

Northwestern School Corporation
English Curriculum
Fourth Grade

I. Sentence Structure

The students will:

- Recognize and write complete sentences.
- Differentiate between declarative, imperative, interrogative, and exclamatory sentences.
- Identify simple sentences.
- Identify simple and complete subject and predicate.
- Identify compound sentences.
- Identify compound sentence parts.(subjects, verbs, and objects)
- Identify the understood subject (you).
- Identify indirect object, direct object, and objects of a preposition
- Identify prepositions and prepositional phrases.
- Become aware of sentence fragments and run-ons.
- Identify and use correct subject/verb agreement.
- Recognize the social convention of naming one's self last.
- Distinguish between plural and/or possessive noun forms.
- Use subject and object pronouns.
- Use pronouns as contractions and homophones.
- Identify possessive nouns.
- Choose between adjectives and adverbs.
- Use regular and irregular forms of comparison of adjectives and adverbs.
- Identify and use article adjectives.
- Avoid the use of double negatives.
- Identify and use conjunctions properly.

II. Grammar

The students will:

- Define and identify nouns including singular and plural forms.
- Identify possessive forms of nouns
- Identify compound nouns
- Identify appositives
- Define and identify types of verbs (action, linking, main, helping, verbs of being)
- Identify verb phrases
- Identify regular and irregular verbs.
- Identify future, past, and present verbs.
- Identify contractions.
- Define pronouns.
- Identify personal, subject, and object pronouns.
- Identify possessive pronouns, and antecedents.
- Identify indefinite and interrogative pronouns.
- Define adjectives.
- Identify proper adjectives.
- Identify forms of comparison and adjectives.
- Choose between adjectives and adverbs.

- Use forms of comparison of adjectives and adverbs.
- Identify predicate adjectives.
- Define adverbs.
- Identify and correct double negatives.
- Define and identify conjunctions.
- Identify coordinating conjunctions.
- Define and punctuate interjections.

III. Punctuation

The students will:

- Use periods, question marks, and exclamation marks at the end of sentences.
- Use apostrophes for contractions and possessive nouns.
- Punctuate bibliographic references.
- Use commas in letter parts, dates, addresses, and words in a series.
- Use commas after introductory words and compound sentences.
- Use commas in direct address.
- Use commas after interjections and appositives.
- Use quotation marks correctly.
- Be aware of the use of colons and semi-colons.

IV. Capitalization

The students will:

- Use capital letters for sentence beginnings, the pronoun “I”, proper nouns, first word of the greeting and closing of a letter, first and last word and all important words in the titles of books, poems, stories, reports, outlines, songs, articles, magazines, newspapers, and chapter titles.
- Use capital letters for abbreviations as needed, titles of people, initials, and family titles.
- Use capital letters for the first word of a direct quotation.
- Use capital letters for proper adjectives.

V. Communication

A. Listening

The students will:

- Use active listening.(body still, look at speaker, ears listening, voices quiet, mind focused)
- Differentiate various purposes for listening(enjoyment, information, comprehension)
- Listen critically to analyze/evaluate the intent and content of the speaker’s message, verbal and nonverbal cues.
- Listen for information.
- Listening for comprehension.
- Listening for enjoyment.
- Answers questions appropriately.
- Ask, retell, paraphrase, or explain what a speaker has said.
- Distinguish between facts and opinions expressed in the media broadcasting.
- Evaluate the role of the media in focusing people’s attention on events and in forming their opinions on issues.

B. Speaking

The students will:

- Ask, retell, paraphrase, or explain what a speaker has said.
- Answers questions appropriately.(sticking to the point being discussed)
- Participate in discussions, cooperative learning, and peer conferencing.
- Recount a personal event.
- Recite rhymes, chants, and poems.
- Participate in choral, echo, and oral readings
- Dramatize and improvise.
- Speak clearly with appropriate pitch, volume, pace, and fluency.
- Read orally.
- Prepare and present oral reports.
- Use persuasive speech to influence.
- Interview and survey to obtain information.
- Provide a beginning, middle, and end to an oral presentation.
- Relate ideas chronologically.
- Clarify and enhance oral presentations with the use of gestures and props.
- Retell the main events of story that has been read aloud.
- Play the part of a character in a role-play situation to extend or elaborate a story.
- Respond appropriately to the questions of others.
- Use grammar and word choices appropriately in formal oral presentations.
- Read and speak with expression.
- Collaborate with classmates to summarize and organize information from different sources.

C. Writing Process

The students will produce a final product using the writing process which includes the following traits of writing.

1. Focus/Main Ideas
 - Use precise language and sensory details.
 - Establish a thesis that conveys a clear perspective on the subject and sticks to the point conveyed.
2. Organization/paragraphs
 - Write a paragraph with a topic sentence containing the main idea, detail sentences that support the topic, and a closing sentence that summarizes the points.
 - Write introductory, supporting, and concluding paragraphs in a 4-paragraph essay.
 - Present important ideas or events in sequence or chronological order.
 - Provide transitional words or details to link paragraphs.
 - Use correct indentation at the beginning of paragraphs.
 - Use common organizational formats such as chronological order, cause/effect, and compare/contrast for providing information in writing.
 - Draft, edit, and rewrite a final copy with correct spelling, sentence structure, sentence order, and grammar.
 - Use a computer to draft, edit, and produce a final product.

3. Voice
 - Use voice appropriate to audience, message, and purpose.
 - Maintain consistent voice and point of view.
4. Word choice
 - Use descriptive verbs, adjectives, and adverbs in place of common words.
 - Select vocabulary for writing using word wall words, a dictionary, thesaurus, an encyclopedia, or computer.
 - Use figurative language(similes, metaphors, etc.)
5. Sentences
 - Write well-organized simple, complex, and compound sentences within an essay.
6. Conventions
 - Write for different purposes and audiences to produce: narrative, expository, descriptive, and persuasive essays.
 - Use correct spelling and grammar
 - Use correct capitalization and punctuation
 - Recognize and correct sentence fragments and run-ons

D. Writing Applications

The students will:

- Write narratives with context that relates events or experiences that allows the reader to imagine the event or experience.
- Write responses to literature that demonstrates an understanding of a literary work.
- Write informational reports that include facts and details gathered from more than one source of information, including speakers, books, newspapers, media, and online.
- Paraphrase and summarize information gathered from various references.
- Understand the organization of almanacs, newspapers, and periodicals and how to use those printed materials.
- Write summaries that contain the main ideas and most important details of a reading selection.
- Write for different purposes and to a specific audience.
- Use varied word choices to make writing interesting