Resources (Suggested)

1. iPad Resources
2. Literature Connection
Click, Clack, Moo: Cows That Type by Doreen Cronin

Catholic Identity

Social Justice Teachings

- ❖ Life and Dignity of the Human Person
- ❖ Call to Family, Community, and Participation

Can I Have a Stegosaurus, Mom? Can I? Please!? by Lois G. Grambling
Can I have a Tyrannosaurus Rex, Dad? Can I? Please!? by Lois G. Grambling
Can I Bring My Pterodactyl to School, Ms. Johnson? by Lois G. Grambling
Hey, Little Ant by Phyllip and Hannah Hoose
Can I Keep Him? by Steven Kellogg
My Brother Dan's Delicious by Steven L. Layne
The Salamander Room by Annie Mazer
I Wanna New Room by Karen Kaufman Orloff
I Wanna Iguana by Karen Kaufman Orloff
Earrings by Judith Viorst
Don't Let the Pigeon Drive the Bus! by Mo Willems
Don't Let the Pigeon Stay Up Late! by Mo Willems

3. Internet Resources



[Graphic Organizers!](#)



[More Graphic Organizers!](#)



[Web 2.0 Tools!](#)

❖ Rights and Responsibilities

Rights of Children

- ❖ THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.
- ❖ THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents.
- ❖ THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth.
- ❖ THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.
- ❖ THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction.
- ❖ THE RIGHT TO GUIDANCE FROM THE CHURCH in their development as loving people.

English Language Arts Curriculum—Grade Four
Diocese of Cleveland
2013

Writing: Research

Standards Assessed

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Grade 4, Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

- They demonstrate independence.
- They build strong content knowledge.
- They respond to the varying demands of audience, task, purpose, and discipline.
- They comprehend as well as critique.
- They value evidence.
- They use technology and digital media strategically and capably.
- They come to understand other perspectives and cultures.

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Grade 4, Reading: Literature

3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

- RL.4.3. 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).

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Grade 4, Reading: Informational Text

8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

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

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Grade 4, Writing Production and Distribution of Writing 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

- W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

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

6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

- 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 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

- W.4.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.

8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

- 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.

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

- W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- W.4.9a. 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.4.9b. 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 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 tasks, purposes, and audiences.

- 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.

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Grade 4, Language Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

- L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.4.3a. Choose words and phrases to convey ideas precisely.
- L.4.3b. Choose punctuation for effect.
- L.4.3c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

- L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

Essential Questions

1. How can I find out information I want to know?
2. How do I evaluate the reliability of a source?
3. How can technology enhance understanding?
4. How do I effectively present my findings to my audience?
5. To what extent does my research include respect for cultural differences?
6. How do personal and societal identities change as a result of research and the exchange of information and ideas?

Content

The students will know

1. Research writing
2. Conventions of grammar and usage
3. Sentences
4. Capitalization
5. Punctuation

Skills

[Bloom's Taxonomy](#)

[DOK Links](#)

The students will be able to

- The students will:
1. Create questions for investigations, assigned topic, or personal area of interest.
 2. Recall relevant information from experiences or gather relative information from print (literary or informational texts), video, and on-line sources.
 3. Write brief notes and report important findings orally, visually, and in writing to others.
 4. Utilize appropriate research techniques to gather information from a variety of sources.
 5. Identify and sort relevant information into categories about topic using a graphic organizer.
 6. Introduce the meaning of plagiarism and recognize the importance of citing sources.
 7. Develop the topic with facts, definitions, and details.
 8. Develop audience and purpose for assigned writing task.
 9. Use linking words and phrases to connect ideas within categories of information.
 10. Use grade-appropriate words and phrases.
 11. Produce an initial draft for selected writing task.
 12. Use correct capitalization, punctuation, and spelling.
 13. Refer to dictionary to check spelling of unknown words.
 14. Use a range of complete sentences, including declarative, imperative, interrogative, and exclamatory.

- 15. Use descriptive words, including adjectives and adverbs, to add detail to text.
- 16. Include transitional words and phrases.
- 17. Create an introduction, body, and a concluding statement or section.
- 18. Use revision strategies and resources to improve ideas and content, organization, vocabulary, word choice, and detail.
- 19. Edit to improve sentence fluency, grammar, and usage.
- 20. Write legibly in cursive; space letters and sentences appropriately.
- 21. Publish writing samples for display or sharing with others using techniques such as electronic resources or graphics.
- 22. Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

Common Core Vocabulary

Additional Vocabulary

- 1. Research writing
- 2. Investigation
- 3. Argument
- 4. Analysis
- 5. Reflection
- 6. Claim
- 7. Validity
- 8. Credibility
- 9. Accuracy
- 10. Reasons
- 11. Evidence
- 12. Support
- 13. Transitional words/phrases
- 14. Concrete words
- 15. Sensory details
- 16. Conclusion
- 17. Audience
- 18. Purpose
- 19. Writing process
- 20. Capitalization
- 21. Punctuation
- 22. Conventions of grammar and usage
- 23. Formal English
- 24. Informal discourse

- 1. Plagiarism
- 2. Introduction
- 3. Body
- 4. Declarative sentence
- 5. Imperative sentence
- 6. Exclamatory sentence
- 7. Interrogative sentence
- 8. Content
- 9. Fluency
- 10. Written language
- 11. Spoken language

Learning Experiences (Suggested)

Assessment (Suggested)

- 1. Introductory Activity. Using the Learn Zillion videos on conducting a short research, engage students in a research activity related to a topic of interest. (See Links) In researching the topic, have students focus on the following:
 - a. What do I want to know more about?
 - b. What do I already know about the topic?
 Then walk them through the exercise of determining how they could find the answers to their questions.
- 2. Class Activity. Engage students in a series of activities using the links included in Internet Hotlist on 4th Grade Research Writing to find out more about 4th Grade Research Writing. (See Links)

Research Report
Formative: Writing Assignment
 Students will conduct some research about an historical event from the first Ohioans (or other social studies topic). Using the Internet, an encyclopedia, and other informational texts, students will read as much as they can about the event. They will then use a graphic organizer to make sense out of their notes and to plan their writing. (See the Explore a Tree site in the Links.)
 When their research is completed and their notes organized, students will prepare a short report and present their findings to the class in a short PowerPoint with visuals.

Science Research

3. Partner Activity. Working with a partner, have students conduct research about an historical event from the first Ohioans. Using the Internet, an encyclopedia, and other informational texts, have them read as much as they can about the event. Then, have them use a graphic organizer to make sense out of their notes and to plan their writing. (See the Explor-a-Tree site in the Links.)
When their research is completed and their notes organized, have students prepare a short report and present their findings to the class in a short PowerPoint with visuals.
4. Independent Activity. Have students read at least two informational texts, in print or online, about a specific science topic of their choice. Have them gather relevant information; take notes and categorize information and provide a list of sources used. Then have them prepare a short report on the topic and present it to the class using a podcast.



[Explore a Tree Activity](#)



[Elementary Research Writing An Internet Hotlist on 4th Grade Research Writing](#)



[Conducting Short Research](#)

Formative: Writing Assignment

Students will read at least two informational texts, in print or online, about a specific science topic of their choice. They will gather relevant information; take notes and categorize information, and provide a list of sources used. They will then prepare a short report on the topic and present it to the class using a podcast.

Resources (Suggested)

1. iPad Resources
2. Literature Connections
Time of Wonder by Robert McCloskey
One Day in the Prairie by Jean Craighead George
Rainbow Crow by Nancy Van Laan
Hurricanes by Seymour Simon
Storms by Seymour Simon
The Snowflake: A Water Cycle Story by Neil Waldman
Every Living Thing by Cynthia Rylant and S.D. Schindler
A Bird Came Down the Walk by Emily Dickinson
The Secret of Sarah Revere by Ann Rinaldi
The Secret Soldier: The Story of Deborah Sampson by Ann McGovern, Harold Goodwin and Katherine Thompson
Abigail Adams: Girl of Colonial Days by Jean Brown Wagoner
3. Internet resources



[Web 2.0 Tools](#)



[Elementary Research Writing An Internet Hotlist on 4th Grade Research Writing](#)



[Writing Skills](#)



[Writing Topics](#)



[4th Grade Writing Prompts](#)



[Graphic Organizers](#)

Catholic Identity

Social Justice Teachings

- ❖ Life and Dignity of the Human Person
- ❖ Call to Family, Community, and Participation
- ❖ Rights and Responsibilities

Rights of Children

- ❖ THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.
- ❖ THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents.
- ❖ THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth.
- ❖ THE RIGHT TO LEARN THE SKILL OF SELF PROTECTION by identifying safe and unsafe situations.
- ❖ THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.
- ❖ THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction.
- ❖ THE RIGHT TO GUIDANCE FROM THE CHURCH in their development as loving people.

ENGLISH LANGUAGE ARTS CURRICULUM

GRADE FOUR

CHECKLIST FOR COMMON CORE STATE STANDARDS & DIOCESAN CURRICULUM

DATE TAUGHT	
CAPACITIES OF THE LITERATE INDIVIDUAL	
	They demonstrate independence.
	They build strong content knowledge.
	They respond to the varying demands of audience, task, purpose.
	They comprehend as well as critique.
	They value evidence.
	They use technology and digital media strategically and capably.
	They come to understand other perspectives and cultures.
LANGUAGE	
CONVENTIONS OF STANDARD ENGLISH	
	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).
	Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.
	Use modal auxiliaries (e.g., can, may, must) to convey various conditions.
	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
	Form and use prepositional phrases.
	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
	Correctly use frequently confused words (e.g., to, too, two; there, their).
	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	Use correct capitalization.
	Use commas and quotation marks to mark direct speech and quotations from a text.
	Use a comma before a coordinating conjunction in a compound sentence.
	Spell grade-appropriate words correctly, consulting references as needed.
KNOWLEDGE OF LANGUAGE	
	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
	Choose words and phrases to convey ideas precisely.
	Choose punctuation for effect.
	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
VOCABULARY ACQUISITION AND USE	
	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

DATE TAUGHT	
VOCABULARY ACQUISITION AND USE CONTINUED	
	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
	Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
	Recognize and explain the meaning of common idioms, adages, and proverbs.
	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
WRITING	
TEXT TYPES AND PURPOSES	
	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
	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.
	Provide reasons that are supported by facts and details.
	Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
	Provide a concluding statement or section related to the opinion presented.
	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
	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.
	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
	Use precise language and domain-specific vocabulary to inform about or explain the topic.
	Provide a concluding statement or section related to the information or explanation presented.
	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
	Use a variety of transitional words and phrases to manage the sequence of events.
	Use concrete words and phrases and sensory details to convey experiences and events precisely.
	Provide a conclusion that follows from the narrated experiences or events.
PRODUCTION AND DISTRIBUTION OF WRITING	
	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 here.)
	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.

PARENT GUIDE

GRADE FOUR ENGLISH LANGUAGE ARTS CURRICULUM

DIOCESE OF CLEVELAND

Below is a list of the skills your child will be taught in Grade Four.

As parents, you are encouraged to support the work of your child’s teacher in helping your child acquire each of these skills.

CAPACITIES OF THE LITERATE INDIVIDUAL	
	They demonstrate independence.
	They build strong content knowledge.
	They respond to the varying demands of audience, task, purpose.
	They comprehend as well as critique.
	They value evidence.
	They use technology and digital media strategically and capably.
	They come to understand other perspectives and cultures.
LANGUAGE	
CONVENTIONS OF STANDARD ENGLISH	
	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).
	Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.
	Use modal auxiliaries (e.g., can, may, must) to convey various conditions.
	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
	Form and use prepositional phrases.
	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
	Correctly use frequently confused words (e.g., to, too, two; there, their).
	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	Use correct capitalization.
	Use commas and quotation marks to mark direct speech and quotations from a text.
	Use a comma before a coordinating conjunction in a compound sentence.
	Spell grade-appropriate words correctly, consulting references as needed.
KNOWLEDGE OF LANGUAGE	
	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
	Choose words and phrases to convey ideas precisely.
	Choose punctuation for effect.
	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
VOCABULARY ACQUISITION AND USE	
	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

VOCABULARY ACQUISITION AND USE CONTINUED	
	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
	Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
	Recognize and explain the meaning of common idioms, adages, and proverbs.
	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
WRITING	
TEXT TYPES AND PURPOSES	
	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
	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.
	Provide reasons that are supported by facts and details.
	Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
	Provide a concluding statement or section related to the opinion presented.
	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
	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.
	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
	Use precise language and domain-specific vocabulary to inform about or explain the topic.
	Provide a concluding statement or section related to the information or explanation presented.
	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
	Use a variety of transitional words and phrases to manage the sequence of events.
	Use concrete words and phrases and sensory details to convey experiences and events precisely.
	Provide a conclusion that follows from the narrated experiences or events.
PRODUCTION AND DISTRIBUTION OF WRITING	
	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 here.)
	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	
	Conduct short research projects that build knowledge through investigation of different aspects of a topic.
	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.
	Draw evidence from literary or informational texts to support analysis, reflection, and research.
	Apply grade 4 Reading standards to literature.
	Apply grade 4 Reading standards to informational texts.

