

CURRICULUM MAP FOR LANGUAGE ARTS/ENGLISH HAMMOND BAPTIST SCHOOLS, 4TH GRADE

The 2023 Indiana Academic Standards FOURTH GRADE English/Language Arts are the full-column headings and in the left-hand column. They are listed by skill and not in chronological order. Therefore, the right column refers to the timing (coded *I* [Introduced], *D* [Developed], *M* [Mastered], and *R* [Reviewed]) of using/following the materials, texts, and Scope & Sequences from ABeka and the Hammond Baptist Schools Curriculum. The specific timing and materials are coded per the grade's bibliography which follows. The teachers *do* follow the given Scope & Sequences from ABeka and Hammond Baptist!

FOURTH GRADE: ENGLISH/LANGUAGE ARTS

READING Guiding Principle: Students read a wide range of fiction, nonfiction, classic, and contemporary works, to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace. Students apply a wide range of strategies to comprehend, interpret evaluate, and appreciate texts. They read a wide range of literature in many genres from a variety of time periods and cultures from around the world to build an understanding of the any dimensions (e.g., philosophical, ethical, aesthetic) of human experience. They draw on their prior experience, their interactions with other readers and writers, and reading skills that they have developed and refined. READING: FOUNDATIONS There are four key areas found in the Reading: Foundations section for grades K-5: Print concepts, Phonological Awareness, Phonics, and Fluency. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Foundations.		
<i>LEARNING OUTCOME</i>		
4.RF.1 Apply foundational reading skills to build reading fluency and comprehension.		4.RF.1—<i>M&R</i> All year long using the Bible as well as reading/language books, supplemental books, and textbooks of all other subjects
<i>PRINT CONCEPTS</i>		
4.RF.2.1 Students are expected to build upon and continue applying concepts learned previously. K.RF.2.1 Demonstrate understanding that print moves from left to right across he page and from top to bottom.	4.RF.2.1-4—<i>M&R</i> All year long using the Bible as well as reading/language books, supplemental books. 4.RF.2.4.—<i>M&R</i> emphasized in the 3rd quarter during dictionary, thesaurus, and concordance usage	
4.RF.2.2 Students are expected to build upon and continue applying concepts learned previously. 4.RF.2.2 Recognize that written words are made of sequences of letters.		
4.RF.2.3 Students are expected to build upon and continue applying concepts learned previously. 1.RF.2.3 Recognize the components of a sentence (e.g., capitalization, first word, ending punctuation)		
4.RF.2.4 Students are expected to build upon and continue applying concepts learned previously. 1.RF.2.4 Learn and apply knowledge of alphabetical order.		
<i>PHONOLOGICAL AWARENESS</i>		
4.RF3.1 Students are expected to build upon and continue applying concepts learned previously. 1.RF3.1 Identify and produce rhyming words.	4.RF3.1-5—<i>R</i> Throughout the entire year specifically using the spelling book and generally all other book work	

4.RF3.2	Students are expected to build upon and continue applying concepts learned previously. 1.RF3.2 Blend sounds, including consonant blends, to produce single- and multi-syllable words.	
4.RF3.3	Students are expected to build upon and continue applying concepts learned previously. 1.RF3.3 Add, delete, or substitute sounds to change single-syllable words.	
4.RF3.4	Students are expected to build upon and continue applying concepts learned previously. 1.RF3.4 Distinguish beginning, middle (medial), and final sounds in single-syllable words	
4.RF3.5	Students are expected to build upon and continue applying concepts learned previously. 1.RF3.5 Segment the individual sounds in one-syllable words.	
PHONICS		
4.RF4.1	Students are expected to build upon and continue applying concepts learned previously. 1.RF4.1 Use letter-sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs, vowel teams (e.g., ai) and digraphs, and r-controlled vowels to decode phonetically regular words (e.g., cat, go black, boat, her), independent of context	4.RF4.1-2: STATE ONLY, although phonics as taught in <i>SPEEDY READER</i> is expected to have been mastered. Those who struggle are referred to our Reading Center for remedial work
4.RF4.2	Use the six major syllable patterns (CVC, C,r, V, VV, Vce, Cle) to read unknown words.	
4.RF4.3	Students are expected to build upon and continue applying concepts learned previously. 2.RF4.3 Apply knowledge of short and long vowels (including vowel teams) when reading regularly spelled one0syllable words.	4.RF4.3-6: <i>D-M-R</i> Throughout the year through language book work and in reading stories
4.RF4.4	Students are expected to build upon and continue applying concepts learned previously. 3.RF4.4 Read grade-appropriate words that have blends (e.g., walk, play) and common spelling patterns (e.g., <i>qu</i> -, doubling the consonant and adding <i>-ing</i> , such as cut/cutting; changing the ending of a word from <i>-y</i> to <i>-ies</i> to make a plural).	
4.RF4.5	Students are expected to build upon and continue applying concepts learned previously. 3.RF4.5 Know and use more difficult word families when reading unfamiliar words (e.g., <i>-ight</i>).	
4.RF4.6	Use knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multi syllabic words in context. <i>Further guidance for support will be provided in the Literacy Framework.</i>	
FLUENCY		

4.RF.5	Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.	4.RF.5— <i>D&M&R</i> Weekly throughout the year in readers and all other subject matter.
READING: <i>LITERATURE</i>		
There are three key areas found in the Reading: Literature section for grades K-5: Key Ideas and Textual Support, Structural Elements and Organization, and Synthesis and Connection of Ideas. By demonstrating the skills listed in each section, students should be able to meet the learning Outcome for Reading: Literature.		
LEARNING OUTCOME		
4.RL.1	Read and comprehend a variety of literature within a range of complexity appropriate for grades 4-5. By the end of grade 4, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end.	4.RL.1— <i>D&M&R</i> Weekly throughout the year in Bible, reading books, and all other subject matter.
KEY IDEAS AND TEXTUAL SUPPORT		
4.RL.2.1	Refer to details and examples in a text when explaining what a text says explicitly and when drawing inferences from the text.	4.RL.1— <i>D&M&R</i> Weekly throughout the year in Bible, reading books, and all other subject matter.
4.RL.2.2	Paraphrase or summarize the main events in a story, myth, legend, or novel; identify the theme and provide evidence for the interpretation.	
4.RL.2.3	Describe a character, setting, or event in a story or play, drawing on specific details in the text, and how that impacts the plot.	
4.RL.2.4	Students are expected to build upon and continue applying concepts learned previously. 2.RL.2.4 Make predictions about the content of text using prior knowledge of text features, explaining whether they were confirmed or not confirmed and why.	
STRUCTURAL ELEMENTS AND ORGANIZATION		
4.RL.3.1	Explain major differences between poems, plays, and prose, and refer to the structural elements of poems and drama.	
4.RL.3.2	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	
CONNECTION OF IDEAS		
4.RL.4.1	Describe how visual and multimedia presentations and representations can enhance the meaning of a text.	STATE ONLY
4.RL.4.2	compare and contrast the treatment of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures.	

READING: NONFICTION

There are three key areas found in the Reading: Nonfiction section for grades K-5: Key Ideas and Textual Support, Structural Elements and Organization, and Synthesis and Connection of Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Nonfiction.

LEARNING OUTCOME

4.RN.1 Read and comprehend a variety of nonfiction within a range of complexity appropriate for grades 4-5. By the end of grade 4, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end.	4.RN.1— <i>D&M&R</i> Weekly throughout the year in Bible, reading books, and all other subject matter.
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KEY IDEAS AND TEXTUAL SUPPORT

4.RN.2.1 Refer to details and examples in a text when explaining what a text says explicitly and when drawing inferences from the text.	4.RN.2.1-3— <i>D&M&R</i> Weekly throughout the year in Bible, reading books, and all other subject matter.
4.RN.2.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.	
4.RN.2.3 Explain the relationships between events, procedures, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	

STRUCTURAL ELEMENTS AND ORGANIZATION

4.RN.3.1 Apply knowledge of text features to locate information and gain meaning from a text (e.g., charts, tables, graphs, headings, subheadings, font/format).	4.RL.3.1-3— <i>D&M&R</i> Throughout the year when using Bible, reading books, other subjects' textbooks, as well as in the 3 rd quarter during dictionary, thesaurus, and concordance usage.
4.RN.3.2 Describe the organizational structure (e.g., chronological, problem-solution, comparison/contrast, procedural, cause/effect, sequential, description) of events, ideas, concepts, or information in a text or part of a text.	
4.RN.3.3 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided in the accounts.	

CONNECTION OF IDEAS

4.RN.4.1 Distinguish between fact and opinion; explain how an author uses reasons and evidence to support a statement or position (claim) in a text.	4.RL.4.1-3— <i>I&D&M&R</i> Throughout the year when using Bible (e.g., different books relate different details, have different points of view, have different purpose of same events), reading books, other subjects' textbooks.
4.RN.4.2 Combine information from two texts on the same topic in order to demonstrate knowledge about the subject.	
4.RN.4.3 <i>Standard begins at sixth grade.</i> 6.RN.4.3: Compare and contrast one author's presentation of events with that of another author.	

READING: **VOCABULARY**

There are two key areas found in the Reading: Vocabulary section for grades K-5: Vocabulary Building and Vocabulary in Literature and Nonfiction Texts. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Vocabulary.

LEARNING OUTCOME

4.RV.1 Build and use accurately general academic and content-specific words and phrases.	4.RV.1— <i>I&D&M&R</i> Throughout the year in all subjects.
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VOCABULARY BUILDING

4.RV.2.1 Apply context clues (e.g., word, phrase, sentence, and paragraph clues) and text features (e.g., charts, headings/subheadings, font/format) to determine the meanings of unknown words.	4.RV.2.1—Not specifically taught in language curriculum, but done throughout the year as using other textbooks.
4.RV.2.2 Identify relationships among words, including more complex homographs, homonyms, synonyms, antonyms, and multiple meanings.	4.RV.2.2-3— <i>M&R</i> Using language books, and specifically emphasized in 3 rd quarter
4.RV.2.3 <i>Standard begins at sixth grade.</i> 6.RV.2.3: Distinguish among the connotations of words with similar denotations.	
4.RV.2.4 Apply knowledge of word structure elements (e.g., suffixes, prefixes, common Greek and Latin affixes and roots), known words, and word patterns to determine meaning.	4.RV.2.4— <i>D&M&R</i> Throughout the year using the spelling work book and the Latin class
4.RV.2.5 Consult reference materials, both print and digital (e.g., dictionary), to find the pronunciation and clarify the precise meanings of words and phrases.	4.RV.2.5—Using print only—nothing digital—especially in 3 rd quarter

VOCABULARY IN LITERATURE AND NONFICTION TEXTS

4.RV.3.1 Determine how words and phrases provide meaning to works of literature, including figurative language (e.g., similes, metaphors, or hyperbole).	4.RV.3.1-3— <i>D&M&R</i> Throughout the year in reading books and Bible
4.RV.3.2 Determine the meanings of general academic and content-specific words and phrases in a nonfiction text relevant to a fourth grade topic or subject area.	
4.RV.3.3 Explain the meanings of proverbs, adages, and idioms in context.	

WRITING

Guiding Principle: Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes. Students apply knowledge of language structure, language conventions, media techniques, figurative language, and genre to create, critique, and discuss writing. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources to communicate their discoveries in ways that suit their purpose and audience.

WRITING

There are five key areas found in the Writing section for grades K-5: Handwriting, Writing Genres, the Writing Process, the Research Process, and Conventions of Standard English. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Writing.

LEARNING OUTCOME

4.W.1	Write routinely over a variety of time frames and for a range of discipline-specific tasks, purposes, and audiences; apply reading standards to support reflection and response to literature and nonfiction texts.	4.W.1— <i>D</i> Throughout the year in response to reading and in language books
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HANDWRITING

4.W.2.1	Write legibly in print or cursive, forming letters and words that can be read by others.	4.W.2.1— <i>D</i> Twice weekly using cursive specific penmanship lessons
4.W.2.2	Students are expected to build upon and continue applying concepts learned previously. K.W.2.2 Write by moving from left to right and top to bottom.	4.W.2.2— <i>M</i> Throughout the year in all writing

WRITING GENRES: ARGUMENTATIVE INFORMATIVE, AND NARRATIVE

4.W.3.1	Write persuasive compositions in a variety of forms that— a. In an introductory statement, clearly state an opinion to a particular audience. b. Support the opinion with facts and details from various sources, including texts. c. Use an organizational structure to group related ideas that support the purpose. d. Connect opinion and reasons using words and phrases. e. Provide a concluding statement or section related to the position presented.	4.W.3.1— <i>D</i> During 1 st quarter
4.W.3.2	Write informative compositions on a variety of topics that— a. Provide an introductory paragraph with a clear main idea. b. Provide supporting paragraphs with topic and summary sentences. c. Provide facts, specific details, and examples from various sources and texts to support ideas and extend explanations. d. Connect ideas using words and phrases. e. Include text features (e.g., formatting, pictures, graphics) and multimedia when useful to aid comprehension. f. Use language and vocabulary appropriate for audience and topic. g. Provide a concluding statement or section.	4.W.3.1-3— <i>M&R</i> Throughout the year in book reports, creative writing, and in response to reading and in language books

4.W.3.3 Write narrative compositions in a variety of forms that— - Establish an introduction, with a context to allow the reader to imagine the world of the event or experience. - Organize events that unfold naturally, using meaningful paragraphing and transitional words and phrases. - Use dialogue and descriptive details to develop events and reveal characters' personalities, feelings, and responses to situations. - Employ vocabulary with sufficient sensory (sight, sound, smell, touch, taste) details to give clear pictures of ideas and events. - Provide an ending that follows the narrated experiences or events.	
<i>THE WRITING PROCESS</i>	
4.W.4 Apply the writing process to— - Generate a draft by developing, selecting, and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation). - Use technology to interact and collaborate with others to produce and publish legible documents.	STATE ONLY—Not in the A ABeka Curriculum at this level. We do not “publish” the students’ work.
<i>THE RESEARCH PROCESS: FINDING, ASSESSING SYNTHESIZING, AND REPORTING INFORMATION</i>	
4.W.5 Conduct short research on a topic. - Identify a specific question to address (e.g., What is the history of the Indy 500?). - Use organizational features of print and digital sources to efficiently to locate further information. - Determine the reliability of the sources. - Summarize and organize information in their own words, giving credit to the source. - Present the research information, choosing from a variety of formats.	Research paper is done in 5th grade.

CONVENTIONS OF STANDARD ENGLISH: GRAMMAR AND USAGE/CAPITALIZATION, PUNCTUATION, AND Spelling

4.W.6.1 Demonstrate command of English grammar and usage, focusing on:

4.W.6.1a *Nouns/Pronouns*—

Writing sentences that include relative pronouns (e.g., who, which) and reflexive pronouns (e.g., myself, ourselves) and explaining their functions in the sentence.

4.W.6.1b *Verbs*—

- Writing sentences that use the progressive verb tenses.
- Recognizing the correcting inappropriate shifts in verb tense.
- Using modal auxiliaries (e.g., can, may, must).

4.W.6.1c *Adjectives/Adverbs*—

Writing sentences using relative adverbs (e.g., where, when) and explaining their functions in the sentence.

4.W.6.1d *Prepositions*—

Writing sentences that include prepositions, explaining their functions in the sentence.

4.W.6.1e *Usage*—

Writing correctly complete simple, compound, and complex declarative interrogative, imperative, and exclamatory sentences, using coordinating and subordinating conjunctions (e.g., yet, nor, so)

Using the Language book:

4.W.6.1a&b—*Nouns/Pronouns & Verbs*—

D—1st Quarter

4.W.6.1c—*Adjectives & Adverbs*—

D—3rd Quarter

4.W.6.1d—*Prepositions*—

D—4th Quarter

4.W.6.1e—*Usage*—

D—1st Quarter

4.W.6.2 Demonstrate command of capitalization, punctuation, and spelling, focusing on:

4.W.6.2a *Capitalization*—

Capitalizing names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations, when appropriate.

4.W.6.2b *Punctuation*—

- Correctly using apostrophes to form possessives and contractions.
- Correctly using quotation marks and commas to mark direct speech.
- Using a comma before a coordinating conjunction in a compound sentence.

4.W.6.2c *Spelling*—

Using spelling patterns, and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts, homophones/homographs) in writing single and multi-syllable words.

Using Language book:

4.W.6.2a *Capitalization*—

D—1st Quarter

4.W.6.2b *Punctuation*—

D—2nd Quarter

Using Spelling book:

4.W.6.2c *Spelling*—

D—Weekly all year

SPEAKING AND LISTENING

GUIDING PRINCIPLE: Students listen actively and communicate effectively for a variety of purposes, including for learning, enjoyment, persuasion, and the exchange of information and ideas. Students adjust their use of language to communicate effectively with a variety of audiences and for different purposes. Students develop an understanding of and respect for diversity in language use, patterns, and dialects.

SPEAKING AND LISTENING

There are three key areas found in the Speaking and Listening section for grades K-5: Discussion and Collaboration, Comprehension, and Presentation of Knowledge and Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Speaking and Listening.

Learning Outcome

4.SL.1 Listen actively and adjust the use of spoken language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.	4.SL.1— <i>D&M&R</i> Throughout year with procedural instructions given in the classroom as well as instructions given which relate to all subjects.
<i>DISCUSSION AND COLLABORATION</i>	
4.SL.2.1 Engage effectively in a range of collaborative discussion (one-on-one, in groups, and teacher-led) on grade-appropriate topics and texts, building on others' ideas and expressing personal ideas clearly.	4.SL.2.1-5— <i>D&M&R</i> Throughout the year there is always time for discussions and related activities relating to the stories read in the Reading books as well as supplemental reading.
4.SL.2.2 Explore ideas under discussion by drawing on readings and other information.	
4.SL.2.3 Demonstrate knowledge and use of agreed-upon rules for discussions and carry out assigned roles.	
4.SL.2.4 Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.	
4.SL.2.5 Review the key ideas expressed and explain personal ideas in reference to the discussion.	
<i>COMPREHENSION</i>	
4.SL.3.1 Summarize major ideas and supportive evidence from text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	4.SL.3.1-2— <i>D&M&R</i> Using Reading books throughout the year.
4.SL.3.2 Identify and use evidence a speaker provides to support particular points.	
<i>Presentation of Knowledge and Ideas</i>	
4.SL.4.1 Using appropriate language, report on a topic or text or provide a narrative in an organized manner, with effective introductions and conclusions, using appropriate structure, appropriate facts, and relevant, descriptive details to support main ideas or themes; speak clearly and concisely at an understandable pace.	4.SL.4.1— <i>D&M&R</i> Using Reading books throughout the year.
4.SL.4.2 Create oral presentations that maintain a clear focus, using multimedia to enhance the development of main ideas and themes that engage the audience.	STATE ONLY.
4.SL.4.3 Students are expected to build upon and continue applying concepts learned previously. 2.SL.4.3 Give and follow multi-step directions.	4.SL.4.3.— <i>R</i> Throughout the year: classroom procedures (e.g., greeting adult visiting class, start of day, washroom, playground, lunchroom, cleanup, end of day) and subject-related instructions

4th Grade: BIBLIOGRAPHY

ABEKA CURRICULUM:

SPELLING, VOCABULARY, AND POETRY 4. Pensacola: Pensacola Christian College, 2019.

—and students' "consumable books"—

God's Gift of Language ; Once Upon a Story; Pilgrim's Progress: Christiana's Journey; In His Hands; Song of the Brook; Road Trip East; Fables and Folktales; Gifts and Gadgets; Road Trip West; Adventures in Other Lands

PRESIDENTIAL PORTRAITS: Fourth Grade. Hammond: Hammond Baptist Curriculum, 1994.