



English Language Arts 4

*Archdiocesan Essential Curriculum > 2019-2020 > Grade 4 > English Language Arts > English Language Arts 4

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The mission of the Archdiocese of Baltimore English Language Arts Curriculum is to ensure students are **Catholic, college, and career** ready, with emphasis on three distinct strands:

Life and Career

*Catholic Identity--Participate in the Catholic mission of evangelization through interaction with family, school, and/or parish communities utilizing various English Language Arts standards.

*Social Justice--Draw on information from multiple print or digital sources to examine social justice; and stewardship principles related to societal situations in a way that acknowledges and affirms the dignity of the human person and community.

Collaboration--Work with others by sharing responsibility and critically examining knowledge and ideas to build consensus in order to achieve an objective.

*Initiative and Self-Direction--Select areas of focus, develop achievable goals, organize and carry out plans independently. Additionally, seek feedback to achieve goals within designated timelines.

Information and Communication

*Informational Literacy--Use an inquiry process to locate, evaluate, and use sources based on accuracy, authority, and point of view to explore a question/topic and synthesize and share findings and give appropriate credit/citation.

*Communication--Select and use appropriate format to effectively engage the target audience in a topic, point of view, argument and/or creative work.

Learning and Thinking

*Critical Thinking--Analyze and evaluate information, ideas, or objects to develop a point of view, make predictions, or draw inferences.

*Problem-Solving--Identify and define a problem-situation and work through a procedure to determine viable and appropriate steps and solutions.

*Creativity and Innovation--Generate and develop ideas, solutions, and connections to create original works that are meaningful.

In fourth grade, we focus on four main areas while teaching English Language Arts and Literacy. These areas are reading, writing, speaking and listening and language.

Reading

- In keeping with our Catholic identity, the standards establish an increasing complexity in what students must be able to read so that all students are ready for a college- and career-level reading no

later than the end of high school.

- Through reading a diverse array of literature and informational text, students are expected to analyze the structure of the text, compare and contrast, and refer to the evidence in the text, to interpret, integrate, explain, and describe their reading perspective.

Writing

- The students should show an ability to write informative, opinion and narrative pieces with clear and coherent writing. Using the writing process, students will develop and strengthen their writing skills.
- Research skills should be practiced over an extended period of time, using evidence from various texts to support, analyze and reflect the research. Research should be published using technology in a responsible way.

Speaking and Listening

- Students should participate in a range of class discussions, posing specific questions, paraphrasing text and giving support for their opinions.
- Students should stay on topic, use appropriate language, supply details, and add audio/visual displays to appropriately enhance their presentation.

Language

- Instruction should focus on correct punctuation, capitalization, multi-meaning words, and figurative language.
- Students should be able to use and know the grade-appropriate language and writing conventions while reading, speaking and listening.

To organize this curriculum, we tried to group similar reading skills together and then connect a writing assignment that enhanced the reading skills focused on during this unit. We continued to practice this strategy for the speaking, listening and language standards.

Things that are enhanced:

- Speaking and listening skills are more detailed and included throughout the fourth grade curriculum.
- Presentation of writing is now included: students must publish in legible cursive or use computer literacy skills to type.
- A research paper is added to the curriculum, requiring students to publish using technology.
- Foundational skills, such as phonics, are taught throughout fourth grade.

Things no longer taught in this grade:

- Various grammar skills are no longer included in the curriculum, however we continued to add specific grammar skills in the skills that should still be taught. (i.e. We added direct objects, auxiliary verbs, and diagramming sentences.)
- Opinion pieces were suggested in the writing curriculum, however, we enhanced this by

including persuasive writing.