

Course/Grade Level: Fourth Grade Language Arts Curriculum

Focus: Students will compose and examine focused pieces of writing in all modes, with special emphasis on persuasive and narrative, independently or in response to a given prompt. They will utilize the writing process while integrating the six-traits of writing to construct a detailed piece that includes a well-developed introduction, body, and conclusion.

Required support materials: "Units of Study for Teaching Writing" (Calkins); Books 3 & 4
Book 3: *Breathing Life into Essays* and Book 4: *Writing Fiction-Big Dreams, Tall Ambitions*

LA.4.1 Students will write *narrative text* using the writing process.*

Students will...

- LA.4.1.1 use *ideas and content* that are well developed, clear, and interesting (prewriting, drafting, and revising).
- choose and write about a narrowed and focused idea and occasionally write about a prompt
 - write using (1) personal experience, (2) observations, and (3) **prior knowledge**
 - maintain focused ideas, which will give the reader important information that he/she could not personally bring to the text
- LA.4.1.2 use *organization* to enhance the reader's understanding (prewriting, drafting, and revising).
- use a variety of prewriting strategies (e.g., webbing, brainstorming, listing, working in pairs or in cooperative groups)
 - write a piece with a clear introduction, body, and conclusion
 - use transitions to allow ideas to flow smoothly within the writing piece
- LA.4.1.3 use authentic and appropriate *voice* (prewriting, drafting, and revising).
- write in an expressive and individualized style with an **awareness of the reader**
- LA.4.1.4 use effective *word choice* (prewriting, drafting, and revising).
- use specific nouns, powerful verbs, and vivid adjectives in writing
 - choose words and phrases appropriate for purpose and audience (e.g., family, peers, teachers)
- LA.4.1.5 use sentence *fluency* (drafting and revising).
- write grammatically correct sentences that vary in length and structure to make the reading pleasant and natural
 - write sentence beginnings that relate to and build upon previous sentences
 - recognize an incomplete thought (fragment)
 - **use dialogue appropriately**

- LA.4.1.6 use standard American English *conventions* (drafting and revising).
- use standard writing conventions with accuracy so that meaning is clearly conveyed (capitalization, punctuation)
 - write with correct grammar and usage that contributes to clarity (see appendix)
 - use paragraph divisions to reinforce the organizational structure
 - correctly spells high frequency words (see appendix)

LA.4.2 Students will write *persuasive* text using the writing process.*

Students will...

- LA.4.2.1 use *ideas and content* that are well developed, clear, and interesting (prewriting, drafting, and revising).
- **choose a position to write about on a selected topic**
 - write using (1) personal experience, (2) observation, and (3) **simple researched information** (formally recognized sources)
 - **use details to support the author's position**
 - **begin to explore two sides of an issue**
 - **begin to build an argument**
- LA.4.2.2 use *organization* to enhance the reader's understanding (prewriting, drafting, and revising).
- use a variety of prewriting strategies (e.g., webbing, brainstorming, listing, working in pairs or cooperative groups)
 - write a piece with a clear introduction, a reasonable body, and conclusion
 - write a paragraph with a topic sentence and include supporting details in a logical order (typically 1-5 sentences)
 - use transitions to allow ideas to flow smoothly within the writing piece
- LA.4.2.3 use authentic and appropriate *voice* (prewriting, drafting, and revising).
- **write to convey opinion and to convince the reader to agree with the author**
- LA.4.2.4 use effective *word choice* (prewriting, drafting, and revising).
- use language that is appropriate and easy for the audience to understand
 - use words that **are precise and create imagery** (e.g., specific nouns, powerful verbs)
- LA.4.2.5 use *sentence fluency* (drafting and revising).
- write grammatically correct sentences that vary in length and structure to make the reading pleasant and natural
 - write sentence beginnings that relate to and build upon previous sentences
 - recognize an incomplete thought (fragment)
 - begin to write purposeful dialogue
- LA.4.2.6 use standard American English *conventions* (drafting and proofreading).
- use standard writing conventions with accuracy so that meaning is clearly conveyed (e.g., capitalization, punctuation)
 - write with correct grammar and usage, which contributes to clarity (see appendix)
 - use correct spelling even with more difficult words (see appendix)
 - use paragraph divisions to reinforce the organizational structure **of the text**

LA.4.3 Students will write *expository* text using the writing process.*

Students will...

- LA.4.3.1 use *ideas and content* that are well developed, clear, and interesting (prewriting, drafting, and revising).
- choose and write about a narrowed and focused idea and occasionally write about a given prompt
 - maintain focused ideas with supporting details, which give the reader important information that he/she could not personally bring to the text
 - **begin to incorporate researched information and formally recognized source**
 - **express information in own words and use appropriate details with simple and compound sentences**
 - **identify references for all information used or reproduced from sources**
 - **construct a simple bibliography with author and title**
- LA.4.3.2 use *organization* that enhances the reader's understanding (prewriting, drafting, and revising).
- write a piece with a clear introduction, a reasonable body, and conclusion
 - write paragraph(s) with a topic sentence that include supporting details in a logical order (typically 1-5 sentences)
 - use transitions to allow ideas to flow smoothly within the writing piece
- LA.4.3.3 use authentic and appropriate *voice* (prewriting, drafting, and revising).
- begin to write to convey emotion and personality to **inform the reader**
- LA.4.3.4 use effective *word choice* (prewriting, drafting, and revising).
- use specific nouns, powerful verbs, and vivid adjectives in writing
- LA.4.3.5 use *sentence fluency* (drafting and revising).
- write grammatically correct sentences that vary in length and structure to make the reading pleasant and natural
 - write sentence beginnings that relate to and build upon previous sentences
- LA.4.3.6 use standard American English *conventions* (drafting and revising).
- use standard writing conventions with accuracy so that meaning is clearly conveyed (e.g., capitalization, punctuation)
 - use writing that includes grammar and usage, which are correct and contribute to clarity (see appendix)
 - use paragraph divisions to reinforce the organizational structure
 - correctly spells high frequency words (see appendix)

LA.4.4 Students will write *technical* text using the writing process.*

Students will...

- LA.4.4.1 use ideas and content that are well developed, clear, and interesting (prewriting, drafting, and revising).
- choose and write about a narrowed and focused idea and occasionally writes about a given prompt
 - use supporting details that are concise, accurate, and help to clarify the main idea
- LA.4.4.2 use *organization* that enhances the reader's understanding (prewriting, drafting, and revising).
- use independently a variety of prewriting strategies (e.g., webbing, brainstorming, listing, working in pairs or cooperative groups)
 - **write paragraph(s) or list(s) about one idea**
 - **write a piece in logical and/or sequential order**
 - **use transitions to connect points within the piece** (e.g., next, after, then)
- LA.4.4.3 use authentic and appropriate *voice* (prewriting, drafting, and revising).
- **write with an awareness of purpose and audience** (e.g., letters, simple reports, directions, brochures, **electronic presentations**)
 - **attempt to write with authority so that the voice is not distracting**
- LA.4.4.4 use effective *word choice* (prewriting, drafting, and revising).
- **select words that convey the writer's message clearly and precisely** (e.g., technical terms)
- LA.4.4.5 use *sentence fluency* (drafting and revising).
- **write compact sentences or phrases that make the point clear**
- LA.4.4.6 use standard American English *conventions* (drafting and proofreading).
- use correct standard writing conventions (e.g., capitalization, punctuation)
 - use correct grammar and usage that contributes to clarity (see appendix)
 - spell familiar and most unfamiliar words correctly and use available resources (e.g., dictionary, spell check) (see appendix)
 - use graphic devices that are supportive of the text (e.g., **charts, graphs, illustrations, and other text features**)

LA.4.5 Students will use effective and ethical research practices.

Students will...

- LA.4.5.1 determine focus of research and identify information needed.
- LA.4.5.2 determine and locate a variety of possible sources (encyclopedia, magazines, experts, internet, videos, etc.).
- LA.4.5.3 organize and present information in both oral and written forms.
- LA.4.5.4 categorize relevant information from multiple sources into major categories (e.g., topic, subtopics).
- LA.4.5.5 identify what constitutes plagiarism.
- LA.4.5.6 express information in own words using appropriate details.
- LA.4.5.7 identify references for all information used or reproduced from sources.

LA.4.6 Students will utilize legible cursive penmanship using correct letter formation and spacing to form words and sentences.

Students will...

- LA.4.6.1 practice combining cursive letters to form words and sentences on a regular basis using locally adopted penmanship materials.
- LA.4.6.2 read cursive writing.
- LA.4.6.3 utilize legible cursive to form signature.

LA.4.7 Students will recognize the role of evaluation in oral communication by giving and accepting constructive criticism to improve future oral and written presentations.

4th Grade Language Arts Appendix

Grammar

Parts of speech

- nouns
 - common & proper
- plural/singular possessive nouns
- verbs
- adjectives
- pronouns
- adverbs

Sentence Structure

- run-ons/fragments/sentences
- Subject and Predicate

Punctuation

- quotation marks
- commas

Capitalization

- abbreviations
- initials
- general capitalization rules
- proper nouns
- addresses
- letter and envelope parts

Word study

- synonyms and antonyms
- homophones
- compound words
- multiple meaning words/homonyms

Spelling

Students should participate in spelling word study activities that include appropriate spelling lists (high frequency words and words that follow phonetic rules) for each grade level. Both word types will be assessed. Example word study activities are found in the district spelling notebook. Assessment guidelines are found on the USD 417 website.

4th Grade Language Arts Appendix - The Writing Process

The process of writing occurs in several stages:

- 1 **PRE-WRITING:** The pre-writing step includes, but is not limited to, exploring topics, brainstorming, webbing, choosing a topic, gathering details, and organizing before beginning to write.
- 2 **DRAFTING:** The drafting step involves getting ideas down on paper in a rough format.
- 3 **REVISING:** The revising step involves reworking and rewriting the draft to improve its content and structure. Any work with ideas and content, sentence fluency, voice, organization, and word choice falls under this step.
- 4 **PROOFREADING:** The proofreading step includes correcting errors in grammar, spelling, and mechanics. It may involve a prescribed set of proofreading marks. Correcting conventions falls under this step.
- 5 **PUBLISHING:** The publishing step is the sharing of prepared work with others in oral and/or written form.

Note: Both the revising and proofreading steps encompass editing, but the specific terms "revising" and "proofreading" are preferable to the more vague "editing."