

Amherst-Pelham Regional School District Curriculum Overview

Subject: English Language Arts: Language, Reading and Literature

Grade Level: Fourth

Enduring Understandings	Strands Topics/Units	Content/Skills/Strategies	Essential Activities/Agreements
<p>Listening, speaking, writing, and reading form the foundation of English/Language Arts and allow the learner to receive, process, and express ideas and information about oneself, others, and the changing conditions of the world and global society in which we live.</p> <p>Understanding text requires a variety of skills, strategies, and levels of literary analysis. Knowledge acquired through these processes allows the learner to develop, understand, and respond critically and creatively for a variety of purposes.</p>	<p>Language Vocabulary Development</p> <p>Listening and Speaking</p> <p>Structure of English</p> <p>Reading Fluency</p> <p>Comprehension</p> <p>Literary Analysis Genre</p>	<p>Strengthens strategies, use of reference materials, word and language study -morphology, idioms and figurative language, to gain word and phrase meanings from reading and listening; and uses them for effective writing and communication with purpose.</p> <p>Questions, listens, presents and contributes while demonstrating appropriate consideration of content /information and discourse expectations for the audience and purpose.</p> <p>Identifies four basic parts of speech (including adverb,) correct punctuation (including comma for series,) basic usage/grammar (agreement,) sentence structure (eliminate fragments,) and variations of English.</p> <p>Simultaneously uses print conventions, word identification, sentence and text structures at an appropriate rate, with accuracy, phrasing and intonation, if oral.</p> <p>Actively processes text before, during, and after reading using specific strategies for critical and creative purposes: connecting, predicting, questioning, visualizing, inferring, determining importance, summarizing, evaluating, interpreting, explaining, describing, recalling, and understanding vocabulary.</p> <p>Identifies tone, narrator, basic literary devices. and sensorial/figurative language. Locates evidence in text to support thinking and answers to questions or prompts. Compares and contrasts.</p>	<p><i>Rosa Parks: My Story</i> by Rosa Parks with Jim Haskins and other texts related to the study of civil rights in the United States.</p> <p>Peer Issues:</p> <p><i>Tales of a Fourth Grade Nothing</i> by Judy Blume</p> <p><i>Talking Walls & Who Belongs Here</i> by Margy Burns Knight</p> <p><i>The School Story & Janitors Boy</i> by Andrew Clements</p> <p><i>Esperanza's Rising</i> by Pam Nunez Ryan</p> <p>Native American Stories:</p> <p>Dorris, Erdrich, et. al.</p>

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<p>Reading and writing are reciprocal processes and share forms that have common text features. This allows the reader to use these features to better understand and analyze text and to write effectively.</p>	<p>Fiction</p> <p>Nonfiction</p> <p>Poetry</p> <p>Myth, Traditional, and Classical Literature</p> <p>Dramatic Literature</p>	<p>Knows and uses text features and structures to identify a genre and uses those features and appropriate strategies for comprehension. Text features for genres include:</p> <p>Narrative elements: character/narrator, setting, problem/solution, universal human experiences/emotions, cultural diversity, theme organizational and textual features-chronology, paragraph, topic sentence, main idea/supporting details, cause/effect; common graphic features, location of facts, accuracy, relevance, source</p> <p>Poetic elements and terminology: rhyme, rhythm, repetition, similes, sensory images, stanza, verse</p> <p>Character types(trickster),phenomena/origin, cultural variants/significant characters and events</p> <p>Elements of plot and character in the form of dialogue that are read, viewed, written or performed appropriately for audience or purpose in relation to the criteria as a performing art.</p>	