

Parent Guide to Grammar in OJR

4th Grade

Grammar, conventions, and language usage are foundational skills taught as part of the OJR English Language Arts (ELA) Curriculum. These skills are taught within the core curriculum and are aligned with state grade level expectations. The focus for instruction in these areas is on application in reading texts and writing narratives, informational, and persuasive pieces.

Some examples of how of students are taught foundational skills in reading and writing:

- As readers, students are taught to notice authors' use of adjectives in helping to envision setting, dialogue to reveal character traits, verb-tense agreement to indicate time, and commas give dramatic pause or set off important information.
- As writers, students are taught to use conventions to create meaning in narratives, persuasive essays, and informational texts. Writers learn that punctuation signals the reader to attend to important ideas. Conjunctions connect two clauses (e.g., 'and' connects two similar ideas, while 'but' connects opposing ideas), and semicolons link independent clauses with similar ideas (and needed when there are already too many commas in a sentence).

In this handout you will find the expectations, or “non-negotiable,” for your child’s grade level. At home parents can support the mastery and automaticity of these skills by having your child consistently use skills taught in the previous year when publishing writing or completing homework in all subject areas. When students are drafting new pieces of work, the focus is on constructing meaning. In new writing pieces, editing and “non-negotiable” expectations can be addressed in revising and editing work closer to publication. As students learn new skills throughout this year, you can begin to add those new grade level skills to the “non-negotiable” list from previous years.

You may notice some repetition of skills in previous or subsequent grades. This expectation repeats intentionally to support student learning and application of the skills in more complex pieces of writing.

All grade level skills can be found by accessing these documents at: (<http://ojrsd.schoolwires.net/Page/6317>)

Finally, information on handwriting/keyboarding expectations is included to help reinforce when students should be using those skills consistently.

Grammar, Conventions, & Language Usage ~ Grade 4

	Grade 3 *Reinforce these skills at home and have students use in writing “Non-Negotiables”	Grade 4 *Reinforce and add to the “Non-Negotiables” list as skills are introduced throughout the year	Grade 5 *Students may using, but confusing these skills and do not need to be reinforced at this time
Grammar	<ul style="list-style-type: none"> Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. Form and use regular and irregular plural nouns. Use abstract nouns (e.g., <i>childhood</i>). Form and use regular and irregular verbs. Form and use the simple verb tenses (e.g., <i>I walked; I walk; I will walk</i>). Ensure subject-verb and pronoun-antecedent agreement.* Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. Forms and uses regular and irregular verbs (lie, lay, rise, raise, etc.) 	<ul style="list-style-type: none"> Use indefinite and relative pronouns (e.g., <i>who, whose, whom, which, that</i>) and relative adverbs (e.g., <i>where, when, why</i>). Form and use the progressive verb tenses (e.g., <i>I was walking, I am walking, I will be walking</i>). Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions. Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>). Form and use prepositional phrases. Ensure subject-verb and pronoun-antecedent agreement.* 	<ul style="list-style-type: none"> Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. Form and use the perfect verb tenses (e.g., <i>I had walked; I have walked; I will have walked</i>). Use verb tense to convey various times, sequences, states, and conditions. Recognize and correct inappropriate shifts in verb tense.* Use correlative conjunctions (e.g., <i>either/or, neither/nor</i>). Ensure subject-verb and pronoun-antecedent agreement.* Use verb tense to convey various times, sequences, states, and conditions.
Punctuation	<ul style="list-style-type: none"> Use coordinating and subordinating conjunctions. Produce simple, compound, and complex sentences. Capitalize appropriate words in titles. Use commas in addresses. Use commas and quotation marks in dialogue. Form and use possessives. 	<ul style="list-style-type: none"> Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.* Use correct capitalization. Use commas and quotation marks to mark direct speech and quotations from a text. Use a comma before a coordinating conjunction in a compound sentence. 	<ul style="list-style-type: none"> Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.* Use punctuation to separate items in a series.* Use a comma to separate an introductory element from the rest of the sentence. Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It’s true, isn’t it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>). Use underlining, quotation marks, or italics to indicate titles of works.
Spelling	<ul style="list-style-type: none"> Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>). Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. 	<ul style="list-style-type: none"> Correctly use frequently confused words (e.g., <i>to, too, two; there, their, they’re</i>).* Spell correctly. 	<ul style="list-style-type: none"> Correctly use frequently confused words (e.g., <i>to, too, two; there, their, they’re</i>).* Spell correctly.
Editing/ Revising	<ul style="list-style-type: none"> Choose words and phrases to convey ideas precisely.* Choose punctuation for effect.* Choose words and phrases for effect.* Writes fluently in cursive 	<ul style="list-style-type: none"> Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. Choose words and phrases to convey ideas precisely.* Choose punctuation for effect.* Choose words and phrases for effect.* 	<ul style="list-style-type: none"> Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. Choose words and phrases to convey ideas precisely.* Choose punctuation for effect.* Choose words and phrases for effect.*
Production and Distribution of Writing Process & Handwriting	<ul style="list-style-type: none"> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. Writes fluently in manuscript and cursive 	<ul style="list-style-type: none"> With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others. Writes fluently in manuscript and cursive Demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. MLA Format for research, argument, and informational 	<ul style="list-style-type: none"> With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. Writes fluently in manuscript and cursive Demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. MLA Format for research, argument, and informational