

Rankin County School District Language Arts Framework 2006 - Revised

FOURTH GRADE COURSE DESCRIPTION

The FOURTH GRADE language arts curriculum:

- emphasizes that students continue to read a variety of literary forms, use effective communication skills, gather and use information from print and non-print sources, and use reading comprehension strategies that will be applied in all subjects;
- requires that students plan, draft, revise, and edit personal **writing**;
- expects that students will access, organize, and evaluate information; read and respond to literature and other forms of print; discover the rhythm, heritage, and beauty of language; and use language for continuous learning;
- requires that fourth graders read accurately instructional leveled materials (texts in which no more than approximately 1 in 10 words are difficult for the reader) with an appropriate reading rate. (A fourth grader should read between 115 and 140 words per minute by the end of fourth grade.);
- extends knowledge, breadth and depth of skill application, and **text complexity** through elements such as sophistication of language, content, and syntax as is appropriate for fourth grade level;
- presents students with a wide, rich variety of texts that are read to, listened to, read by, or viewed by students and then discussed;
- engages students actively in language activities involving text as they continue to grow as fluent readers and writers.

The **competencies** are printed in *boldface* type and are *required to be taught*. The Mississippi Curriculum Test, 2nd Edition ([MCT2](#)) is aligned to the competencies. Competencies should be taught throughout the year and can be combined with other competencies. They are not listed in order, nor are they ranked in order of importance. **Competencies provide a general guideline of on-going instruction, not isolated units, activities, or skills.**

Though competencies are similar for grades K-12, the objectives require an extension of knowledge and broader, deeper application of skills. This becomes evident as the **text complexity** changes with each grade level. Text complexity is indicated by such elements as sophistication of language, content and syntax. As students move through the grades, texts should require a greater cognitive involvement by the student in order for the student to appreciate and comprehend the meaning and beauty inherent in language. Text composed by students should also reflect this increasing complexity.