

South Carolina Instructional Strategies and Routines

Grade 4



Introduction

This guide includes instructional strategies and routines specifically designed to enhance instruction of the content standards outlined in the South Carolina College- and Career-Ready English Language Arts Standards (2023). Teachers may incorporate these routines throughout the Amplify Core Knowledge Language Arts (CKLA) program, providing ample opportunities for guided and independent practice.

Each routine includes the following:

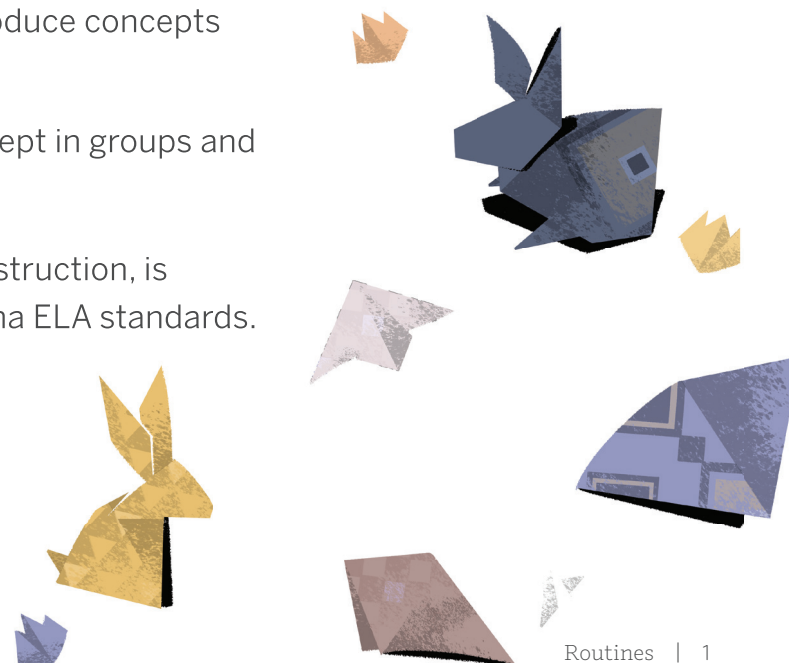
CKLA Connection: suggested moments in the program when teachers may use the routine

Introduce: information teachers may use to explain or introduce concepts

Model: routines for modeling each concept or skill

Practice: activities for students to practice the skill or concept in groups and independently

Using these routines, along with the program's daily core instruction, is recommended to help all students master the South Carolina ELA standards.



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Applications of Reading Text Structure and Features

ELA.4.AOR.5.1 Compare and contrast the structural elements of literary texts (e.g., narratives, dramas, and poems).

CKLA Connection You may use this routine when students are looking closely at the structure of various texts, such as when students are examining plots in fiction or identifying the rhythmic and rhyme schemes in poetry.

Introduce Tell students that fictional stories, dramas, and poems often have elements in common, such as the setting, character, or theme. Explain that students will be comparing and contrasting these elements in two literary texts.

Model Choose two literary texts (a novel or story, play, or poem) that students are familiar with. The works should share a structural element. For example, they may focus on a theme, like friendship, or take place during a particular historical era, such as the Gold Rush. Customize the following model to suit the texts you have chosen.

Say: Here I have a novel and a poem. These are both texts we have read. The novel and the poem have different structures. The novel is divided into chapters and is hundreds of pages long. The poem has lines and stanzas. The poem is only ten lines long.

Ask: What are other differences between the novel and the poem? (*The novel has many characters and dialogue, or characters speaking; the poem has one narrator and is much shorter.*)

Say: While the structure of the novel and poem are different, they have elements in common. Both the novel and the poem share a setting. They both take place during the Gold Rush. The novel tells about brothers who travel from China to California to look for gold. The poem tells about the feelings of a young girl in San Francisco whose father is away in the hills of California looking for gold. The novel and the poem also share a theme. They are both about the fear and excitement of adventure.

Ask: Let's compare the main characters in the novel and the poem. How are they alike or different? (*The main characters in the novel are young men who are having an adventure. The narrator of the poem is a girl who is at home. She is missing her father and imagining what his life is like while he looks for gold.*)

Group Practice Either display more texts from your classroom or digital library or have students continue to work with the texts you have been modeling. Have students compare and contrast elements, such as setting, character, theme, plot, and problem and resolution, in the texts. Ask them to tell each other how the elements are alike and different.

Applications of Reading Text Structure and Features (continued)

ELA.4.AOR.5.1 Compare and contrast the structural elements of literary texts (e.g., narratives, dramas, and poems).

Independent Practice Have students identify one element they discussed with their group. Then have students either write a couple of sentences or draw a picture comparing that element in the texts they discussed. Move through the room, asking students to share and explain their comparisons with you.

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Research Research

ELA.4.R.1.2 Determine the credibility of a provided source.

CKLA Connection Use this routine whenever students are beginning a research project.

Introduce Tell students that when doing research it is very important to use sources that are reliable, or credible. Explain that it isn't always easy to tell which sources are reliable and which are not but that the most credible information usually comes from government or educational websites (those with web addresses ending in .gov or .edu), information published in the last few years, and information appearing in reputable newspapers or magazines and books from well-known publishers.

Model Tell students you have conducted research on World War I, which took place mostly in Europe between 1914 and 1918.

Say: I did some online research on World War I yesterday, and I came up with a few sources that looked like they might be useful. The trouble is that I'm not sure how credible they all are.

Say: The first source is called "World War I," and it's from the Library of Congress, which is an enormous library in Washington, D.C., that is run by the government. The web address ends in .gov. It's a government website, so it's probably reliable.

Say: Here's another source. It's an article in a famous magazine called *National Geographic*, and it came out last year. It's recent and the magazine is well respected, so this source is probably credible too.

Say: Hmm. This one I'm not so sure about. It's a book called *The true Story of world war one*, but some of the words in the title aren't capitalized correctly. That makes me worry that the author wasn't careful about the facts in the book either. Oh, and the book is very old—its copyright date is 1947! I don't think this is a book I should be using.

Group Practice Have students determine the credibility of the following sources: a personal blog with a web address ending in .com (*probably not reliable*), a book written two years ago by a famous historian (*probably reliable*), and an article from a popular magazine (*probably not reliable*).

Independent Practice Have students look at a research project they have recently completed or that they are currently working on. Ask them to assess the credibility of each of their sources.

Written and Oral Communications Grammar and Conventions

ELA.4.C.4.1c Use frequently occurring nouns (compound); distinguish between and use frequently occurring pronouns (relative), adverbs (relative), verbs (helping and linking), and proper adjectives.

CKLA Connection Use this routine when students are learning about parts of speech or other grammatical structures.

Introduce Remind students that there are different types of words, known as parts of speech, and that they can sort words by type as they read. Briefly discuss the following categories:

- A noun is a person, place, thing, feeling, or idea. **Compound nouns** are words that are made up of two separate words.
- A pronoun takes the place of a noun. **Relative pronouns** answer questions such as *which one* or *how many* and can introduce dependent clauses in complex sentences.
- Adverbs tell about verbs, adjectives, or other adverbs and usually end in *-ly*, such as *quickly* and *happily*. **Relative adverbs** are *where*, *when*, and *why*.
- A verb is a word used to describe an action. **Linking verbs** connect the subject to the rest of the sentence, usually with a form of “to be.” **Helping verbs** connect verbs to other words in a sentence, such as *could* in the phrase *could have*.
- Adjectives describe nouns: the *green* shirt; the *smooth* rock. **Proper adjectives** are based on names, so they are capitalized.

Tell students that they will learn about some other parts of speech in this routine.

Compound Nouns

Model Display the following words: *cupcake*, *whiteboard*, *swimming pool*.

Say: Compound nouns are nouns that are made up of two words. Sometimes compound nouns are a single word, such as *cupcake* and *whiteboard*. Other compound nouns are phrases of two words, such as *swimming pool*.

Explain that some compound nouns can be made up of two nouns (*cup* and *cake*), an adjective and a noun (*white* and *board*), or a verb and a noun (*swimming* and *pool*).

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Written and Oral Communications Grammar and Conventions (continued)

ELA.4.C.4.1c Use frequently occurring nouns (compound); distinguish between and use frequently occurring pronouns (relative), adverbs (relative), verbs (helping and linking), and proper adjectives.

Relative Pronouns

Model Explain that **relative pronouns** answer questions, such as *which one* or *how many*. *Who, whom, what, which, and that* are relative pronouns. Write the following sentence on the board: *I can't tell who is sitting over there.*

Say: In this sentence, *who* will help answer the question *which one*. If I look again, I might be able to see that Dylan is sitting over there.

Write the following sentences on the board: *She told me what they are doing. I can't pick which shoes to wear. Is that what you meant?*

Repeat the routine with students to identify the relative pronoun(s) in each sentence and name the question the relative pronoun(s) helps answer. Have students suggest new sentences that replace the pronouns with nouns. For example, in the first sentence, *what* is the relative pronoun, and it helps answer *what is happening?* A rewrite could be: *She told me they are doing their homework.*

Relative Adverbs

Model Display the following sentence: *That is where I like to study.* Underline *where*.

Say: Adverbs modify an adjective, verb, or other adverb. Adverbs describe how something happens. *Where, when, and why* are called **relative adverbs**.

Write the following sentences on the board: *She explained why we had to walk slowly. It made sense when we saw how dangerous the path was. We could see places where the rocks had started to crumble.*

Ask: What is the relative adverb in the first sentence? (*why*) What word does it explain? (*the manner in which they had to walk*)

Continue the routine with the other sentences.

Verbs (Linking and Helping)

Verbs are part of a subject's predicate. An action verb describes an action. A **linking verb** connects the subject to the rest of the sentence, and most linking verbs are forms of "to be," such as *is, am, was, and can be*. A **helping verb** is a verb that helps other verbs, so they usually are in front of action or linking verbs. For example, a helping verb is the *could* in *could have* or the *will* in *will run*.

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Written and Oral Communications Grammar and Conventions

ELA.4.C.4.1d Identify and use simple appositive phrases.

CKLA Connection Use this routine when students are learning about parts of speech or other grammatical structures.

Introduce Explain to students that an appositive phrase provides extra information about the noun or pronoun of a sentence. It may also provide a definition for one of the words in the sentence.

Model Display the following sentence: *My dog loves swimming in our pool.*

Then write the sentence again beneath the original, but add an appositive phrase: *My dog, Vixen, loves swimming in our pool.*

Say: There's nothing wrong with the first sentence. It has a subject (*my dog*) and a predicate (*loves swimming in our pool*). However, adding the dog's name makes the sentence just a little bit more meaningful and interesting. It provides extra information. The dog's name (*Vixen*) is an appositive. I used commas to separate the appositive from the rest of the sentence. Now let's find the appositive in this sentence.

Write the following sentence on the board/chart paper: *Mauna Loa is a shield volcano, a volcano that is wide and not very steep.*

Ask: What is the subject of this sentence? (*Mauna Loa*) What is the predicate of the sentence? (*is a shield volcano*) If I removed the phrase *a volcano that is wide and not very steep* from the sentence, would the sentence still make sense? (yes) That's right! That phrase is an appositive. The sentence would still make sense without it, but having the definition of a shield volcano right there in the sentence helps me understand Mauna Loa just a little bit better. I could have looked up what a shield volcano is, but having it in the text is a little bonus.

Group Practice Follow the routine you used above and have students identify the appositive phrase in these sentences: *Tucker, the football player, is coming to dinner. (the football player) The Jackfruit, grown in tropical regions, has a texture almost like meat. (grown in tropical regions)*

Independent Practice Have students review the text they are currently reading to identify an appositive phrase. Then have them write their own sentences using appositive phrases. Provide them with prompts as needed, and remind them that the phrase must provide extra information—the sentence must make sense without it. Point out that if the appositive is in the middle of the sentence, they must set it off by commas on both sides. Collect students' work.

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