

**KPBSD GRADE 4 LANGUAGE ARTS CURRICULUM GUIDE**

**ON-GOING**

Standard	Essential Skill	Sequence & Duration	Sample Teaching Strategy/ Possible Integration	Resources and Text:	Assessment
NEW	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others’ ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p> <p>d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p>	On-going thru year	<p>Working in groups, students read and study assigned texts on common topics. Students participate in teacher-led discussions with all students contributing information from varied sources.</p> <p>Students review previously established group expectations for discussions and participate in group discussions, carrying out assigned roles and/or responsibilities (e.g., leader, recorder, time keeper, presenter)</p> <p>Students use rubrics to self-evaluate contributions.</p> <p>Students complete T-charts labeled <i>Key Ideas</i>, <i>Reflections</i> after participating in collaborative discussions. Students summarize key ideas of the discussions and share opinions or viewpoints.</p>		

**KPBSD GRADE 4 LANGUAGE ARTS CURRICULUM GUIDE**

<b>Standard</b>	<b>Essential Skill</b>	<b>Sequence &amp; Duration</b>	<b>Sample Teaching Strategy/ Possible Integration</b>	<b>Resources and Text:</b>	<b>Assessment</b>
NEW	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.	on-going thru year			
KPBSD	Write letters and numbers legibly in cursive or print form *Place letters on a baseline *Follow the writing guidelines of various styles of paper(single line	On-going thru year		HWT MATERIALS	
KPBSD	Determine genre and use pre-writing strategies (e.g., brainstorming, discussion, graphic organizers) to select topic and collect and organize details	On-going thru year	Students use various graphic organizers to generate ideas for their writing.		
NEW 2.3.2	Spell grade-appropriate words correctly, consulting references as needed.	On-going thru year	6.A.5.2; 6.B.5.1 Use dictionaries, including electronic resources		
KPBSD	Listen for specific information in spoken text, as demonstrated by retelling stories, reporting events in proper sequence, and paraphrasing	on-going thru year			

**KPBSD GRADE 4 LANGUAGE ARTS CURRICULUM GUIDE**

**FIRST QUARTER**

<b>Standard</b>	<b>Essential Skill</b>	<b>Sequence &amp; Duration</b>	<b>Sample Teaching Strategy/ Possible Integration</b>	<b>Resources and Text:</b>	<b>Assessment</b>
NEW	Use nouns, pronouns, verbs, adjectives, adverbs, relative pronouns ( <i>who, whose, whom, which, that</i> ), and relative adverbs ( <i>where, when, why</i> ) appropriate to function and purpose in order to apply the conventions of English.		Students highlight relative pronouns and adverbs in texts. Students analyze sentences and identify nouns or noun phrases to which the pronouns or adverbs refer.		
NEW	Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i> ) verb tenses.		Using the lists of verbs, students complete charts labeled <i>Past, Present, Future</i> to record progressive verb tense forms.		
NEW 2.2.1 2.2.3 2.1.3	Use narrative writing to develop real or imagined characters, experiences, or events using effective narrative techniques (dialogue, description, elaboration, problem-solution, figurative language) and clear event sequences (chronology).  a. Orient the reader by establishing a context or situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.  b. Use narrative techniques, such as dialogue, description and elaboration, and concrete and sensory details to describe actions, thoughts, and			<b>(2.1.3)</b> Volume 1: TE T125-T126, T266-T269, T342-T345 Volume 2: TE T179 Volume 3: TE T52 <b>(2.2.1)</b> Volume 1: TE T124-T125, T266-T269, T342 Volume 4: TE T194-T197, T266-T269, T342-T345 <b>(2.2.3)</b> Volume 1: TE T50-T53, T189, T194-T197, T340-T342	<b>COMMON QUARTER</b>

**KPBSD GRADE 4 LANGUAGE ARTS CURRICULUM GUIDE**

	<p>motivations and to develop experiences and events showing the responses of characters to situations, problems, or conflicts.</p> <p>c. Use a variety of transitional words and phrases to develop the sequence of events.</p> <p>d. Use concrete words and phrases and sensory details, and elaboration to convey experiences and events precisely.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p>			<p>Volume 2: TE T50-T51, T54-T55, T193, T198-T201,</p>	
--	---	--	--	--	--

KPBSD GRADE 4 LANGUAGE ARTS CURRICULUM GUIDE

SECOND QUARTER

Standard	Essential Skill	Sequence & Duration	Sample Teaching Strategy/ Possible Integration	Resources and Text:	Assessment
NEW	Use modal auxiliaries (e.g., <i>can, may, must</i> ) to convey various conditions.		Students complete modal auxiliary stems.		
NEW	Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i> ).		Students order adjectives using a chart labeled with conventional patterns headings <i>Determiner, Size, Shape, Age, Color, Noun</i> (e.g., the large, round, old, blue, globe). Students apply this pattern for ordering adjectives when speaking and writing.		
NEW 2.3.3	Use correct capitalization.		When editing writing pieces, students use checklists containing capitalization rules as assessment tools to determine if words are capitalized accurately. (e.g., Capitalize proper nouns.; Capitalize the first word of every sentence.; Capitalize the pronoun <i>I</i> .)		
NEW 2.3.3	Use commas and quotation marks to mark direct speech and quotations from a text.		Students add commas and quotation marks to common texts containing dialogue with missing punctuation.		
NEW 2.2.2 2.1.1 2.1.3	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g.,			<b>(2.1.1)</b> Volume 2: TE T52-T55, T179, T183, T265, T270- T273, T337, T342-T345	<b>COMMON QUARTER</b>

**KPBSD GRADE 4 LANGUAGE ARTS CURRICULUM GUIDE**

Standard	Essential Skill	Sequence & Duration	Sample Teaching Strategy/ Possible Integration	Resources and Text:	Assessment
	<p>headings), labeled or captioned visuals/diagrams, and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information/explanations and examples that support the focus.</p> <p>c. Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i>).</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Provide a concluding statement or section that paraphrases the focus of the text or explanation presented.</p>			<p>Volume 3: TE T47, T135, T143, T181, T207, T281, T290-T291, T323, T357 <b>(2.1.3)</b> Volume 3: TE T52 Volume 4: TE T194-T197, T266-T269, T342-T345 <b>(2.2.2)</b> Volume 2: TE T47, T119, T124-T127, T255, T263 Volume 3: TE T47, T52-T55, T73, T119, T124-T126, T145, T189, T191, T196-T198, T251, T265, T270-T273, T337, T342-T345, T367 Volume 4: TE T35, T50-T53, T117, T120-T125, T175, T251</p>	

**KPBSD GRADE 4 LANGUAGE ARTS CURRICULUM GUIDE**

**THIRD QUARTER**

<b>Standard</b>	<b>Essential Skill</b>	<b>Sequence &amp; Duration</b>	<b>Sample Teaching Strategy/ Possible Integration</b>	<b>Resources and Text:</b>	<b>Assessment</b>
NEW	Form and use prepositional phrases.		Students analyze prepositional phrases, labeling the parts <i>preposition + modifier(s) + noun</i> or <i>pronoun</i> [e.g., <i>under</i> (preposition) + <i>the</i> (modifier) + <i>cold</i> (modifier) + <i>snow</i> (noun)]. Students generate additional prepositional phrases, record the phrases in writing journals, and label the parts.		
NEW 2.3.3	Use a comma before a coordinating conjunction in a compound sentence.		Students use acronyms as tools to guide identification and punctuation of compound sentences containing coordinating conjunctions.		
NEW 2.3.2	Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i> ).*		Students use word cards containing frequently confused words (e.g., <i>bear/bare, here/hear, principal/principle</i> ). As sentences with missing words are read, students display the word cards that correctly complete the sentences.	Volume 4: TE T45, T117, T120, T189, T261, T337, T344-T345 Volume 5: TE T47, T50-T51, T119- T123, T145, T267, T339, T367	
NEW 2.2.2	Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases to convey ideas precisely.* b. Choose punctuation for effect.*		Students revise texts or personal writing pieces to enhance or polish word choices.  Students insert punctuation into common selections to	Volume 4: TE T35, T50-T53, T117, T120-T125, T175, T251 Volume 5: TE T47, T52-T55, T119, T124-T127, T181,	

**KPBSD GRADE 4 LANGUAGE ARTS CURRICULUM GUIDE**

<b>Standard</b>	<b>Essential Skill</b>	<b>Sequence &amp; Duration</b>	<b>Sample Teaching Strategy/ Possible Integration</b>	<b>Resources and Text:</b>	<b>Assessment</b>
	<p>c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).</p>		<p>improve communication and add interest.</p> <p>Students sort characteristics of informal (e.g., two-way communication, background knowledge required, between friends, interruptions allowed) and formal (e.g., one-way communication, technical vocabulary, between less-familiar persons, interruptions are not allowed) contexts into appropriate categories. Students listen to examples of formal and informal contexts and identify.</p>	<p>T185, T195, T253, T257, T272-T275, T337, T342-T345</p>	
<p>NEW</p>	<p>Write opinion pieces on topics or texts, supporting a point of view with fact- or text-based reasons and information (e.g., The character ___ was brave because she ____).</p> <p>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.</p> <p>b. Provide reasons that are supported by facts and details.</p> <p>c. Link opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i>).</p>				<p><b>COMMON QUARTER</b></p>

**KPBSD GRADE 4 LANGUAGE ARTS CURRICULUM GUIDE**

<b>Standard</b>	<b>Essential Skill</b>	<b>Sequence &amp; Duration</b>	<b>Sample Teaching Strategy/ Possible Integration</b>	<b>Resources and Text:</b>	<b>Assessment</b>
	d. Provide a concluding statement or section that reinforces or restates the opinion presented.				

**KPBSD GRADE 4 LANGUAGE ARTS CURRICULUM GUIDE**

**FOURTH QUARTER**

<b>Standard</b>	<b>Essential Skill</b>	<b>Sequence &amp; Duration</b>	<b>Sample Teaching Strategy/ Possible Integration</b>	<b>Resources and Text:</b>	<b>Assessment</b>
2.4.2(L)	Student will give/receive appropriate feedback and use established criteria to review own and others' written work (e.g., peer conferences, checklists, scoring guides, or rubrics)				
NEW	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*				
NEW	Identify the reasons and evidence a speaker provides to support particular points (e.g., using a graphic organizer to show connections between reasons given and support provided).				
2.5.1(L)	Student will give credit for others' information by citing title and source (e.g., author, storyteller, translator, songwriter, or artist).				
NEW 2.5.1	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.				
NEW	Conduct short research projects that build knowledge through investigation of different aspects of a topic. Report on topic using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.		1.B.5.1, 2.B.5.1; 3.B.5.1; 3.C.5.2; 6.A.5.2; 6.B.5.1 Incorporate technology into presentation. Select and use an appropriate encyclopedia. Use electronic library to find		<b>COMMON QUARTER</b>

**KPBSD GRADE 4 LANGUAGE ARTS CURRICULUM GUIDE**

Standard	Essential Skill	Sequence & Duration	Sample Teaching Strategy/ Possible Integration	Resources and Text:	Assessment
			resources. Use key words and/or phrases to search the Internet. Copy picture & text and paste into the document w/website URL(s). Navigate a variety of websites using teacher-created and self-selected bookmarks to find information. Use a word processor.		