

Goochland County Public Schools

Grade 4 Language Arts

Marking Period 1

Oral Language (4.1, 4.2): The student will present directions; contribute to group discussions; use evidence to support opinions; use correct grammar and vocabulary when expressing ideas; use subject-related information and vocabulary; listen to, record, organize information.

Word Analysis (4.3): The student will use context clues to find meanings of unknown words, explain words with multiple meanings; use knowledge of word origins, synonyms, antonyms, and homonyms, and multiple meaning words; use word-reference materials including the glossary, dictionary, and thesaurus.

Fiction Comprehension (4.4): The student will explain author's purpose, identify major events and supporting details, identify sensory words.

Nonfiction Comprehension (4.5): The student will use text organizers to predict and categorize information; explain author's purpose; summarize content of a selection.

Writing (4.7, 4.8): The student will focus on one aspect of a topic, develop a plan for writing, organize writing to convey a central idea; use available technology with writing; edit writing for correct capitalization, spelling, punctuation, and sentence structure.

Marking Period 2

Review all Marking Period 1 skills.

Fiction Comprehension (4.4): The student will describe how the choice of language, setting, and information contributes to the author's purpose.

Nonfiction Comprehension (4.5): The student will make simple inferences and draw conclusions, using information from texts.

Writing (4.7, 4.8): The student will utilize elements of style, including word choice and sentence variation; use subject-verb agreement; eliminate double negatives; use commas in series, dates, and addresses; use correct spelling for frequently used words, including homophones.

Marking Period 3

Review all Marking Period 1 and Marking Period 2 skills.

Fiction Comprehension (4.4): The student will compare the use of fact and fantasy in historical fiction with other forms of literature; describe the relationship between text and previously read material.

Nonfiction Comprehension (4.5): The student will describe the relationship between text and previously read material; distinguish between cause and effect and between fact and opinion; identify new information gained from reading.

Writing (4.7, 4.8): The student will write several related paragraphs on the same topic; write rhymed, unrhymed, and patterned poetry; incorporate adjectives and adverbs; use the articles *a*, *an*, and *the* correctly.

Marking Period 4

Review all Marking Period 1, Marking Period 2, and Marking Period 3 skills.

Word Analysis (4.6): The student will collect information, using the resources of the media center, including online, print, and media resources to research a topic.

Comprehension (4.6): The student will construct questions about a topic to research; evaluate and synthesize information on a topic that has been researched.

Writing (4.7, 4.8): The student will use noun-pronoun agreement; include prepositional phrases.

For more information about the Virginia Standards of Learning, please visit
<http://www.doe.virginia.gov/VDOE/Superintendent/Sols/home.shtml>

Grade 4 Language Arts

3 Types of Reading Should Occur Daily!

READING TO students: Students learn what language sounds like when someone reads aloud; students learn how punctuation affects reading; students build their vocabulary; they add to their knowledge base; they enjoy it.

READING BY students: students should have time to drop everything else and read; the materials should be chosen by the students; they should read on their own a minimum of 15 minutes daily.

READING WITH students: Students need direct instruction in reading; they need to learn how to construct meaning from increasingly difficult print and graphic information.

Reading Activities

1. Point-of-View Change-up: Retell the story or passage from the point of view of the main character, other characters, the setting, an object in the story, etc.

2. Character Voices: Change your voice (volume, pitch, tone) each time you read quotations from a different character. See how many different voices you can use in one page, chapter, or passage.

Recommended Family Resources

- | | |
|--------------------|---|
| ~ writing supplies | ~ atlas |
| ~ dictionary | ~ current almanac |
| ~ thesaurus | ~ encyclopedia
(print or electronic) |
| ~ world map | ~ different types of
reading materials |
| ~ Virginia map | |



CHECKLIST FOR WRITERS

- I planned my paper before writing it.
- I revised my paper to be sure that
 - the central idea of my paper is clear;
 - the central idea of my paper is elaborated;
 - everything in my paper talks about my central idea;
 - my paper is logically organized so readers will understand my message;
 - my words and information make my paper interesting to readers; and
 - my sentences make sense, sound like me, and read smoothly.
- I edited my paper to be sure that I
 - used good grammar;
 - used capital letters and punctuation marks correctly;
 - made my spelling correct; and
 - let my readers know where I started new paragraphs.
- I checked my paper to make sure that it is the way that I want readers to read it.



Use P O W E R Writing

Prewriting (brainstorm, think)

Organize your thoughts (plan)

Writing and revising your writing

- Does it make sense?
- Have I written clearly so the reader gets my intended message?

Editing for punctuation, capitals, paraphrasing, spelling, subject/verb agreement, possessives, plurals, correct English usage

Rewriting for sharing or publication

Writing Activity

Use a newspaper article to locate the parts of speech. Highlight or circle *nouns* in yellow, *verbs* in red, *adjectives* in purple, *pronouns* in orange.