

# Fayette R-III

## Daly Elementary- 4th Grade Curriculum Guide for ELA

Fayette R-III Mission: To educate all students to be ethical, successful citizens.

**The 4<sup>th</sup> Grade Learning Goals are based on the Missouri Learning Standards. The Missouri Learning Standards define the knowledge and skills students need to succeed in college, other postsecondary training and careers. This document is designed to make clear what each child should know and be able to do by the end of 4<sup>th</sup> Grade.**

**Course Description:** In this course students explore the world of reading, writing, speaking, and listening. Students engage in activities which require them to apply their knowledge of language structure by editing for language mechanics, usage and cohesiveness. Course work includes working independently and in groups to complete projects, learning study and organizational skills, incorporating an increasing vocabulary in speaking and writing, applying word structure and context analysis to define words, demonstrating the writing process and identifying and extending patterns found in written and spoken language. The course emphasizes the need for students to construct meaning from, and respond to, oral communication and reading selections, and to express ideas and opinions to others through speaking, writing, and drawings.

**Course Rationale:** The Fayette R-III English Language Arts program is the foundation upon which all other learning takes place. Communication skills are central to both cognitive and social development. Listening, speaking, reading, and writing are skills students need to help them solve problems, make decisions, interpret information and communicate their ideas to others. Fayette R-III schools will provide a balanced program of listening, speaking, reading and writing that emphasizes not only the understanding and appreciation of language and literature, but also the application of communication skills to the world and the workplace.

| ELA Student Learning Goals   | Standard Alignment                        |
|--|---|
| Students can identify relative pronouns and adverbs and use them correctly; define and form progressive verbs; recognize order placement of multiple adjectives; recognize the difference between a complete sentence and a fragment or run-on sentence; identify and correctly use commonly confused words. | L4.1 (a,b,d,f,g)<br>CA1, 1.5              |
| Students can determine when to capitalize words, use appropriate punctuation including punctuating dialogue correctly, and identify misspelled words using resources to assist in correct spelling.  | L4.2<br>CA1, 1.5, 1.4                     |
| Students can determine the meaning of unknown words using context clues; break down unknown words into units of meaning to determine definitions; consult reference materials to verify meanings of unknown words.   | L4.4a,c, RI4.4<br>CA1, CA3, 1.4, 1.5, 1.6 |
| Students can distinguish between literal language and figurative language; recognize when an author is using idioms, adages, and proverbs and determine his/her intended meaning; define and identify similes and metaphors; explain the difference between synonyms and antonyms.                           | L4.5<br>CA2, 1.5, 1.6                     |
| Students can determine an opinion on a topic or text; support the opinion with facts and details; write an opinion piece with an introduction, supporting reasons, facts, details and a concluding statement/section.  | W4.1<br>CA4, 2.1, 2.2, 4.1                |

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|--|---|
| Students can select a topic and gather information, organize the information, use formatting structures, illustrations and multimedia to clarify the topic, use precise language to explain the topic, and present the information with a concluding statement /section that relates to the information presented.   | W4.2<br>CA4, 2.1, 2.2, 2.7, 1.4         |
| Students can define narrative and describe the basic parts of plot (exposition, rising action, climax, falling action, resolution); sequence the events in the story so that one event logically leads to the next; use dialogue, sensory details, transition words to help the reader understand events; write a logical conclusion that provides a sense of closure. | W4.3<br>CA4, 2.1, 2.2                   |
| Students can use prewriting strategies to formulate ideas, apply revision strategies, edit writing for errors in capitalization, punctuation, grammar and spelling, and prepare multiple drafts using revisions and edits to develop and strengthen writing.   | W4.5<br>CA1, CA4, 2.2                   |
| Students can conduct short research projects that investigate different aspects of a topic.  | W4.7<br>CA4, 1.2                        |
| Students can define inference and explain how a reader uses details and examples from a text to reach a logical conclusion; read closely to find answers that are explicitly in text or that require an inference; analyze an author's words and refer to details and examples needed to support both explicit and inferential questions.                              | RL4.1, RI4.1<br>CA2, CA3, 1.5, 1.6, 4.1 |
| Students can use specific details from the text to describe characters, settings, or events.   | RL4.3<br>CA2, 1.5, 1.6                  |
| Students can use various strategies such as context clues, root words, affixes, to determine the meaning of words and phrases.   | RL4.4<br>CA2, 1.5, 1.6                  |
| Students can identify and explain events, procedures, ideas, and/or concepts in different types of text using specific information from the text.  | RI4.3<br>CA3, 1.5, 1.6                  |

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#### **Resources:**

Houghton Mifflin Core Reading Series  
REmedia Publications- Daily Comprehension  
Literacy by Design- leveled readers  
Missouri Reading Initiative binder

#### **Assessments:**

DRA2  
AIMS Web  
Houghton Mifflin Assessments