

**FOURTH GRADE  
COURSE DESCRIPTION  
Grade 4; one year course**

The curriculum for Grade 4 describes in general terms what students are expected to know and do throughout the year to become more adept language users. Fourth grade students will 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. Each student will plan, draft, revise, and edit personal writing. 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.

The competencies are the parts of the document that are required to be taught. They combine the strands of reading, writing, listening, speaking, viewing and research. They may be taught throughout the year in any order and combined with other competencies. They are not ranked in order of importance. Competencies provide a general guideline of on-going instruction, not isolated units, activities, or skills. Objectives indicate skills that enable fulfillment of competencies, describe competencies in further detail, or show the progression of concepts throughout the grades. Objectives are further defined by bulleted items.

Suggested teaching and assessment strategies are optional, not mandatory. They are not meant to be a comprehensive list nor do they represent rigid guidelines. Strategy examples are suggestions of the many dimensions of choice that foster the development of growing sophistication in the use of language. Good teacher-selected strategies include modeling of problem-solving techniques and reading/writing processes. When students emulate problem solving and strategic thinking as modeled by their teacher, they develop confidence and skill while becoming independent problem-solvers and thinkers. Teachers are encouraged to choose strategies and literature for their particular needs and according to their district policy. Appendices to this document contain a glossary and more detailed descriptions of suggested assessment methods.