

GRADE 4 ENGLISH

The purpose of the sixth-grade English program is to provide the student with a thorough knowledge of the English language and to lead him/her to appreciate language as a gift. Grammar/usage and composition are the foundation of this curriculum. It also covers word study, poetry, and literature.

ENGLISH COMPOSITION

The Student

learns to recognize the three parts of a paragraph and to arrange sentences in a proper order to form a paragraph
writes different kinds of sentences to begin and end a paragraph
learns and applies that middle sentences support the specific idea of a paragraph and that they provide details
learns a method of organizing his/her ideas
creates an interesting, original title for a paragraph
learns to write sentences in correct order and to use transition words to connect sentences
learns to recognize and use colorful words in order to improve his/her writing
learns to recognize and understand and write similes
learns how to expand sentences by asking specific questions
learns to recognize and trim rambling sentences
learns to revise writing and to proofread and use the proofreading symbols
learns how to interpret and write good instructions (purpose, materials, steps)
learns the purpose of a feature and how to write a feature story
learns some ways authors develop characters in a story, how to recognize good character description and how to create his/her own description of a given character
learns the definition of plot and setting and that within plot there is a conflict
learns to write an original story developing character, setting, and plot
learns to write a book report
learns to use his/her senses to describe the world around him/her and to write descriptive sentences
learns a descriptive paragraph paints a picture with words
learns that a word map is one way of organizing ideas for two or more paragraphs
learns that a word map is a basis for writing an outline
creates a word map
learns how to create an outline from a word map and that an outline is preparation to writing
learns the format of a report and relates the sections of a report to its corresponding section in the outline
writes a report
learns the parts of a social letter, the correct format, punctuation, and capitalization for each part of a social letter, and writes a friendly letter
learns there are other kinds of social letters and how to write a letter of invitation, a letter of acceptance, and a thank-you letter
learns how to address an envelope

GRAMMAR

The Student

learns to distinguish a complete thought (sentence) from an incomplete thought

learns to identify the simple and complete subject and predicate

learns that a sentence may be completed by a direct object

identifies compound subjects and compound predicates

learns to combine subjects and predicates to form compounds

identifies the four kinds of sentences and punctuates each type

learns that a noun names a person, place, or thing

learns to recognize proper and common nouns

learns that proper nouns begin with capital letters and are often composed of two or more words

learns to recognize singular and plural nouns and learns various ways of forming plural nouns

learns how possession is shown in singular and plural nouns

learns that a noun can be the subject or direct object of a sentence

learns to recognize a personal pronoun and to use personal pronouns in place of a noun

learns that there are three kinds of personal pronouns (the speaker, the spoken to, and the spoken about) and that some are singular and some are plural

learns that certain pronouns are used as subject pronouns and that certain pronouns are used as direct object pronouns

learns the correct use of some personal pronouns (I/we and me/us)

learns to identify and use possessive pronouns correctly

learns that adjectives describe a noun or pronoun and that a proper adjective comes from a proper noun

learns that some limiting adjectives point out nouns (articles, distributive), some tell how many (numeral), and some are used with descriptive adjectives

learns that adjectives are used to compare persons, places, or things, and learns how to form that comparison

learns to recognize action verbs and to use them in sentences

distinguishes between an action verb and a being verb

learns that the verb is an essential part of a sentence

learns that a verb phrase is composed of a helping verb or verbs and a main verb

learns that verbs that form their past and past participle by adding *d* or *ed* to the present are called regular verbs

learns that verbs that do not form their past or past participle by adding *d* or *ed* to the present are called irregular verbs

learns that a verb may be in the present, past, or future tense and that in the present tense, singular verbs end in *s*; plural verbs do not end in *s*

recognizes a linking verb which links the subject with a noun or an adjective

learns that a singular subject must have a singular verb and that a plural subject must have a plural verb

learns that a subject often follows a predicate and what the correct use of *there is/there are* and *there was/there were* is

learns that there are three kinds of adverbs (time, place, and manner) and how to identify adverbs and use them correctly
form the comparison of adverbs correctly using *er* and *est* as well as more and most
to use the adjective good and the adverb well correctly and to use only one negative idea in a sentence
learns to use diagramming sentences as a method of identifying the parts of a sentence

POETRY

The Student

learns to follow and to imitate the form of a poem
learns to use colorful description and rhyme in a poem
learns to use rhyme in the scheme abccb
learns to combine unlike objects in a two-line poem
learns about stanzas and applies the knowledge to an original poem
learns to name feelings and things in a poem

LITERATURE

The Student

learns to appreciate realistic fiction and to express opinions and support them with details using “Rodeo” by Virginia Driving Hawk Sneve
learns to appreciate realistic fiction and to recognize the journal format using “Henry’s Summer Vacation” by Keith Robertson
learns to appreciate historical fiction and to distinguish historical events from fictional events using “Electricity” by Robert Lawson
learns to recognize nonfiction as a resource for information using “Honoring America’s Birth” by James Cross Giblin
learns to appreciate the folktale as a literary form using “The Most Worthy and Most Beautiful Daughter” by John Steptoe
learns to appreciate fantasy as a literary form using “Dorothy’s Greatest Wish” by L. Frank Baum
learns to appreciate realistic fiction as a literary form and to identify the mood of a literary excerpt using “Trouble” by Nicholasa Mohr

STUDY SKILLS

The Student

learns a process for taking notes for fiction (story elements) and nonfiction (main idea and details)

MECHANICS

The Student

learns the correct use of the period, comma, question mark, exclamation mark, quotation marks, apostrophes and capitalization

WORD STUDY

The Student

learns that synonyms are words that have the same or almost the same meaning
learns that antonyms are words that have opposite meanings
learns the meaning of a homophone and uses homophones correctly in sentences
learns how to form contractions using a pronoun and a verb
learns how to form contractions using *not*
learns to recognize the two words that make up a compound word

METHODS AND STRATEGIES OF THE ENGLISH CURRICULUM

Textbook with resource materials
Teacher-led instruction
Practice exercises
Diagramming sentences
Cooperative learning groups
Writing process (plan, draft, revise, proofread, publish)
Peer editing
Oral presentation by students
Games
Homework
Grammar assessments and composition

TEXTBOOK FOR THE ENGLISH CURRICULUM

Voyages in English Loyola Press Copyright 1995
Exercises in English Level F Loyola Press Copyright 2003

SUPPLEMENTAL MATERIALS

Merriam Webster Dictionary
Thesaurus

GRADE 4 READING CURRICULUM

The purpose of the fourth grade reading program is to deliver research-based reading instruction using literature that motivates students and develops high levels of reading proficiency. A variety of reading strategies are taught and practiced to develop comprehension and fluency.

READING

READING STRATEGIES

The Student

learns and practices how to monitor/clarify the text
learns and practices questioning to stay involved in the text
learns and practices decoding using the principles of phonics
learns and practices how to predict outcomes and makes inferences about the text
learns and practices how to summarize text
learns and practices how to evaluate the text

COMPREHENSION

The Student

*identifies the sequence of events in text
identifies how the text is organized
identifies the author's view point
identifies and differentiates between topic, main idea, and supporting details
identifies the structure of the story
learns to categorize and classify details from the text
learns and practices how to compare and contrast different elements of stories
identifies the difference between fantasy and realism
learns and practices problem solving
learns and practices how to draw conclusions, make inferences, and predict outcomes
learns to make judgements and generalizations from the text
identifies cause and effect within the text
learns and practices differentiating between fact and opinion

DECODING

The Student

applies prefixes and suffixes to base words
recognizes VCV, VCCV, and syllabication patterns
identifies and pronounces correctly vowel diphthongs, consonant digraphs, the two sounds of g, and the two sounds of c, consonant clusters, short vowels (a, e, i, o, u) long vowels (a, e, i, o, u)

recognizes when a word has its final y to changed to i before adding a suffix beginning with vowel

learns and practices how to decode three-syllable words, words ending with –ed and –ing, words beginning with a- or be-, words that end with final /k/, /ng/, ;kw/, final /e/, final /j/, final /s/, and final /er/, /l/, /el/

learns and practices the suffixes –less, -ness, -ion, -ible, -able, -er, -or, -ist, -ly and -y

learns and practices the prefixes re-, mis-, ex-, pre-, con- and com-

reads r-controlled words, unusual spellings, silent consonants, and compound words

identifies words with specific roots: graph, sign, spect, tile, and rupt

learns and applies contractions, possessives, and homophones

identifies and applies spelling of /oo/, /oo/, /ir/, /ar/, /ar/, /or/, /ur/ and /yoor/

applies the endings –er and –est to base words to form appropriate comparisons

decodes words using rules of syllabication

VOCABULARY

The Student

learns and applies multiple-meaning words.

learns and applies dictionary skills (guide words, alphabetical order, entry words, definitions, multiple-meaning words, spelling table, syllabication, base words, inflected forms, suffixes, prefixes, and parts of speech).

learns and applies thesaurus skills.

learns and applies antonyms and synonyms.

learns how to use context clues to determine the meaning of a word.

learns the positive and negative connotations of words.

identifies word families of vocabulary words.

learns, differentiates, and applies homophones.

learns and uses a strategy to solve analogies.

recognizes word histories and what they tell.

LISTENING/SPEAKING/VIEWING

The Student

learns and applies the skills for a successful literary discussion

identifies and applies steps in group problem-solving

compares and contrast the selection “Cendrillon” with traditional versions of the same story or compare and contrast different versions of the same character.

participates in a class literature discussion.

INFORMATION AND STUDY SKILLS

The Student

uses a time line to learn the order of events and uses a schedule to know what to do at a certain time.

learns to identify and chart on a variety of forms the story elements.

learns when and how to adjust reading rate

learns how to use a Venn diagram to compare and contrast.

learns to read and interpret a newspaper forecast (real-life reading experience)

finds directions in text, list steps in following directions, and follows the directions.

learns how to take notes (title, main ideas, heading, details).

identifies and applies methods of data collection and presentation

METHODS AND STRATEGIES OF THE READING CURRICULUM

Basal reader for reading comprehension and reading skills

Guided reading sessions

Written responses to demonstrate understanding

Teacher –led instruction for skills

Practice exercises

Class discussion and cooperative learning group discussion

Oral reading

Listening exercises

Homework

TEXTBOOK FOR THE READING CURRICULUM

Reading Legacy of Literacy Houghton Mifflin Copyright 2001

SUPPLEMENTAL MATERIALS

Jane Ervin's Reading in Varied Subjects Educators Publishing Services Copyright 1999.

GRADE 4 RELIGION

The purpose of the Fourth-Grade Religion Program is to share our faith through many dimensions: the instruction in doctrine, Scripture, and morality; the experience of prayer and liturgy; the building of a value system; the ability to relate teaching to life; the knowledge of the rich heritage we share in time, place, and people; and respect for and love of the Catholic Church.

RELIGION

LITURGY

The Student

Learns about the Mass

Learns about the Liturgical Year

Attends First Friday Masses (throughout the year)

PRAYER

The student

Learns about kinds of prayer

Learns about devotions

Learns the Apostles Creed

Learns the Acts of Faith, Hope, and Charity

Learns the Act of Contrition

Learns how the church honors Mary by praying The Rosary

DOCTRINE AND MORALITY

The Student

Learns about the goodness from God

learns about evil in the world

learns about making choices

learns about choosing what is good

learns about the Gifts of the Holy Spirit

learns The Great Commandment

learns about the eight beatitudes

learns how our church honors the saints

learns about the Ten Commandments

learns about the Works of Mercy

learns about our merciful God and forgiveness

learns about the sacraments (Reconciliation and Eucharist)

learns about following Jesus and being a light to the world

learns about how Christians are called to serve others

HOLY DAYS

The student

learns about how our church celebrates Advent

learns about how our church celebrates Christmas

learns about how our church celebrates Lent

learns about how our church celebrates Holy Week

learns about how our church celebrates Easter

learns about how our church celebrates the holy days of the Ascension and Pentecost

METHODS AND STRATEGIES FOR THE RELIGION CURRICULUM

*Religion text for presentation of doctrine and morality and some types of prayer

*Whole-class discussion groups (teacher-led)

*Small cooperative learning groups

*First Friday Mass and preparation (hymn practice) for the liturgy

*Prayer services

*Projects

*Written responses to demonstrate understanding

*Some Bible reading

*Participation in the charitable works sponsored by the school

TEXTBOOK FOR THE RELIGION CURRICULUM

This Is Our Faith Silver Burdett Ginn Copyright 1998

SUPPLEMENTAL MATERIALS

Bible

Hymns

GRADE 4 SPELLING

The purpose of the fourth-grade spelling program is to deliver a curriculum that accommodates the developmental needs of students. In grades three through six, the focus is on the structural conventions of English spelling. Students examine prefixes, suffixed, inflectional endings and words that are related by spelling pattern and meaning, thus focusing on comparing words and on discovering structural patterns and relationships among words. Spelling instruction is organized in the systematic and orderly processes of spelling and thinking, spelling and reading, and spelling and vocabulary.

SPELLING

SPELLING AND THINKING

The Student

reads the spelling words in list form and in context
sorts the words according to sounds and spelling patterns
learns and applies the spelling strategies for short vowel sounds, vowel-consonant-e pattern, long a (a, ai, ay), long e (ea, ee, ie), long i (I, I-C-e, y, igh, ey,uy), long o (o, oa, ow), vowel sounds /yoo/, /oo/, vowel diphthongs (/oi/, /ou/), vowel sounds (/or/, /o/), controlled vowels (/ir/, /ur/), r-controlled vowels (/ar/, /ar/), silent letters, silent consonants, spelling pattern qu and squ, consonant sound /j/, pattern final le and en, schwa-r (er, or), suffixes (-er, -est, -ful, -less, -ness, -ment) prefixes (un-, re-, pre-), and compound words
learns and applies homophones, contractions, calendar words, plurals, possessives, continents and nationalities

SPELLING AND READING

The Student

completes factual and opinion sentences using spelling words
solves analogies using spelling words
identifies spelling words that can replace phrases that mean the same
uses spelling words to complete a sentence, paragraph, or story
writes spelling words to complete a series of related words
chooses and writes correct homophones

SPELLING AND VOCABULARY

The Student

differentiates meanings of spelling words and writes spelling words for their synonyms
identifies spelling words with a specific spelling pattern
selects and writes two-syllable words with the short vowel sound in the first syllable
selects and writes two-syllable words with the short vowel sound in the second syllable
selects and writes multi-syllable words with specific phonemes
divides spelling words into syllables
identifies and writes words that rhyme

identifies spelling words that are base words
adds suffixes to base words to form spelling words
adds the suffix –er to verbs to form nouns
adds –s or –es to words to form plurals
writes words in alphabetical order
categorizes spelling words
changes singular possessive words to plural possessive words
writes contractions for given words and use them in sentences
locates spelling words in a dictionary for pronunciation, part of speech, meaning, syllabication, and stressed syllable
identifies the first syllable of a dictionary entry as an “open” or “closed” syllable
uses a dictionary to write homographs and homophones, their definitions, and their part of speech
writes spelling words that would appear on the same dictionary page as given guide words
matches spelling words with synonyms and antonyms
uses a thesaurus to complete a series of synonyms
writes words of nationalities and countries and of the calendar

SPELLING AND WRITING

The Student

learns and applies proofreading marks to written work
proofreads his/her writing

METHODS AND STRATEGIES OF THE SPELLING CURRICULUM

Textbook with resource materials for spelling strategies, words, practice exercises, dictionary, thesaurus, and assessments

Teacher–led instruction

Practice exercises

Games (Spelling Olympics)

Homework

Weekly Assessments

TEXTBOOK FOR THE SPELLING CURRICULUM

Spelling Connections Zanner Bloser Copyright 2000

SUPPLEMENTAL MATERIALS

Merriam Webster Dictionaries

GRADE 4 MATHEMATICS CURRICULUM

The purpose of the Fourth Grade Mathematical Program is to teach a combination of computation and problem solving skills with a special emphasis on long division. These skills are taught through the use of manipulatives, drills, practice, cooperative learning, lectures, writing, and real world problem solving. Through the various methods the students learn the necessary content of the fourth grade program.

COMPUTATION

UNDERSTANDING NUMBERS

The Student:

- *Identifies the value of a number to the millions place
- *Identifies the value of a decimal to the hundredths place
- *Compares and orders whole numbers, decimals, and fractions
- *Identifies prime numbers
- *Learns the Roman Number System
- *Learns how to round decimals

ADDITION

The Student:

- *Adds whole numbers with four and five digits
- *Adds decimals to the hundredths place
- *Adds fractions and mixed numbers with like denominators
- *Estimates sums of whole numbers, decimals, and fractions

SUBTRACTION

The Student:

- *Subtracts whole numbers by breaking apart and using compensation
- *Subtracts decimals to the hundredths place
- *Subtracts fractions and mixed numbers with like denominators
- *Estimates the differences of whole numbers, decimals, and fractions

MULTIPLICATION

The Student:

- *Multiplies by one-digit, two-digit, three digit numbers
- *Multiplies multiples of 10, 100, and 100
- *Orders and rounds decimals
- *Uses zeros as placeholders

DIVISION

The Student:

- *Divides with three digit dividends; two and three digit quotients
- *Divides with two digit numbers with and without remainders
- *Estimates quotients
- *Recognizes zero in the quotient
- *Estimates quotients for whole numbers

PROBLEM SOLVING

The Student:

- *Chooses a computation method
- *Recognizes data from a picture graph
- *Uses number sense to solve word problems
- *Identifies extra information in a word problem
- *Uses estimation to solve word problems
- *Solves a multi-step word problem
- *Uses the guess, test, and revise method to solve a word problem
- *Identifies patterns to solve a word problem
- *Creates a table to solve a word problem
- *Draws a diagram to solve a word problem
- *Makes an organized list to solve a word problem

GEOMETRY

The Student:

- *Recognizes and names angles
- *Recognizes vertex of angles
- *Learns formulas for area and perimeter of a rectangle
- *Learns formula for volume of a rectangular prism
- *Identifies intersecting, parallel, and perpendicular lines
- *Learns the slide, flip, and turn method

MEASUREMENT

The Student:

- *Measures length in standard and metric form
- *Estimates customary and metric units
- *Estimates area of a rectangle

MONEY

The Student:

- *Estimates sums and differences
- *Rounds to the nearest dollar

PROBABILITY AND GRAPHING

The Student:

- *Uses combinations
- *Recognizes tree diagrams
- *Chooses the best graph
- *Recognizes line and non-numerical graphs
- *Uses stem and leaf plots

METHODS AND STRATEGIES OF THE MATH CURRICULUM

- *Manipulatives
- *Practice exercises
- *Writing mathematical ideas
- *Teacher presentation
- *Class discussion
- *Games
- *Drill exercises
- *Written assignment
- *Co-operative learning
- *Problem-solving activities

TEXTBOOK FOR THE MATHEMATICS CURRICULUM

Mathematics

Silver Burdett Ginn

Copyright 2001

SUPPLEMENTAL MATERIALS

Daily Review

Silver Burdett Ginn

Copyright 1999

Problem Solving Connection

Charlesbridge Publishing

Copyright 1992

GRADE 4 SOCIAL STUDIES CURRICULUM

The purpose of the Fourth Grade Social Studies Program is to build on major understandings and skills acquired and build on these skills. Students can integrate major concepts and skills with their own experience. Through various strategies students learn to organize their thinking and develop competencies they will need in a diverse and changing world.

SOCIAL STUDIES

GEOGRAPHY:

The Student:

- *Identifies physical features (landforms and bodies of water)
- *Understands climate and seasons
- *Explains settlement patterns and trade
- *Recognizes regions (physical and cultural)

HISTORY

The Student:

- *Understands sequence of events
- *Understands cause and effect
- *Recognizes people who contributed to change
- *Recognizes the importance of individuals and groups
- *Explains the importance of events
- *Understands the time in which people lived
- *Explains growth and expansion

GOVERNMENT

The Student:

- *Recognizes patriotic customs and traditions
- *Understands the democratic process
- *Explains the levels of government
- *Understands the purpose of government

ECONOMICS

The Student:

- *Explains trade (imports and exports)
- *Explains transportation and communication links

CULTURE

The Student:

- *Understands customs and traditions
- *Understands family and community

MAP AND GLOBE SKILLS

The Student:

- *Recognizes hemispheres
- *Locates equator and prime meridian
- *Demonstrates the use of maps and map terms
- *Explains relief and elevation
- *Identifies cardinal and intermediate directions
- *Locates using lines of latitude and longitude

CHART AND GRAPH SKILLS

The Student:

- *Understands charts and diagrams
- *Understands line and pie graphs

METHODS AND STRATEGIES OF THE SOCIAL STUDIES CURRICULUM

- ***Teacher presentations**
- ***Uses maps to locate**
- ***Uses globe to locate**
- ***Class discussions**
- ***Written assignments**
- ***Games**
- ***Co-operative learning**
- ***Problem solving activities**

TEXTBOOK FOR GRADE FOUR SOCIAL STUDIES CURRICULUM

Harcourt Brace

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