

AIS Language Curriculum Overview

Grade 4

Oral Language: *Speaking*

- present effective introductions and conclusions that guide and inform the listener's understanding of key ideas and evidence
- use conventional structures (e.g., cause and effect, similarity and difference, and posing and answering a question) for conveying information
- use verbal and non-verbal cues (e.g., volume, enunciation) to clarify meaning and emphasize points.
- use details, examples, anecdotes, or experiences to explain or clarify information.
- make formal and informal presentations that use clear diction, tempo, volume, and phrasing and are appropriate to audience and purpose, e.g.:
- make narrative presentations on an incident that relate ideas, observations, or memories;
- make informative presentations that frame a key question; contain facts and details that help listeners focus
- recite brief poems (i.e., two or three stanzas), or dramatic dialogues

Oral Language: *Listening*

- ask interpretive and evaluative questions
- respond to interpretive and evaluative questions
- summarize major ideas and supporting evidence presented in spoken messages and formal presentations

Reading: *Comprehension*

- interact with the words, pictures and concepts in a text to construct meaning
- make and confirm informed predictions while reading using pictures clues, title, text and/or prior knowledge
- relate prior knowledge to make connections to text (text to text/media, text to self, text to world)
- form and represent mental pictures to aid and demonstrate understanding of text
- make inferences and draw conclusions from the text by using both prior knowledge and information from the text
- generate questions about text (e.g. factual, inferential and evaluative)
- summarize by recognizing main ideas, key concepts, key actions and supporting details in fiction and non-fiction
- summarize and paraphrase information in different ways
- distinguish between fact and opinion in non-fiction text
- identify beginning, middle and end, character, setting, problem, solution and sequence of events
- support ideas, arguments and generalizations by reference to evidence in the text
- analyze the causes, sequences and results of events from a text with guidance

- identify different genres and purposes: poems, realistic fiction, biographies, historical fiction and informational texts
- analyze characters including traits, relationships, feelings and how they have changed in the text with guidance
- identify and analyze relevant information from pictures, captions, diagrams, table of contents, indices, glossaries, heading and subheadings
- locate facts from non-fiction materials (i.e. newspapers, magazines, picture books, grade level informational books, biographies, Internet and other resources)
- recognize structural patterns in non-fiction with guidance
- begin to read and follow multi step instructions in a variety of contexts i.e. Math, IT, worksheets
- monitoring and correction strategies: Clarifying meaning by rereading, questioning and modifying predictions
- monitoring and correction strategies: Apply basic use of semantics, and graphophonic cues to gain meaning from text. (Examples semantic – Does it make sense? Example syntactic – Does it sound right? Example graphophonic – Does it look right?)

Reading: *Fluency*

- identify words rapidly so that attention is directed at the meaning of the text
- read regularly in independent-level text (text in which no more than 1 in 20 words is difficult for the reader), fluently and accurately, and with appropriate rate, change voice and expression
- read aloud regularly in instructional-level text that are challenging yet manageable (text with no more than 1 in 10 words is difficult for the reader)
- engage in repeated readings of the same text to increase fluency
- increase silent reading speed through daily independent reading

Reading: *Vocabulary*

- develop and expand knowledge of words and word meaning to increase vocabulary
- develop a rich personal vocabulary and the knowledge to use it through reading, listening to a variety of literature, discussion, explanation and practice
- begin to apply knowledge of grade level synonyms, antonyms, homonyms and multiple meaning words to determine the meaning of unknown words and phrases
- use multiple resources to determine the meaning and pronunciation of unknown words (thesaurus, glossary, dictionary)
- extend vocabulary by analyzing the meanings of prefixes and suffixes – eg: dis/satisfied and use/less
- use words, sentences and paragraphs as context cues to distinguish and interpret the meaning of multiple meaning words as well as other unfamiliar words
- use knowledge of root words and word parts to analyze the meaning of complex words

- begin to identify idioms, metaphors, personification, alliteration and similes in poetry

Writing: *Writing Process*

- edit and revise to improve coherence and progression by adding, deleting, consolidating, and rearranging of text

Writing: *Content and Organization*

- write clear, fluid sentences
- select a focus, organization, and point of view based upon purpose, audience, length, and format requirements
- create a multiple-paragraph composition that provides an introductory paragraph; establishes and supports a central idea with a topic sentence; includes supporting paragraphs with facts, details, explanations, and transitions; concludes with a paragraph that summarizes the points
- use conventional structures (e.g., chronological order, cause and effect, similarity and difference, and posing and answering a question) for conveying information
- use a variety of perspectives in writing
- use descriptive language that clarifies and enhances, using words specific and appropriate to the subject
- write in a variety of genres, including:
 - narrative (e.g., literary responses, memories, observations that provide a context for the reader)
 - poetry and verse (e.g., simple rhymes, haiku, cinquains)
 - persuasive
 - expository
 - short stories

Writing: *Conventions*

- construct complex sentences using appositives, participial phrases, adjectives, adverbs, and prepositional phrases
- use adverbs and adjectives, prepositions, conjunctions, and irregular verbs
- use correct punctuation (e.g. commas in direct quotations, apostrophes in possessives and contractions, parentheses, and properly identified titles)
- use spelling conventions consistent with one internationally recognized system
- use appropriate paragraph form (e.g. indentations, margins, spacing)
- write fluidly and legibly in cursive

Writing: *Spelling*

- use standard spelling for most words and use appropriate resources to check spelling

Writing: *Handwriting*

- use correct pencil grip
- adopt a comfortable sitting position for writing

- form lower case letters correctly
- join letters correctly
- consistently write in cursive
- form and use upper case letters correctly
- use correct formation of question marks, exclamation marks, commas, speech marks
- leave the appropriate gap between words (about two letters)
- develop a legible, consistent writing style

Viewing and Presenting

- knows the role of the media in focusing attention on events, in forming opinions on issues, and influencing decisions
- evaluate various techniques used by visual image-makers (e.g., graphic artists, illustrators, news photographers) communicate information and affect impressions and opinions

Research Skills

- define focus to guide research
- gather and record information (e.g., note taking, photography, surveys)
- quote or paraphrase information and include a bibliography for research
- use standard reference tools (e.g., dictionary, thesaurus, library information systems, encyclopedia, on-line information) to gather information for research
- research information for reports that frame a key question about an issue or situation, drawing from multiple sources of information (e.g., speakers, books, newspapers, media sources)