



# Bedford Public Schools

## Grade 4 – English Language Arts

The fourth grade program is an integrated study of communication skills that includes reading, writing, speaking, and listening. Building on grade three skills in reading and writing, students continue with a balanced literacy program, which includes word study, oral reading fluency, vocabulary building, and comprehension strategies.

Large and small group reading instruction continues as an integral part of fourth grade instruction. Students continue to build on prior skills by setting a purpose for reading, identifying text structure, making connections, asking questions, modifying their understanding, drawing conclusions, and summarizing. In discussion groups, fourth graders continue to enhance speaking and listening communication skills. Verbalizing their opinion and understanding is evident when referring back to the text for specific evidence to support their thinking.

Since literacy is integrated into the content areas, children are able to transfer acquired skills and strategies necessary for reading in all genres. Fourth graders study the regions of the United States through stories, folktales, poems, nonfiction, and digital media. By reading nonfiction books and articles, as well as engaging in hands-on experiences, students express their knowledge of science through their science notebook reflections. As in third grade, fourth graders continue to read independently. Previously learned skills, as well as newly acquired strategies, are reinforced through the act of independent reading.

In writing, fourth graders continue to use graphic organizers for expository, opinion, and narrative prewriting. Following the writing process of brainstorming, drafting, revising, editing, and publishing is essential for writing at grade four. As students improve their written work by revising, they add descriptions and supporting details to enhance their writing. This skill of revision is evident in their poetry, journal entries, book reviews, multi paragraph stories, essays, and reports. The ultimate goal for all students is to become more purposeful and reflective readers and writers.

The Bedford Public Schools' K-5 English Language Arts curriculum is aligned to the 2011 Common Core State Standards. By incorporating essential questions and enduring understandings to units of study, children engage in higher order thinking skills, with the intention of helping each child to become a life-long learner.



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### Literature

<b>Enduring Understandings</b> In order to meet the standards, the students will need to understand that . . .	<b>Essential Questions</b> In order to understand, students will need to consider questions such as . . .	<b>Knowledge and Skills</b> Learning this material will require students to . . .
<ul style="list-style-type: none"> <li>• Reading is a lifelong skill that enhances learning and provides enjoyment.</li> <li>• Literature is a tool that expands our understanding of the world.</li> <li>• Reading serves different purposes.</li> <li>• Reading includes active listening and independent application of skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Why do we read?</li> <li>• How does a student learn to read?</li> <li>• How does understanding the structure of a genre help us to better comprehend what we read?</li> </ul>	<ul style="list-style-type: none"> <li>• Refer to details and examples in a text when explaining and drawing inferences.</li> <li>• Determine the theme of a story, drama, and poem, using details from the text; summarize the text.</li> <li>• Describe in depth a character, setting or event in a story or drama, drawing on specific details.</li> <li>• Determine the meaning of words and phrases in a text distinguishing the difference between literal and non-literal language.</li> <li>• Explain the differences between poems, drama, and prose by referring to the structural elements when writing and speaking about a text.</li> <li>• Compare and contrast the point of view from which different stories are narrated.</li> <li>• Make connections between the text of a story or drama in a visual or oral presentation of a text.</li> <li>• Locate and analyze examples of similes and metaphors in stories, poems, folktales, and plays, and explain how they enrich the text.</li> <li>• Compare and contrast themes and topics, such as good vs. evil and patterns of events in stories, myths, and traditional literature from different cultures.</li> </ul>

### Informational Text

<b>Enduring Understandings</b> In order to meet the standards, the students will need to understand that . . .	<b>Essential Questions</b> In order to understand, students will need to consider questions such as . . .	<b>Knowledge and Skills</b> Learning this material will require students to . . .
<ul style="list-style-type: none"> <li>• Reading is a lifelong skill that enhances learning and provides enjoyment.</li> <li>• Reading serves different purposes.</li> <li>• Reading informational text expands our understanding of the world and its people.</li> <li>• Reading includes active listening and independent application of skills.</li> <li>• Informational texts have specific features that aid in understanding.</li> </ul>	<ul style="list-style-type: none"> <li>• Why do we read informational texts?</li> <li>• How does reading informational text help us understand our world?</li> <li>• How does understanding a genre structure help us to better comprehend what we read?</li> <li>• Why is it important to think while you read?</li> </ul>	<ul style="list-style-type: none"> <li>• Refer to details and examples in a text when explaining and drawing inferences.</li> <li>• Determine the main idea of a text supported by key details; summarize the text.</li> <li>• Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</li> <li>• Determine the meaning of general academic and domain-specific words or phrases in a text.</li> <li>• Describe the overall structure of events, ideas, concepts, or information in all or part of a text.</li> <li>• Compare and contrast a firsthand and secondhand accounts of the same event, topic, or characters.</li> <li>• Interpret information presented visually, orally, or quantitatively and explain how the information helps you to understand the text.</li> <li>• Explain how an author uses reasons and evidence to support particular points in a text.</li> <li>• Integrate information from two texts on the same topic in order to write or speak about the subject.</li> <li>• Read and comprehend informational text in the grades 4-5 text complexity band proficiently with scaffolding as needed at the high end of the range.</li> </ul>

**Foundational Skills**

<b>Enduring Understandings</b> In order to meet the standards, the students will need to understand that . . .	<b>Essential Questions</b> In order to understand, students will need to consider questions such as . . .	<b>Knowledge and Skills</b> Learning this material will require students to . . .
<ul style="list-style-type: none"><li>• Reading with accuracy and fluency aids in comprehension.</li><li>• Effective readers monitor their understanding of a text by adjusting their strategies.</li><li>• Readers use language structure and context clues to identify the intended meaning of words and phrases they read in text.</li></ul>	<ul style="list-style-type: none"><li>• How do we learn to read?</li><li>• How do we figure out a word we do not recognize?</li><li>• How does fluency affect comprehension?</li></ul>	<ul style="list-style-type: none"><li>• Know and apply grade-level phonics and word analysis skills in decoding multi-syllabic words (i.e. syllabication patterns and morphology).</li><li>• Read with accuracy and fluency to support comprehension.</li></ul>

### Opinion/Persuasive Writing Skills

<b>Enduring Understandings</b> In order to meet the standards, the students will need to understand that . . .	<b>Essential Questions</b> In order to understand, students will need to consider questions such as . . .	<b>Knowledge and Skills</b> Learning this material will require students to . . .
<ul style="list-style-type: none"> <li>• Writing is a process used to communicate wants, needs, ideas, and knowledge.</li> <li>• Writers get their ideas from their own personal experiences and from the world around them.</li> <li>• Writing is a means to express ideas of importance and provide convincing evidence.</li> <li>• The purpose for writing determines the genre.</li> </ul>	<ul style="list-style-type: none"> <li>• How do writers develop ideas to engage their audience and write with purpose?</li> <li>• How does the genre of writing affect the way authors write?</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize the genre and structure of opinion writing.</li> <li>• Introduce a topic.</li> <li>• State an opinion.</li> <li>• Create an organizational structure with support paragraphs.</li> <li>• Provide reasons that are supported by facts and details.</li> <li>• Link opinions and reasons with words and phrases.</li> <li>• Provide a concluding statement or section.</li> <li>• Use keyboarding skills effectively.</li> <li>• Type one page in a single sitting.</li> <li>• Write for short periods of time, over a range of discipline specific tasks, purposes, and audiences.</li> <li>• Write for longer periods of time, over a range of discipline specific tasks.</li> <li>• Plan, revise, and edit writing.</li> <li>• Reflect on writing.</li> </ul>

**Informational/Expository Writing Skills**

<b>Enduring Understandings</b> In order to meet the standards, the students will need to understand that . . .	<b>Essential Questions</b> In order to understand, students will need to consider questions such as . . .	<b>Knowledge and Skills</b> Learning this material will require students to . . .
<ul style="list-style-type: none"> <li>• Writing is a process used to communicate wants, needs, ideas, and knowledge.</li> <li>• The author's purpose for writing determines the genre.</li> <li>• Writing is a means to help others understand and learn.</li> <li>• Writers get their ideas from their own personal experiences and from the world around them.</li> </ul>	<ul style="list-style-type: none"> <li>• How does the genre of writing affect the way the author writes?</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize the genre and structure of informative/explanatory writing.</li> <li>• Introduce a topic.</li> <li>• Develop main ideas with facts, definitions, and supporting details.</li> <li>• Link ideas within categories of information using words and phrases.</li> <li>• Use precise language and domain-specific vocabulary.</li> <li>• Provide a conclusion.</li> <li>• Conduct short research reports.</li> <li>• Use keyboarding skills effectively.</li> <li>• Type one page in a single sitting.</li> <li>• Write for short periods of time, over a range of discipline specific tasks, purposes, and audiences.</li> <li>• Write for longer periods of time, over a range of discipline specific tasks.</li> <li>• Plan, revise, and edit writing.</li> <li>• Reflect on writing.</li> </ul>

### Narrative Writing Skills

<b>Enduring Understandings</b> In order to meet the standards, the students will need to understand that . . .	<b>Essential Questions</b> In order to understand, students will need to consider questions such as . . .	<b>Knowledge and Skills</b> Learning this material will require students to . . .
<ul style="list-style-type: none"> <li>• Writing is a process used to communicate wants, needs, ideas, and knowledge.</li> <li>• Writing is a means to share stories.</li> <li>• Writers get their ideas from their own personal experiences and from the world around them.</li> <li>• The author's purpose for writing determines the genre.</li> </ul>	<ul style="list-style-type: none"> <li>• How does the genre of writing affect the way an author writes?</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize the genre and structure of narrative writing.</li> <li>• Use an entertaining beginning.</li> <li>• Establish a situation and introduce a narrator or characters.</li> <li>• Organize event sequence that unfolds naturally.</li> <li>• Use concrete words and phrases and sensory details to convey experiences and events precisely.</li> <li>• Build suspense leading to the main event.</li> <li>• Sequence events in slow motion using descriptions, thoughts, and feelings.</li> <li>• Use dialogue descriptions effectively.</li> <li>• Use temporal (time) words and phrases to signal event order.</li> <li>• Provide a sense of closure.</li> <li>• Generate an extended ending.</li> <li>• Write stories, poems, and scripts that use similes and/or metaphors.</li> <li>• Use keyboarding skills effectively.</li> <li>• Type one page in a single sitting.</li> <li>• Write for short periods of time, over a range of discipline specific tasks, purposes, and audiences.</li> <li>• Write for longer periods of time, over a range of discipline specific tasks.</li> <li>• Plan, revise, and edit writing.</li> <li>• Reflect on writing.</li> </ul>

**Speaking and Listening**

<b>Enduring Understandings</b> In order to meet the standards, the students will need to understand that . . .	<b>Essential Questions</b> In order to understand, students will need to consider questions such as . . .	<b>Knowledge and Skills</b> Learning this material will require students to . . .
<ul style="list-style-type: none"><li>• Active listening helps us navigate and understand our world.</li><li>• There is a structure governing language that allows us to clearly communicate our message.</li></ul>	<ul style="list-style-type: none"><li>• Why is being an active listener important?</li><li>• How do we speak so others will understand our message?</li></ul>	<ul style="list-style-type: none"><li>• Engage effectively in a range of collaborative discussions building on others' ideas.</li><li>• Paraphrase portions of a text read aloud or information presented in diverse media and formats.</li><li>• Identify the reasons and evidence a speaker provides to support particular points.</li><li>• Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</li><li>• Differentiate between formal and informal language; use formal language when appropriate.</li></ul>



### Language Standards

<b>Enduring Understandings</b> In order to meet the standards, the students will need to understand that . . .	<b>Essential Questions</b> In order to understand, students will need to consider questions such as . . .	<b>Knowledge and Skills</b> Learning this material will require students to . . .
<ul style="list-style-type: none"> <li>• Command of the English language is important when speaking and writing.</li> <li>• Rules and conventions help readers and writers to understand what is being communicated.</li> </ul>	<ul style="list-style-type: none"> <li>• How do the rules of language affect communication?</li> <li>• How does having command of the English language affect our daily lives?</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate command of the conventions of standard English grammar and usage when writing or speaking:               <ol style="list-style-type: none"> <li>1. Use relative pronouns (i.e. who, whose, whom, which, that) and relative adverbs (i.e. where, when, why).</li> <li>2. Form and use progressive verb tenses (i.e. I was walking; I am walking; I will be walking).</li> <li>3. Use modal auxiliaries (i.e. can, may, must).</li> <li>4. Order adjectives within sentences (i.e. small red bag).</li> <li>5. Form and use prepositional phrases.</li> <li>6. Produce complete sentences, recognizing fragments and run-ons.</li> <li>7. Use to, too, two and their, there, they're correctly.</li> <li>8. Write legibly by hand using either printing or cursive.</li> </ol> </li> <li>• Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing:               <ol style="list-style-type: none"> <li>1. Use correct capitalization.</li> <li>2. Use commas and quotation marks to mark direct speech and quotations from a text.</li> <li>3. Use a comma before a coordinating conjunction in a compound sentence.</li> </ol> </li> </ul>

**Language Standards (cont.)**

<b>Enduring Understandings</b> In order to meet the standards, the students will need to understand that . . .	<b>Essential Questions</b> In order to understand, students will need to consider questions such as . . .	<b>Knowledge and Skills</b> Learning this material will require students to . . .
		<ul style="list-style-type: none"><li>4. Use references for spelling as needed.</li><li>• Use knowledge of language and its conventions when writing, speaking, reading, or listening:<ul style="list-style-type: none"><li>1. Use punctuation for effect.</li></ul></li><li>• Determine or clarify the meaning of unknown and multiple-meaning words and phrases.</li><li>• Demonstrate understanding of figurative language, word relationships, and nuances in word meanings:<ul style="list-style-type: none"><li>1. Interpret similes and metaphors.</li><li>2. Explain the meaning of idioms, adages, and proverbs.</li><li>3. Understand words by using synonyms and antonyms.</li></ul></li><li>• Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.</li></ul>