

Communication Arts Planned Course: Grade 4

Unit: 1.1 **Learning to Read Independently**

State Curriculum Standard: **1.1.5A Establish the purpose for reading a type of text (literature, information) before reading.**

State Assessment Anchor: **R4.A.1.6 Identify genre of text.**

Course Content	Student Performance	Resources	Assessments
<p>A. Identify the author's intended purpose of text.</p> <ul style="list-style-type: none"> Informational Narrative Biographical Instructional (practical/how-to) Poetic 	<ul style="list-style-type: none"> Brainstorm <ul style="list-style-type: none"> Discuss connections to previous, current, and/or upcoming areas of study Use graphic organizer(s) to record ideas Establish author's purpose through classroom discussion Locate information about the author electronically and from text references Preview and analyze illustrations, picture captions, headings, and/or chapter titles Write predictions Skim 	<ul style="list-style-type: none"> PSSA Coach, Reading (2005 ed) Lesson 9 <i>Identify text as informational or persuasive</i> Scott Foresman Reading "Seeing is Believing", gr. 4 <ul style="list-style-type: none"> Unit 1: "Family Pictures", TE 96-97 Unit 5: "Into the Sea", TE 556-557 Unit 6: "Chocolate is Missing", TE 684-685 Scott Foresman, Practice Book: Author's purpose, pp. 31, 33, 231, 233, 291, 293 Scott Foresman, Practice Book: Captions and headings, pg. 239 PBS Kids: Name That Book http://pbskids.org/readingrainbow/ever/name_that_book.html 	<ul style="list-style-type: none"> Class discussion Teacher-made rubric: predictions <ul style="list-style-type: none"> Discuss, revise to improve accuracy of prediction Informal observation – "picture walk" Completed graphic organizer Author's Purpose, SF, PB pp. 33, 233, 293 PSSA Coach, Reading pp. 93-94, 95-96, 97-99, 100 Scott Foresman selection tests Test Prep prompts (Appendix 1.1-1.3) Scott Foresman Unit 1 Skills Test – Assessed skills: <i>setting, character, sequence of events, author's purpose, literary genre, point of view</i> Scott Foresman Reading Unit 6 Benchmark Test – Skills assessed: <i>time order, author's purpose, fact/opinion</i> PSSA NWEA/MAP

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State Curriculum Standard: **1.1.5C Use knowledge of phonics, syllabication, prefixes, suffixes, the dictionary or context clues to decode and understand new words during reading. Use these words accurately in writing and speaking.**

State Assessment Anchor: **R4.A.1.2 Identify and apply word recognition skills.**

R4.A 2.2 Identify and apply word recognition skills.

Course Content	Student Performance	Resources	Assessments
<p>B. Before reading, examine the format of text to determine its suitability to the reader's purpose.</p> <ul style="list-style-type: none"> Preview Predict Build background Activate prior knowledge Set purpose 	<ul style="list-style-type: none"> Analyze illustrations. Preview and analyze picture captions, headings, chapter titles Build background using students' prior knowledge and experiences Discuss connections to previous, current, and/or upcoming areas of study Discuss literary genres Write predictions Skim 	<ul style="list-style-type: none"> PSSA Coach, Reading (2005 ed) Lesson 7: <i>Identify types of text</i> Scott Foresman, <i>Practice Book: Predicting</i>, pp.131-133, 157, 187 Scott Foresman Reading, <i>Building Background Cassette tapes</i> K-W-L Chart <ul style="list-style-type: none"> Venn Diagram Scott Foresman Reading "Seeing is Believing", gr. 4 <ul style="list-style-type: none"> Unit 3: "Rikki-Tikki-Tavi", TE 355 Unit 4: "The Disguise", TE 459, 467i, j Unit 5: "Amazing Alice", TE 511 Unit 6: "Out of the Blue", TE 677, 683i, j 	<ul style="list-style-type: none"> Class discussion Teacher-made rubric: predictions K-W-L chart <i>Predicting</i> – SF, PB pg 133, 157, 187 Venn Diagram Scott Foresman selection tests Test Prep prompts (Appendix 1.1-1.3) PSSA NWEA/MAP
<p>C. Correctly decode and comprehend new words during reading.</p> <ul style="list-style-type: none"> Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word with an affix in both fiction and nonfiction text. <ul style="list-style-type: none"> <u>Prefixes</u>: re-, pre-, in-, un-, dis-, mis-, non- <u>Suffixes</u>: -ful, -less, -ble, -ly, -or, -ness, -ment 	<ul style="list-style-type: none"> Correctly decode consonants and consonant blends Correctly decode vowel digraphs, diphthongs, -r controlled vowels Decode words containing the schwa sound Decode words with affixes and explain how an affix changes the meaning of a base word Create word cards to illustrate base words with and without prefix/suffix 	<ul style="list-style-type: none"> PSSA Coach, Reading (2005 ed) Lessons 1, 2: <i>Meaning of an unfamiliar word</i> <u>Write Source</u> text, p. 468 Scott Foresman, <i>Practice Book</i>: <ul style="list-style-type: none"> Pg. 8, ee, ay, oa Pg. 18, ea, ou Pg. 28, oo Pg. 38, cvc, vccv Pg. 48, three letter blends Pg. 58, diphthongs Pg. 68, consonant sounds for c and g Pg. 78, compound words Pg. 88, aw, ou, u 	<ul style="list-style-type: none"> DIBELS Running records Teacher observation of student's decoding skills Student illustrations of base words PSSA Coach, Reading pp. 56-59 PSSA NWEA/MAP

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		<ul style="list-style-type: none"> o Pg. 98, r-controlled vowels o Pg.108, Inflected forms w/ -er, -es 	
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Unit: : **1.1 Learning to Read Independently**

State Curriculum Standard: **1.1.5C Use knowledge of phonics, syllabication, prefixes, suffixes, the dictionary or context clues to decode and understand new words during reading. Use these words accurately in writing and speaking.**

State Assessment Anchor: **R4A.1.1 Identify and interpret the meaning of vocabulary.**

Course Content	Student Performance	Resources	Assessments
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<ul style="list-style-type: none"> • Use syllabication rules to decode text. • Define and/or apply how the meaning of words (multiple-meaning) or phrases changes when using context clues given in explanatory sentences or through the use of examples within fiction and nonfiction text. 	<ul style="list-style-type: none"> • Use phonics rules to break apart words into syllables CVC, VCCV, VCe Base words and affixes • Adjust reading rate • Use text organizational structure (e.g., headings, illustrations) 	<ul style="list-style-type: none"> o Pg. 118, plurals o Pg. 128, -ed, -ing, -es o Pg. 138, Consonant sounds, /j/, /ks/, /kw/ o Pg. 148, Base words o Pg. 158, -es o Pg. 168, contractions o Pg. 178, possessives o Pg. 188, suffixes o Pg. 198, syllabication o Pg. 208, prefixes o Pg. 218, silent consonants, kn, gn, wr, and mb o Pg. 228, plural possessives o Pg. 238, schwa sound o Pg. 268, irregular plurals o Pg. 278, consonant sounds, /k/, /f/ o Pg. 288, suffixes o Pg. 298, word building • PSSA Coach, Reading (2005 ed) Lesson 4, <i>Multi-meaning words</i>; Lesson 5, <i>Context clues</i> • <i>Scott Foresman Reading "Seeing is Believing", gr. 4</i> <ul style="list-style-type: none"> o Unit 1: "A Visit with Grandpa", TE 22 o Unit 2: "Komodo Dragons", TE 232-233 o Unit 3: "Marven of the Great North Woods", TE 284 o "John Henry", TE 262 	<ul style="list-style-type: none"> • DIBELS • Informal observation • Teacher-made assessments • PSSA Coach, Reading pp. 77-79, 80-82 • Scott Foresman selection tests • Test Prep prompts (Appendix 1.1-1.3) • PSSA • NWEA/MAP
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Unit: 1.1 Learning to Read Independently

State Curriculum Standard: **1.1.5.D Identify the basic ideas and facts in text using the strategies such as prior knowledge, illustrations and headings, and information from other sources to make predictions about text.**

State Assessment Anchor: **R4B.1.1 Identify, interpret compare, and describe components of fiction and literary non-fiction.**

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Course Content	Student Performance	Resources	Assessments
<p>D. Use various strategies to read and understand fiction and nonfiction text.</p> <ul style="list-style-type: none"> Visualize Predict/revise predictions Draw conclusions Make inferences Adjust reading rate Use text organizational structure (e.g., headings, illustrations) 	<ul style="list-style-type: none"> Read in a variety of ways: <ul style="list-style-type: none"> aloud silently with a partner independently in a group choral reading multiple readings of a selection Visualize story elements as described in text Compare and contrast in a variety of ways Make and revise predictions Draw conclusions Make inferences Adjust reading rate Use text organizational structure (e.g., headings, illustrations) 	<ul style="list-style-type: none"> <i>Scott Foresman, Practice Book: Visualizing</i>, pp. 51, 53, 217, 251, 253 <i>Scott Foresman, Practice Book: Drawing conclusions</i>, pp. 111, 113, 129, 137, 141, 143, 279 <i>Scott Foresman, Practice Book: Text structure</i>, pp. 71, 73, 171, 173, 241, 243 <i>Scott Foresman Reading "Seeing is Believing", gr. 4</i> <ul style="list-style-type: none"> Unit 2: "A Cricket in Times Square", TE 146-147 Unit 3: "Marven of the Great North Woods", TE 282-283 "On the Pampas", TE 301-305 "The Storm", TE 324-325 "Rikki-Tikki-Tavi", TE 344-345 Unit 6: "Chocolate is Missing", TE 692-693 "Koya's Cousin Del", TE 606-607 PSSA Coach, Reading (2005 ed) Lessons 10-14, 20-22: <i>Story elements</i>; Lesson 34: <i>Making inferences, drawing conclusions</i> PBS Kids: Name That Book http://pbskids.org/readingrainbow/levar/name_that_book.html Studyzone: Making Inferences (Lesson and Practice) http://www.studyzone.org/testprep/ela4/o/makinginference1.cfm Making Inferences Interactive Quiz http://www.poquoson.org/pes/VASOLs/infer.html 	<ul style="list-style-type: none"> PSSA Coach, Reading pp. 217-218, 219-220 Scott Foresman selection tests Test Prep prompts (Appendix 1.1-1.3) Scott Foresman selection tests Scott Foresman Reading Unit 2 Benchmark Test – <i>Skills assessed: making inferences, drawing conclusions</i> Scott Foresman Reading Unit 3 Skills Test – <i>Skills assessed: drawing conclusions, using text structure</i> Scott Foresman Reading Unit 6 Benchmark Test – <i>Skills assessed: fact/opinion, making inferences</i> PSSA NWEA/MAP

Unit: 1.1 Learning to Read Independently

State Curriculum Standard: 1.1.5 E Acquire a reading vocabulary by correctly identifying and using words related as synonyms, homophones, and homographs and words related through roots, suffixes, and/or prefixes. Use a dictionary or related reference.

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1.1.5 F Identify, understand the meaning of and use correctly key vocabulary from various subject areas.

State Assessment Anchor: **R4A.1.1 Identify and interpret the meaning of vocabulary.**

R4A.2.1 Identify and interpret the meaning of vocabulary in nonfiction.

Course Content	Student Performance	Resources	Assessments
<p>E. Identify and/or interpret meaning of vocabulary used in fiction and nonfiction text; analyze vocabulary using various reference materials.</p> <ul style="list-style-type: none"> Multiple-meaning words Synonyms/antonyms Affixes Root words Homophones 	<ul style="list-style-type: none"> Identify and define story specific words using a variety of methods: Use a dictionary or glossary Use context clues Use on-line resources Create and use word cards to match words and their meanings Apply knowledge of the meanings of affixes Match synonyms and antonyms Illustrate homophones and use them correctly in context Identify and define content-specific words using context clues, affixes, syllabication, and text structure Research meanings of words within Science and Social Studies curricula, using dictionaries, glossaries and Internet resources 	<ul style="list-style-type: none"> <i>Dictionary Dig</i>, ESASD Resource Packet, pg. PSSA Coach, Reading (2005 ed) Lesson 4: <i>Multi-meaning words</i>; Lesson 3: <i>Synonyms and Antonyms</i> PSSA Coach, Reading Glossary, pp 309-311 <i>Scott Foresman Reading "Seeing is Believing", gr. 4</i> <ul style="list-style-type: none"> Unit 4: "Half-Chicken", TE 378 Unit 5: "Amazing Alice!", TE 498 <i>Scott Foresman Reading "Seeing is Believing", gr. 4</i> <ul style="list-style-type: none"> Unit 6: "Koya's Cousin Del", TE 608 "Out of the Blue", TE 668 "Chocolate is Missing", TE 686 PSSA Coach, Reading (2005 ed) Lesson 6: <i>Content-specific words</i> 	<ul style="list-style-type: none"> Scott Foresman selection tests <i>Dictionary Dig</i> (Appendix 1.1-1.3) PSSA Coach, Reading pp. 77-79, 80-82 Teacher-made assessments Teacher-made rubric: homophones Test Prep prompts (Appendix 1.1-1.3) Scott Foresman Reading Units 1-6 Skills/Benchmark Tests PSSA NWEA/MAP
<p>F. Identify and/or interpret the meaning of and correctly use content-specific words found in fiction and nonfiction text.</p>			<ul style="list-style-type: none"> PSSA Coach, Reading pp. 77-79, 80-82 Class discussion Informal observation Test Prep prompts (Appendix 1.1-1.3) Scott Foresman selection tests PSSA NWEA/MAP

Unit: **1.1 Learning to Read Independently**

State Curriculum Standard: **1.1.5 G After reading demonstrate understanding and interpretation of both fiction and nonfiction text. Summarize, relate**

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new information to information learned through additional reading and media, clarify ideas and understanding through rereading and discussion, make responsible assertions about the ideas from the text by citing evidence, and extend ideas found in the text.

State Assessment Anchor: **R4A.1.3 Make inferences and draw conclusions based on text.**

R4A.1.4 Identify and explain the main ideas and relevant details.

R4A.1.5 Summarize a fictional text as a whole.

Course Content	Student Performance	Resources	Assessments
<p>G. After reading, demonstrate understanding and interpretation of fiction and nonfiction text.</p> <ul style="list-style-type: none"> Summarize the key details and events of a fictional text as a whole. Summarize the major points, processes, and/or events of a nonfictional text as a whole. Identify, interpret, compare and/or describe connections between texts. Clarify ideas and understandings through rereading and discussion. Use text evidence to make responsible assertions. Identify and/or explain stated or implied main ideas and relevant supporting details from fiction and nonfiction text. Make inferences and/or draw conclusions based on information from fiction and nonfiction text. Identify the author's intended purpose of text. 	<ul style="list-style-type: none"> Orally summarize a selection, including main events and key details Write a summary of text read, including key details and main events Create a story map Create a semantic web Complete a Venn Diagram to compare/contrast story and/or character details Engage in class discussion of a selection Reread a selection to refine understanding Cite examples from text to support opinions and inferences made Draw conclusions and support with details from the selection Outline a fiction and/or nonfiction selection Compare and contrast information from various texts and media Make, complete and/or interpret graphs Verify predictions made: (e.g., author's purpose of text, story elements) 	<ul style="list-style-type: none"> <i>Scott Foresman Reading "Seeing is Believing", gr. 4</i> <ul style="list-style-type: none"> Unit 4: "The Disguise", TE 442-443 "Amazing Alice!", TE 496-497 Unit 5: "Into the Sea", TE 565 Unit 6: "Children of Clay", TE 637, 641i, "Out of the Blue", TE 666-667 PSSA Coach, Reading (2005 ed) Lesson 9: <i>Identify types of text</i>; Lesson 31: <i>Main Idea and Supporting details</i>; Lesson 32: <i>Summarizing</i>; Lesson 14: <i>Main idea and details</i>; Lesson 34: <i>Making inferences and Drawing Conclusions</i> <i>Scott Foresman, Practice Book</i>: Compare and contrast, pp. 21, 23, 67, 161, 163 <i>Scott Foresman, Practice Book</i>: Graphic Sources, pp. 297, 219, 221, 223, 247 Story Mapping Strategy http://www.hishelpinschool.com/learning/storymap.html 	<ul style="list-style-type: none"> Test Prep prompts (Appendix 1.1-1.3) Scott Foresman selection tests Scott Foresman Reading Unit 4 Benchmark Test – <i>Skills assessed: fiction vs non-fiction, paraphrasing, story elements</i> Scott Foresman Reading Unit 5 Skills Test – <i>Skills assessed: summarizing, fiction vs non-fiction, generalizing, reading a map/graph</i> Scott Foresman Reading Unit 6 Benchmark Test – <i>Skills assessed: time order, author's purpose, fact/opinion</i> PSSA NWEA/MAP

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State Curriculum Standard: 1.1.5 H

Demonstrate fluency and comprehension in reading by reading aloud with accuracy, self correcting mistakes, using appropriate rhythm, flow, meter, and pronunciation, reading a variety of genres, and demonstrating comprehension.

State Assessment Anchor:

Course Content	Student Performance	Resources	Assessments
<p>H. Demonstrate fluency and comprehension in reading.</p> <ul style="list-style-type: none"> Read familiar materials with prosody by: <ul style="list-style-type: none"> Reading aloud with accuracy. Self-correcting mistakes. Reading with expression, appropriate rate, rhythm and intonation Reading a variety of genres <p>(Recommend: 25 books/year)</p>	<ul style="list-style-type: none"> Read in a variety of ways: <ul style="list-style-type: none"> aloud silently with a partner independently in a group choral reading multiple readings of a selection Reread text to facilitate self-correction of pronunciation errors Read with expression, appropriate rate, rhythm and intonation Read a variety of genres, including self-selected library books 	<ul style="list-style-type: none"> PSSA Coach, Reading (2005 ed) Lesson 33: <i>Understanding fiction/nonfiction text</i> Scott Foresman Reading "Seeing is Believing", gr. 4 <ul style="list-style-type: none"> Unit 4: "Blame It on the Wolf", TE 396-415 (reading a play) United Streaming videos (samples): <ul style="list-style-type: none"> Why Don't you Get a Horse, Sam Adams? I, Crocodile Swamp Angel Hailstones and Halibut Bones Sylvester and the Magic Pebble Ralph S. Mouse 	<ul style="list-style-type: none"> Test Prep prompts (Appendix 1.1-1.3) Scott Foresman selection tests Teacher observation DIBELS NWEA/MAP PSSA

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Unit: **1.2 Reading Critically in All Content Areas**

State Curriculum Standard: **1.2.5 A Read and understand essential content of informational text and documents in all academic areas by differentiating fact from fiction, distinguishing between essential and nonessential information across a variety of texts, identifying stereotypes and exaggeration where present, making inferences about similar concepts in multiple texts, drawing conclusions, and evaluate text organization and content to determine author's purpose and effectiveness.**

State Assessment Anchor: **R4A.2.3 Make inferences and draw conclusions based on text.**

R4A.2.4 Identify and explain main ideas and supporting details.

R4A.2.5 Summarize a nonfictional text as a whole.

R4A.2.6 Identify the genre of text.

R4B.3.1 Differentiate fact from opinion in nonfictional text.

Course Content	Student Performance	Resources	Assessments
<p>A. Demonstrate comprehension of content:</p> <ul style="list-style-type: none"> Identify and/or interpret statements of fact and opinion in nonfictional text. Identify and/or explain stated or implied main ideas and relevant supporting details from text. Make inferences and/or draw conclusions based on information from text in fiction and nonfiction selections. Summarize the major points, processes, events of a nonfiction text as a whole. Identify the author's intended purpose of text. Identify exaggeration (bias) where present in nonfictional text. Identify and/or interpret text organization, including sequence, question/answer, comparison/contrast, cause/ effect, or problem/ solution. 	<ul style="list-style-type: none"> List facts and opinions found in a selection; use details for support Cite examples from text to support opinions and inferences made Orally summarize a selection, including key details/main events Write a summary of text read, including key details/main events Engage in class discussion Reread a selection to refine understanding Retell a story in own words Use a K-W-L chart to make predictions and draw conclusions Create an illustration to match a story Outline a fiction and/or nonfiction selection Compare/contrast information from various texts and media Make, complete, and/or interpret graphic organizers and graphs Verify predictions made: (e.g., author's purpose of text, story elements) 	<ul style="list-style-type: none"> <i>Scott Foresman, Practice Book:</i> Fact/opinion, pp. 37, 77, 271, 273 <i>Scott Foresman, Practice Book:</i> Summarizing, pp. 181, 183, 201-3 <i>Scott Foresman, Practice Book:</i> Paraphrasing, pp. 177, 277 <i>Scott Foresman, Practice Book:</i> Main idea/details, pp. 97, 267, 281 <i>Scott Foresman, Practice Book:</i> Drawing Conclusions, pp. 111, 113, 129, 137, 141, 143, 279 <i>Scott Foresman, Practice Book:</i> Compare and contrast, pp. 21, 23, 67, 161, 163 <i>Scott Foresman, Practice Book:</i> Cause and effect, pp. 17, 61-3, 87 <i>Scott Foresman, Practice Book:</i> Author's purpose, pp. 31, 33, 231, 233, 291, 293 <i>Scott Foresman, Practice Book:</i> Text structure, pp. 71, 73, 171, 173, 173, 241, 243 <i>Scott Foresman, Practice Book:</i> Sequence, pp. 7, 11, 13, 27 <i>Scott Foresman, Practice Book:</i> Graphic sources, pp. 207, 219, 221, 223, 247 <i>Scott Foresman, Practice Book:</i> Compare and contrast, pp. 21, 23, 67, 161, 163 <i>Scott Foresman, Practice Book:</i> Chart /table, pg. 79 PSSA Coach, Reading. (2005 ed) Lesson 33: <i>Understand</i> 	<ul style="list-style-type: none"> Teacher-made rubric <ul style="list-style-type: none"> Fact and opinion Summary Graphic organizers Test Prep prompts (Appendix 1.1-1.3) Scott Foresman selection tests Running records NWEA/MAP PSSA

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		<i>fiction/nonfiction text</i>	
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Unit: 1.2 Reading Critically in All Content Areas

State Curriculum Standard: 1.2.5 A Read and understand essential content of informational text and documents in all academic areas by differentiating fact from fiction, distinguishing between essential and nonessential information across a variety of texts, identifying stereotypes and exaggeration where present, making inferences about similar concepts in multiple texts, drawing conclusions, and evaluate text organization and content to determine author's purpose and effectiveness.

State Assessment Anchor: R4A.2.3 Make inferences and draw conclusions based on text.
R4A.2.4 Identify and explain main ideas and supporting details.
R4A.2.5 Summarize a nonfictional text as a whole.
R4A.2.6 Identify the genre of text.
R4B.3.1 Differentiate fact from opinion in nonfictional text.

Course Content	Student Performance	Resources	Assessments
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<ul style="list-style-type: none"> • Use headings to locate information in a passage, or identify content that would best fit in a specific section of text • Interpret graphics and charts and/or make connections between text/content of graphics, charts • Identify, compare, explain, and/or interpret the sequence of steps in a list of directions 	<ul style="list-style-type: none"> • Compose a story map • Create a semantic web • Complete a Venn diagram to compare/contrast story and/or character details • Read Tall Tales and identify examples of exaggeration 	<ul style="list-style-type: none"> • <i>Scott Foresman Reading "Seeing is Believing", gr. 4</i> <ul style="list-style-type: none"> ○ Unit 1: "Family Pictures", TE 107 (fact/opinion) ○ "Train to Somewhere", TE 44 ○ "Yingtao's New Friend", TE 87 ○ Unit 2: "I Love Guinea Pigs" TE 194-195, 205 ○ "A Big-City Dream", TE 168-169 ○ "The Swimming Hole", TE 223 ○ Unit 3: "The Storm", TE 324-325, 32 ○ "John Henry", TE 262-277 ○ Unit 4: "Blame It on the Wolf", TE 394-395 ○ "Lou Gehrig", TE 420-421 ○ Unit 5: "Space Probes to the Planets", TE 576-577 ○ Unit 6: "Coming Home", TE 648-649 ○ "Children of Clay", TE 630-631 • PSSA Coach, Reading (2005 ed) Lesson 29: <i>Use headings</i>; Lesson 30: <i>Interpret graphics and charts</i> 	<ul style="list-style-type: none"> • Test Prep prompts (Appendix 1.1-1.3) • Teacher-made rubric <ul style="list-style-type: none"> ○ Story map ○ Semantic web ○ Venn diagram • Scott Foresman selection tests • Scott Foresman Reading Unit 3 Skills Test – <i>Skills assessed: identifying examples of exaggeration, generalizing</i> • PSSA • NWEA/MAP
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Unit: 1.2 Reading Critically in All Content Areas

State Curriculum Standard: **1.2.5 B Use and understand a variety of media and evaluate the quality of material produced by using a variety of media such as computerized card catalogues and encyclopedias for research, evaluating the role of media as a source of entertainment and information, and designing and developing media projects for a targeted audience.**

State Assessment Anchor: **R4B.3.3 Identify, compare, explain, and interpret how text organization clarifies meaning of nonfictional text.**

Course Content	Student Performance	Resources	Assessments
B. Demonstrate understanding of media encountered in learning:	<ul style="list-style-type: none"> • Compare and contrast information from various texts and media 	<ul style="list-style-type: none"> • <i>Scott Foresman, Practice Book: Table/Chart</i>, pg. 79 • <i>Scott Foresman, Practice Book: Locate/collect information</i>, pg. 119 	<ul style="list-style-type: none"> • Teacher-made rubric: Venn diagram • Teacher observation of

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<ul style="list-style-type: none"> • Determine essential material • Derive factual information from a variety of media forms 	<ul style="list-style-type: none"> • Use a variety of sources to locate information: Graphs Maps Globes Tables Charts Texts Internet resources Encyclopedias Newspapers Magazines Radio/television Video Software Almanac Dictionaries Thesaurus 	<ul style="list-style-type: none"> • <i>Scott Foresman, Practice Book: Technology</i>, pp. 29, 69, 109, 179, 209, 299 • <i>Scott Foresman, Practice Book: Newspapers, magazines, and periodicals</i>, pg. 59 • <i>Scott Foresman, Practice Book: Encyclopedia</i>, pg. 99 • <i>Scott Foresman, Practice Book: Locate/collect information</i>, pg. 119 • <i>Almanac</i>, pg. 139 • <i>Thesaurus</i>, pg. 159 • <i>Alphabetical order</i>, pg.189 • Maps • Globes • Encyclopedias • Newspapers • Magazines • Radio/television • Computers/software/video • Almanac • Dictionary • Thesaurus • Graphic organizers 	<p>student use of media</p> <ul style="list-style-type: none"> • PSSA • NWEA/MAP
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Unit: 1.2 Reading Critically in All Content Areas

State Curriculum Standard: 1.2.5 C Produce work in at least one literary genre that follows the conventions of the genre.

State Assessment Anchor: R4A.2.6 Identify the genre of text.

Course Content	Student Performance	Resources	Assessments
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<p>C. Compose a work that reflects one of the following genres:</p> <ul style="list-style-type: none"> • Historical fiction • Realistic fiction • Poetry • Fantasy • Traditional Stories <ul style="list-style-type: none"> ○ Tall tales ○ Folktales ○ Legends ○ Myths • Drama • Biography • Nonfiction 	<p>Works may include:</p> <ul style="list-style-type: none"> • Written piece • Dance • Poetry • Music/song • Illustration <ul style="list-style-type: none"> • Determine and identify genre and characteristics of that genre (e.g., historical fiction, biography, or fantasy) • Compose and perform a skit that reflects the genre • Compose and perform a dance or song to illustrate the biography of a famous person • Create an illustration to demonstrate understanding of a selection from a specific genre • Write poetry to demonstrate content knowledge (e.g., weather poem or rap) 	<ul style="list-style-type: none"> • PSSA Coach, Reading (2005 ed) Lessons 20-22: <i>Structures of drama</i> • PSSA Coach, Reading (2005 ed) Lesson 17: <i>Structure of poetry</i> • <u>Season Fairies Get Sacked</u> http://www.atozteacherstuff.com/pages/506.shtml • <u>Shadow Poetry Resources: Types of Poetry</u> http://www.shadowpoetry.com/resources/wip/types.html • <u>Children's Theatre: Creative Drama</u> http://www.childdrama.com/mainframe.html • <u>Author: Chris Van Allsburg</u> http://www.chrisvanallsburg.com/home.html • <u>Author: Judy Blume</u> http://www.judyblume.com/ • <u>Author: Roald Dahl</u> http://www.roalddahlfans.com/index.php • <u>Author: All About Dr. Seuss</u> http://www.catinthehat.org/history.htm 	<ul style="list-style-type: none"> • Teacher-made rubric <ul style="list-style-type: none"> ○ Written piece ○ Dance ○ Poetry ○ Music/song ○ Illustration ○ Skit • PSSA Coach, Reading: pp. 146-149
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Unit: **1.3 Reading, Analyzing, and Interpreting Literature**

State Curriculum Standard: **1.3.5 A Read and understand works of literature.**

1.3.5 B Compare the use of literary elements within and among texts, including characters, setting and plot, theme, and point of view.

State Assessment Anchor: **R4B.1.1 Identify, interpret, compare, and describe components of fiction and literary nonfiction.**

R4B.1.2 Make connections between texts.

Course Content	Student Performance	Resources	Assessments
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<p>A. Read and understand works of literature</p> <p>B. Identify, interpret, compare, and/or describe, components of fiction and literary nonfiction:</p> <p><u>Character</u></p> <ul style="list-style-type: none"> Identify, interpret, compare, and/or describe character action, motives, dialogue, emotions, feelings, traits, and relationships among characters within fictional or literary nonfictional text Identify, interpret, compare, and/or describe the relationship between characters and other components of text <p><u>Setting</u></p> <ul style="list-style-type: none"> Identify, interpret, compare, and/or describe the setting 	<ul style="list-style-type: none"> Read selections from trade books, novels, or anthology designated for grade/reading level Read given text Create and complete a story map Write and illustrate a character sketch Use a Venn diagram to compare characters Place sentence strips containing story events in sequential order Illustrate setting Create a diorama to depict a scene from a selection 	<ul style="list-style-type: none"> ESASD Novel list (in curriculum guide) PSSA Coach, Reading (2005 ed) Lessons 10-14: <i>Story elements</i>; Lessons 20-22: <i>Structure of drama</i> Scott Foresman Reading "Seeing is Believing", gr. 4 <ul style="list-style-type: none"> Character, SF, PB, pp. 41, 43, 107 Unit 1: "Yingtao's New Friend", TE 70-71 "Addie in Charge", TE 116-117 Unit 2: "A Big-City Dream", TE 170 Unit 3: "John Henry", TE 267 Unit 4: "Lou Gehrig", TE 422 "The Disguise", TE 467C,D Scott Foresman Reading "Seeing is Believing", gr. 4 <ul style="list-style-type: none"> Setting, SF, PB, pp. 1, 3, 257 Unit 1: "A Visit with Grandpa", TE 20-21 Unit 6: "Koya's Cousin Del", TE 611, 629B 	<ul style="list-style-type: none"> Teacher observation Story map Venn diagram Sequenced sentence strips Teacher-made rubric: <ul style="list-style-type: none"> character sketch diorama illustrations Scott Foresman Unit 1 Skills Test – Assessed skills: <i>setting, character, sequence of events, author's purpose, literary genre, point of view</i> PSSA Coach, Reading: pages 97-100, 114-117, 133-136 PSSA NWEA/MAP
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Unit: **1.3 Reading, Analyzing, and Interpreting Literature**

State Curriculum Standard: **1.3.5 B Compare the use of literary elements within and among texts, including characters, setting and plot, theme, and point of view.**

State Assessment Anchor: **R4B.1.2 Make connections between texts.**

Course Content	Student Performance	Resources	Assessments
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Communication Arts Planned Course: Grade 4

<p><u>Plot</u></p> <ul style="list-style-type: none"> Identify, interpret, compare, and/or describe elements of the plot (conflict/problem, sequence of events, cause and effect relationships in the plot, how the problem was solved) <p><u>Theme</u></p> <ul style="list-style-type: none"> Identify, compare, and/or describe the message or lesson of fiction or literary nonfiction Identify, compare, and/or describe the relationship between the message or lesson and other components of text Identify, interpret, compare, and describe connections between texts 	<ul style="list-style-type: none"> Analyze plot development with a sequential diagram Discuss theme Create a story pyramid using a graphic organizer 	<ul style="list-style-type: none"> Scott Foresman Reading “<i>Seeing is Believing</i>”, gr. 4 <ul style="list-style-type: none"> Plot, <i>SF, PB</i>, pp. 191, 193, 211, 213, 297 Unit 1: “Train to Somewhere”, TE 44-45 Unit 2: “The Swimming Hole”, TE 212-213 Unit 4: “Keepers”, TE 468-469 Unit 5: “A Peddler’s Dream”, TE 518-519 Unit 6: “Chocolate is Missing”, TE 689, 709D Scott Foresman Reading “<i>Seeing is Believing</i>”, gr. 4 <ul style="list-style-type: none"> Theme, <i>SF, PB</i>, pp. 47, 81, 83, 167 Unit 1: “Addie in Charge”, TE 129 Unit 2: “The Swimming Hole”, TE 212-213 Unit 3: “John Henry”, TE 260-261 Unit 4: “Blame It on the Wolf”, TE 405, 419B All selections in Units 2 – 6 may be used to investigate connections between texts Graphic organizers, (in curriculum guide) 	<ul style="list-style-type: none"> Teacher observation Story map Venn diagram Story pyramid Sequenced sentence strips Teacher-made rubric: <ul style="list-style-type: none"> character sketch diorama illustrations Scott Foresman Unit 1 Skills Test – <i>Assessed skills: setting, character, sequence of events, author’s purpose, literary genre, point of view</i> PSSA Coach, Reading: pages 97-100, 114-117, 133-136 Scott Foresman Unit 2 Benchmark Test – <i>Assessed Skills: Cause and effect</i> PSSA NWEA/MAP
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Unit: 1.3 Reading, Analyzing, and Interpreting Literature

State Curriculum Standard: 1.3.5 C Describe how the author uses literary devices to convey meaning (sound techniques: rhyme, rhythm, meter, and

Communication Arts Planned Course: Grade 4

alliteration and figurative language: personification, simile, metaphor, and hyperbole.)

State Assessment Anchor: **R4B.2.1 Identify and interpret figurative language in fiction and nonfiction.**

Course Content	Student Performance	Resources	Assessments
<p>C. Demonstrate understanding of literary devices and how authors use them to give meaning in literature:</p> <ul style="list-style-type: none"> Identify and/or interpret examples of personification in text Identify and/or interpret examples of similes and metaphors in text Identify examples of rhyme/rhythm Identify and/or interpret examples of alliteration in text when its use is presumed intentional 	<p>Locate and identify literary devices when encountered in text:</p> <ul style="list-style-type: none"> Activate prior knowledge by discussing examples of personification in the media Define personification and give examples from text Write a short story in which literary devices are used Act out examples of personification in small groups Draw pictures to illustrate personification, simile, metaphor Read examples of alliteration: tongue twisters, nursery rhymes Use oral reading techniques (e.g., choral reading) to explore rhyme and rhythm patterns in literature Analyze author's purpose for using literary devices and how they enhance meaning 	<ul style="list-style-type: none"> Write Source text, p. 411 PSSA Coach, Reading (2005 ed) Lessons 17, 24: <i>Poetic sound and structure, Figurative language</i> PSSA Coach, Reading (2005 ed) Lesson 15: <i>Personification</i> PSSA Coach, Reading (2005 ed) Lesson 24: <i>Similes</i> PSSA Coach, Reading (2005 ed) Lesson 18: <i>Poetic meter</i> PSSA Coach, Reading (2005 ed) Lesson 19: <i>Alliteration</i> Scott Foresman Reading "Seeing is Believing", gr. 4 <ul style="list-style-type: none"> Unit 1: "Marven of the Great North Woods", TE 303K (similes) Unit 3: "Rikki-Tikki-Tavi", TE 349 (personification) 	<ul style="list-style-type: none"> Teacher-made rubrics: <ul style="list-style-type: none"> Short story Illustrations PSSA Coach, Reading: pp.133-136, 146-149, 166-169 Scott Foresman Unit 3 Skills Test – <i>Skills assessed: metaphor, simile, personification</i> Teacher observation of student performances PSSA NWEA/MAP

Unit: 1.3 Reading, Analyzing, and Interpreting Literature

State Curriculum Standard: **1.3.5 D Identify and respond to the effects of sound and structure in poetry (alliteration, rhyme, verse form).**

1.3.5 E Analyze drama as information source, entertainment, persuasion or transmitter of culture

State Assessment Anchor: **R4B.1.1 Identify, interpret, compare, and describe components of fiction and literary non-fiction.**

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Course Content	Student Performance	Resources	Assessments
<p>D. Demonstrate understanding of poetry:</p> <ul style="list-style-type: none"> Identify poetic forms: free verse, couplets, quatrains, cinquains 	<ul style="list-style-type: none"> Review: acrostic, haiku Introduce and define: <ul style="list-style-type: none"> Free verse Couplets Quatrains Cinquains Read and compare poems as listed above Determine poem structure (e.g., rhyming v nonrhyming, rhyme scheme) Identify and explore the meaning of the poem Participate in oral readings of poetry 	<ul style="list-style-type: none"> Scott Foresman Text, <i>Poetry Connections</i> (in curriculum guide) PSSA Coach, Reading (2005 ed) Lessons 17, 18: <i>Poetic structure and meter</i> www.readwritethink.org/materials/shape www.poetryresourcepage.com 	<ul style="list-style-type: none"> Teacher-made rubric <ul style="list-style-type: none"> Poetry forms Self-evaluation/critique Poetry contests (online, print resources) PSSA Coach, Reading: pp. 146-149 Peer editing checklist (Appendix 1.1-1.3) PSSA NWEA/MAP
<p>E. Analyze drama as an information source, entertainment, persuasion or transmitter of culture</p>	<ul style="list-style-type: none"> Read and discuss plays, skits Use resources (e.g., map/globe, text resources, electronic resources) to explore the cultural origins depicted in drama Identify cultural diversity of characters in a play; create a poster to depict aspects of culture Identify the author's intended purpose (e.g., entertainment, persuasion, information) 	<ul style="list-style-type: none"> PSSA Coach, Reading (2005 ed) Lessons 20-22: <i>Story elements</i> www.aaronshp.com (Reader's Theater scripts) www.teachingheart.net Reader's Theater, Grade 4 How to Do Plays with Children (professional library resource) 	<ul style="list-style-type: none"> Reader's Theater evaluation rubric (Appendix 1.1-1.3) Teacher observation Teacher-made rubric: poster

Unit: 1.3 Reading, Analyzing, and Interpreting Literature

State Curriculum Standard: 1.3.5 B Compare the use of literary elements within and among texts, including characters, setting and plot, theme, and point of view.

1.3.5 F Read and respond to nonfiction and fiction, including poetry and drama.

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State Assessment Anchor: **R4B.1.1** Identify, interpret, compare, and describe components of fiction and literary non-fiction.

Course Content	Student Performance	Resources	Assessments
<p>F. Identify the author's intended purpose of text (drama, poetry)</p> <ul style="list-style-type: none"> Identify, interpret, compare, and/or describe components of fiction and literary nonfiction: Character, Setting, Plot, Theme Identify, interpret, compare, and/or describe connections between texts 	<ul style="list-style-type: none"> Identify the author's intended purpose (e.g., entertainment, persuasion, information) in a variety of literary text Tell a story to peers, then discuss to establish author's purpose Outline a fiction and/or nonfiction selection Write a summary of text read, including key details and main events Compose a story map including story elements Create a semantic web Compare/contrast information from various texts and media Complete a Venn diagram and/or poster to compare/contrast story and/or character details Use a Venn diagram to compare two different plays to analyze author's use of dialogue 	<ul style="list-style-type: none"> PSSA Coach, Reading (2005 ed) Lesson 9: <i>Identify informational and persuasive text</i> <u>Reader's Theater, Grade 4</u> <u>How to Do Plays with Children</u> (professional library resource) PSSA Coach, Reading (2005 ed) Lesson 8: <i>Preview text formats</i> <i>Scott Foresman Reading "Seeing is Believing", gr. 4</i> <ul style="list-style-type: none"> Unit 1: All selections Unit 3: "The Storm", TE 343D <u>Reader's Theater, Grade 4</u> 	<ul style="list-style-type: none"> Scott Foresman Skills Test Unit 1 – <i>Skills assessed: author's purpose, story elements</i> Scott Foresman Skills Test Unit 3 – <i>Skills assessed: drawing conclusions, story elements</i> Scott Foresman Benchmark Test Unit 4 – <i>Skills assessed: compare/contrast</i> PSSA Coach, Reading: pp. 97-100 Teacher-made rubric <ul style="list-style-type: none"> Outline Story map Semantic web Summary Teacher-made rubric <ul style="list-style-type: none"> Venn diagram Poster PSSA NWEA/MAP

Unit: 1.4 Types of Writing

State Curriculum Standard: **1.4.5 A** Write poems, plays, and multi-paragraph stories that include detailed descriptions of people, places, things, relevant illustrations, dialogue, and literary conflicts, elements, and devices.

Communication Arts Planned Course: Grade 4

Course Content	Student Performance	Resources	Assessments
<p>A. Write different kinds of fiction, using relevant illustrations:</p> <ul style="list-style-type: none"> Poems Use literary devices, including personification, simile and alliteration Skits Utilize dialogue Multi-paragraph narratives Include descriptions of people, places, things Apply literary conflict Include literary elements 	<p>Create a variety of written genres:</p> <ul style="list-style-type: none"> Write an acrostic poem to summarize a story Write a free verse poem Write rhyming couplets Write quatrains Write cinquain poems to describe people, places, things Free write in poetry journals In a group, write and perform a play or skit that involves dialogue between characters Use the steps of the Writing Process to write a narrative, including character, setting and plot, with focus on use of descriptive words 	<ul style="list-style-type: none"> <u>Write Source</u> text, p. 311-319 PSSA Coach, Reading (2005 ed) Lessons 17, 18: <i>Poetic structure and meter</i> Teacher Created Materials (Appendix 1.4-1.5): <ul style="list-style-type: none"> "Definitions" "Traditional Poetry" "Simile and Metaphor" "State Poem" PSSA Coach, Reading (2005 ed) Lessons 20-22: <i>Story elements</i> PSSA Coach, Reading (2005 ed) Chapter 14: <i>Writing for a Topic</i> <u>Write Source</u> text, p. 1-30, 63-137 	<ul style="list-style-type: none"> Teacher-made rubrics <ul style="list-style-type: none"> Poetry Narrative Teacher observation Scott Foresman Benchmark Test Unit 1 – <i>Skills assessed: writing a personal narrative</i> Scott Foresman Skills Test Unit 1 – <i>Skills assessed: writing a personal narrative</i> PSSA Coach, Reading: pp. 146-149 Self/peer evaluation ESASD Benchmark Writing Prompts (beginning and end of year)

Unit: 1.4 Types of Writing

Communication Arts Planned Course: Grade 4

State Curriculum Standard: **1.4.5 B Write multi-paragraph informational pieces such as descriptions, letters, reports, instructions, and essays that include cause and effect, problem and solution, relevant graphics such as maps, charts, illustrations, photographs, and tables.**

1.4.5 C Write persuasive pieces with a clearly stated position or opinion and supporting details citing sources when needed.

Course Content	Student Performance	Resources	Assessments
<p>B. Write multi-paragraph informational pieces:</p> <ul style="list-style-type: none"> • Descriptive • Instructions/"how to" piece • Expository • Biography • Letter • Include relevant graphics (e.g., maps, charts, graphs, illustrations, photographs, and Internet-based graphics/websites. • Specify cause/effect • Develop a problem and solution (when appropriate to the topic) 	<ul style="list-style-type: none"> • Write and illustrate a story that describes a day in the life of fourth graders • Write and illustrate a story extension for a fiction story • Write and illustrate an informational piece to explain how to complete a task • Build a "toy" using snap cubes and write an explanation of how to replicate the toy • Write a report about a person (e.g., a famous Pennsylvanian) • Write a friendly letter (e.g., to <u>Flat Stanley</u>, penpal, author, famous person...) • Sequence sentence strips to form a strong paragraph. • Write a group-generated paragraph 	<ul style="list-style-type: none"> • <u>Write Source</u> text, p. 51-61, 63-81, 139-193 • PSSA Coach, Reading (2005 ed) Chapter 14: <i>Writing for a Topic</i> • Teacher Created Materials (Appendix 1.4-1.5): <ul style="list-style-type: none"> ○ "Examples of a Personal Letter" ○ "Parts of a Personal Letter" ○ "Personal Letter Frame" ○ "Personal letter Peer Response Form" • <u>Write Source</u> text, p. 476-477 <i>Investigations in Number, Data and Space, Building Solids and Silhouettes</i> unit 	<ul style="list-style-type: none"> • Scott Foresman End of Year Skills Test – <i>Skills assessed: writing a how-to report</i> • Scott Foresman Benchmark Test Unit 3 – <i>Skills assessed: writing an explanatory paragraph</i> • Scott Foresman Benchmark Test Unit 5 – <i>Skills assessed: writing a descriptive paragraph</i> • Scott Foresman Skills Test Unit 4 – <i>Skills assessed: writing a how-to report</i> • Scott Foresman Skills Test Unit 2 – <i>Skills assessed: descriptive essay</i> • Teacher-made rubrics to match types of writing • ESASD Benchmark Writing Prompts (beginning and end of year)

Communication Arts Planned Course: Grade 4

Unit: 1.4 Types of Writing

State Curriculum Standard: **1.4.5 B** Write multi-paragraph informational pieces such as descriptions, letters, reports, instructions, and essays that include cause and effect, problem and solution, relevant graphics such as maps, charts, illustrations, photographs, and tables.

1.4.5 C Write persuasive pieces with a clearly stated position or opinion and supporting details citing sources when needed.

Course Content	Student Performance	Resources	Assessments
C. Write and illustrate a persuasive story, including supporting details, related to a content-area topic	<ul style="list-style-type: none"> Write and illustrate a persuasive story about living in the Northeast region of the United States Write a persuasive piece to convince another person to consider a viewpoint (e.g., favorite TV show, sport/game) Write a new law or school rule and persuade others to implement it 	<ul style="list-style-type: none"> <u>Write Source</u> text, p. 195-251 PSSA Coach, Reading (2005 ed) Chapter 14: <i>Writing for a Topic</i> 	<ul style="list-style-type: none"> Scott Foresman Skills Test Unit 1 and Unit 6 – <i>Skills assessed: persuasive writing</i> Scott Foresman Benchmark Test Unit 6 – <i>Skills assessed: persuasive writing</i> Teacher-made rubric: persuasive writing Scott Foresman Reading: Scoring rubrics for writing (Skills Tests, T20-T26)

Communication Arts Planned Course: Grade 4

Unit: 1.5 Quality of Writing

State Curriculum Standard: **1.5.5 A Write with a sharp, distinct focus identifying topic, task, and audience.**

1.5.5 B Write using well developed content appropriate for the topic. Gather, organize, and select the most effective information appropriate for the topic, task, and audience. Write paragraphs that have a topic sentence and supporting details.

Course Content	Student Performance	Resources	Assessments
<p>A. Write with a clear, distinct focus, identifying:</p> <ul style="list-style-type: none"> • Topic • Task • Audience <p>B. Use well-developed content which is appropriate to the topic when writing:</p> <ul style="list-style-type: none"> • Write in paragraph form, including a topic sentence and supporting details • Choose and include relevant information that is appropriate for the topic, task and audience • Use graphic organizer(s) to format content appropriately (e.g., note cards, Venn diagrams, outlines) 	<ul style="list-style-type: none"> • Write a nonfictional piece that includes topic sentence followed by supporting details • Write appropriately for a specific audience • Read various resources connected to their topic • Determine important information from text • Using information gathered, apply the Writing Process to produce a well-organized research report <ul style="list-style-type: none"> Paraphrase important information onto note cards or into outline form Indent for paragraph form Write effectively: main idea, supporting details, and conclusion • Add illustrations/graphics. • Publish handwritten or word processed final draft 	<ul style="list-style-type: none"> • <u>Write Source</u> text, p. 3-20, 23, 24 • PSSA Coach, Reading (2005 ed) Chapter 14: <i>Writing for a Topic</i> • <u>Write Source</u> text, p. 51-60 • Note cards • Graphic organizers: Venn diagram • PSSA Coach, Reading (2005 ed) Chapter 14: <i>Writing for a Topic</i> • Teacher Created Materials (Appendix 1.4-1.5): <ul style="list-style-type: none"> ○ "Definitions" ○ "Proofreader's marks" ○ "Tips for Good Writing" ○ "Prewriting Plans" ○ "Summarizing" ○ "Keeping a Notebook" ○ "Venn Diagram and Model" ○ "Quick Book Report Form" ○ "Writer's Workshop" ○ "Tell Me What You Think" ○ "Peer editing conference form" ○ "About a classmate's writing" 	<ul style="list-style-type: none"> • Scott Foresman Skills Test Unit 3 – <i>Skills assessed: writing to compare/contrast</i> • Scott Foresman End of Year Benchmark Test– <i>Skills assessed: writing to compare/contrast</i> • Teacher-made rubrics

Communication Arts Planned Course: Grade 4

Unit: **1.5 Quality of Writing**

State Curriculum Standard: **1.5.5 C Write with controlled and/or subtle organization. Sustain a logical order within sentences and between paragraphs using meaningful transition. Include an introduction, body, and conclusion.**

1.5.5 D Write with an understanding of the stylistic aspect of composition, using different types and lengths of sentences, precise language, and maintaining a consistent voice.

Course Content	Student Performance	Resources	Assessments
<p>C. Write with controlled and/or subtle organization</p> <ul style="list-style-type: none"> Maintain a logical sequence of events within paragraphs Use transition words Include a clear beginning, middle and end 	<ul style="list-style-type: none"> Use a semantic map to organize writing Create an outline of topics for writing Sequence a story or set of “how to” instructions written on sentence strips/index cards using time-order words (first, next, then, finally, lastly...) 	<ul style="list-style-type: none"> Technology: Inspiration (on- and above-level) or Kidspiration (below level) PSSA Coach, Reading (205 ed) Chapter 14: <i>Writing for a Topic</i> Sentence strips 	<ul style="list-style-type: none"> Teacher-made rubric: <ul style="list-style-type: none"> Semantic map (computer generated) Collage Teacher observation
<p>D. Write with an awareness of the stylistic aspects of composition</p> <ul style="list-style-type: none"> Use sentences of differing lengths and complexities. Use descriptive words and action verbs 	<ul style="list-style-type: none"> Make a collage of magazine pictures to illustrate an action (e.g., running, smiling), and write sentences to describe the action Revise given sentences to vary the word order, length and/or complexity, while maintaining the meaning of the sentence 	<ul style="list-style-type: none"> <u>Write Source</u> text, p. 157-166,167-170, 184-186, 470-472 	

Communication Arts Planned Course: Grade 4

Unit: 1.5 Quality of Writing

State Curriculum Standard: 1.5.5 E Revise writing to improve organization and word choice, check the logic, order of ideas and precision of vocabulary.

Course Content	Student Performance	Resources	Assessments
E. Revise writing to improve detail and order by identifying missing information and determining whether ideas follow logically	<ul style="list-style-type: none"> • Use the Writing Process to revise written pieces <ul style="list-style-type: none"> ○ Identify areas where revision would improve the text ○ Model the revision process using a prewritten paragraph on the overhead projector ○ Read a piece to a revision partner (peer, teacher, parent) to determine need for change/improvement ○ Revise a given text with embedded errors 	<ul style="list-style-type: none"> • “Three Pluses and a Wish” – (Appendix 1.4-1.5) • <u>Write Source</u> text, p. 14, 15, 74, 104-112, 160-168, 216-224, 267, 305, 315, 356-357 	<ul style="list-style-type: none"> • Teacher observation • Teacher/student conference

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Unit: 1.5 Quality of Writing

State Curriculum Standard: 1.5.5 F Edit writing using the conventions of language including spelling, capital letters, punctuation (period, exclamation point, question mark, commas, quotation marks, apostrophe), grammar (nouns, pronouns, verbs, adjectives, adverbs, conjunctions, preposition, and interjections), complete sentences (simple, compound, declarative, interrogative, exclamatory, and imperative)

Course Content	Student Performance	Resources	Assessments
<p>F. Use the conventions of language to edit writing:</p> <ul style="list-style-type: none"> Identify and write in complete sentences: Simple Compound Declarative Interrogative Imperative Exclamatory Use capital letters correctly (first word in sentences, proper nouns, pronoun "I", in dialogue) Use plurals correctly 	<ul style="list-style-type: none"> Identify sentence types in writing Act out conversations using only one sentence type (e.g., two students talk about pets using only questions) Use sentences strips to write and identify types of sentences Match given sentences to their type Create a mobile to illustrate sentence types Combine simple sentences to create compound sentences using conjunctions Use the Writing Process, Daily Oral Language practice to capitalize, punctuate, spell correctly Identify singular words in text and write the plural Draw and label pictures of singular/plural forms of nouns Generate a list of irregular plural nouns and post it in the classroom 	<ul style="list-style-type: none"> <u>Write Source</u> text, p. 431-451 <u>Write Source</u> Skills book, p. 75-130 PSSA Coach, Reading (2005 ed) Lesson 36: <i>Editing</i> <i>United Streaming</i> Videos: <ul style="list-style-type: none"> <i>Pendemonium</i> titles <i>United Streaming</i> Songs: <ul style="list-style-type: none"> <i>Jazz Up: Simple Sentence</i> PSSA Coach, Reading (2005 ed) Lesson 43: <i>Capitalization</i> <u>Write Source</u> Skills book, p. 43-52 <u>Write Source</u> Skills book, p. 47-50 	<ul style="list-style-type: none"> Scott Foresman Skills Test Unit 1 – <i>Skills assessed: sentences</i> PSSA Coach, Reading (2005 ed) pp. 228-229 Editing passages(samples): <ul style="list-style-type: none"> "Gold Fever" "Goldilocks" (Appendix 1.4-1.5) PSSA Coach, Reading (2005 ed) pp. 257-259 Scott Foresman Skills Test Unit 3– <i>Skills assessed: regular plurals</i> Scott Foresman Skills Test Unit 6 – <i>Skills assessed: irregular plurals</i> Scott Foresman Skills Test Unit 5 – <i>Skills assessed: plural possessives</i>

Communication Arts Planned Course: Grade 4

Unit: 1.5 Quality of Writing

State Curriculum Standard: **1.5.5 F** Edit writing using the conventions of language including spelling, capital letters, punctuation (period, exclamation point, question mark, commas, quotation marks, apostrophe), grammar (nouns, pronouns, verbs, adjectives, adverbs, conjunctions, preposition, and interjections), complete sentences (simple, compound, declarative, interrogative, exclamatory, and imperative)

Course Content	Student Performance	Resources	Assessments
<ul style="list-style-type: none"> Punctuate correctly (period, exclamation point, question mark, commas in a series, quotation marks used in dialogue, apostrophe used to show possession) 	<ul style="list-style-type: none"> Identify and use proper sentence punctuation. Punctuate items listed in a sentence to differentiate meaning (e.g., chocolate ice cream vs chocolate, ice, cream) With a partner, write a “Silent Conversation” about a simple topic, using correct punctuation (commas, quotation marks, end marks) Write/edit sentences containing singular and/or plural possessive nouns. Draw and label a picture to illustrate the singular possessive and plural possessive form of a noun View and respond to videos <ul style="list-style-type: none"> <i>United Streaming</i> titles: <ul style="list-style-type: none"> Jazz Up: Punctuation Mark Sing songs <ul style="list-style-type: none"> <i>United Streaming</i> titles: <ul style="list-style-type: none"> Jazz Up: Punctuation Mark 	<ul style="list-style-type: none"> <i>Write Source</i> text, p. 480-495 <i>Write Source</i> Skills book, p. 3 – 42 PSSA Coach, Reading (2005 ed) Lessons 41, 42: <i>Punctuation</i> 	<ul style="list-style-type: none"> Scott Foresman Skills Test Unit 6 – <i>Skills assessed: punctuation</i> Editing passages (samples): <ul style="list-style-type: none"> “The Frankenstein Monster” “Little John Has a Toothache” (Appendix 1.4-1.5)

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Unit: 1.5 Quality of Writing

State Curriculum Standard: 1.5.5 F Edit writing using the conventions of language including spelling, capital letters, punctuation (period, exclamation point, question mark, commas, quotation marks, apostrophe), grammar (nouns, pronouns, verbs, adjectives, adverbs, conjunctions, preposition, and interjections), complete sentences (simple, compound, declarative, interrogative, exclamatory, and imperative)

Course Content	Student Performance	Resources	Assessments
<ul style="list-style-type: none"> Use nouns, pronouns, verbs, adjectives, adverbs, interjections, and conjunctions properly 	<ul style="list-style-type: none"> Select an example of each part of speech from current reading piece or other curriculum areas Create a <i>Parts of Speech</i> dictionary. Use throughout the year to record words. Look up the meaning of prepositions and interjections Use newspaper articles to locate prepositions and interjections Use prepositions and interjections in writing Identify and explain the use of apostrophes Use apostrophes in writing View and respond to videos <i>United Streaming titles</i> (samples): <ul style="list-style-type: none"> Discovering Language Arts: Parts of Speech Eight Parts of Speech Sing songs <ul style="list-style-type: none"> <i>United Streaming titles</i> (samples): <ul style="list-style-type: none"> <i>Jazz Up: Nouns</i> <i>Jazz Up: The Verb Game</i> <i>Jazz Up: Descriptive Words</i> 	<ul style="list-style-type: none"> Scott Foresman Reading, <i>Teacher Resource Manual</i>: <ul style="list-style-type: none"> Nouns – pp. 125-128, 146-150, 168-171, 190-194, 212-216 Verbs – pp. 238-241, 259- 263, 281, 285, 303-307, 325-329 Adjectives – pp. 351-354, 372-376, 394-398, 416 Adverbs – pp. 417-420, 438-442 Pronouns – pp. 464-467, 485-489, 507-511 Conjunctions – pp. 552-555, 576 Scott Foresman Grammar Practice Book: <ul style="list-style-type: none"> More conjunctions – pp. 122-123, 126 Write Source Skills book: <ul style="list-style-type: none"> Nouns – 133-134, 136-142, 184-186 Pronouns – 135, 143-156, 184-186 Verbs – 157-166, 184-186 Adjectives - 167-170, 184-186 Adverbs – 171-174, 184-186 Interjections – 183-186 Conjunctions - 177-182, 184-186 Write Source Text: <ul style="list-style-type: none"> Nouns – 408-410 Pronouns – 412-415 Verbs – 416-422 Adjectives – 423-425 Adverbs – 426-427 Conjunctions – 429-430 Prepositions – 428, 430 PSSA Coach, Reading (2005 ed) Lessons 37-39: <i>Parts of Speech</i> 	<ul style="list-style-type: none"> Scott Foresman Skills Test Unit 2 – <i>Skills assessed: nouns</i> Scott Foresman Skills Test Unit 3 – <i>Skills assessed: verbs</i> Scott Foresman Skills Test Unit 4 – <i>Skills assessed: adjectives and adverbs</i> Scott Foresman Skills Test Unit 5 – <i>Skills assessed: pronouns, prepositions, conjunctions</i> PSSA Coach, Reading (2005 ed) pp. 242-244 Editing passages (samples): <ul style="list-style-type: none"> “Snow White and the Seven Dwarfs” “Robin Hood at the Fair” (Appendix 1.4-1.5)

Communication Arts Planned Course: Grade 4

	<ul style="list-style-type: none"> Jazz Up: Parts of Speech Slide 		
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Unit: **1.5 Quality of Writing**

State Curriculum Standard: **1.5.5 F** Edit writing using the conventions of language including spelling, capital letters, punctuation (period, exclamation point, question mark, commas, quotation marks, apostrophe), grammar (nouns, pronouns, verbs, adjectives, adverbs, conjunctions, preposition, and interjections), complete sentences (simple, compound, declarative, interrogative, exclamatory, and imperative)

Course Content	Student Performance	Resources	Assessments
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<ul style="list-style-type: none"> • Spell common, frequently used words correctly 	<p>Identify common spelling patterns and demonstrate proficiency when spelling words containing these patterns:</p> <ul style="list-style-type: none"> • (oo) sound in <i>few, moon</i> • short e and long e sounds • short vowels – a, i, o, u • long vowels – a, i, o • words with <i>thr, scr, str, squ</i> • (oo, ou/ow) sounds in <i>put, out</i> • compound words • homophones • vowels with –r • adding –er and –est • adding –s and –es • adding –ed and –ing 	<p>Scott Foresman Reading: <i>Teacher's Resource Book, Blackline Masters, Answer Key</i></p> <p><i>Scott Foresman Reading, "Seeing is Believing", Units 1–6:</i></p> <ul style="list-style-type: none"> • "A Visit with Grandpa", SF, TM pg. 43j • "Train to Somewhere", SF, TM pg. 69j <p><u>WriteSource Skills Text</u>, p. 528-531</p> <ul style="list-style-type: none"> • "Yingtao's New Friend", SF, TM pg. 95j • "Family Pictures", SF, TM pg. 111j • "Addie in Charge", SF, TM pg. 135j • "The Cricket in Times Square", SF, TM pg. 167j • "I Love Guinea Pigs", SF, TM pg. 211j • "The Swimming Hole", SF, TM pg. 231j • "Komodo Dragons", SF, TM pg. 249j • "John Henry", SF, TM pg. 281j • "Marvin of the Great North Woods", SF, TM pg. 303j <p><u>Write Source Skills Text</u>, p. 60-62</p> <ul style="list-style-type: none"> • "On the Pampas", SF, TM pg. 323j 	<p><i>Scott Foresman Reading, "Seeing is Believing", Units 1–6:</i></p> <ul style="list-style-type: none"> • Pretest/Posttest included with each spelling list plan • Students use/spell weekly spelling words correctly in sentence context • Daily practice assignments, (blackline masters found in Teacher's Resource Book) <p><u>Enrichment:</u></p> <ul style="list-style-type: none"> • Student and/or teacher-generated challenge list of words that follow the given spelling pattern but exceed grade-level expectations for spelling proficiency • Challenge word lists • PSSA Coach, Reading (2005 ed) pp. 257-259 • Editing passages (samples): <ul style="list-style-type: none"> ○ "Belling the Cat" ○ "The Gingerbread House" (Appendix 1.4-1.5)
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Unit: 1.5 Quality of Writing

State Curriculum Standard: **1.5.5 F** Edit writing using the conventions of language including spelling, capital letters, punctuation (period, exclamation point, question mark, commas, quotation marks, apostrophe), grammar (nouns, pronouns, verbs, adjectives, adverbs, conjunctions, preposition, and interjections), complete sentences (simple, compound, declarative, interrogative, exclamatory, and imperative)

Course Content	Student Performance	Resources	Assessments
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Communication Arts Planned Course: Grade 4

<ul style="list-style-type: none"> • Spell common, frequently used words correctly 	<ul style="list-style-type: none"> • words with /j/, /ks/, /kw/ • vowels in final syllables • words with /sh/, /ch/, /tch/, /wh/ • contractions • easily confused words • suffixes: -ful, -ly, -ion • double consonants • prefixes: dis-, in-, mis-, re- • words with <i>kn, gn, wr, mb</i> • possessives • words often misspelled (correct letter order) • capitalization and abbreviation • words with /k/ and /f/ • suffixes: -less, -ment, -ness • suffixes: -ing, ment, able, ive 	<ul style="list-style-type: none"> • “The Storm”, SF, TM pg. 343j • “Rikki-tikki-tavi”, SF, TM pg. 365j • “Half-Chicken”, SF, TM pg. 393j • “Blame It on the Wolf”, SF, TM pg. 419j • “Lou Gehrig: The Luckiest Man”, SF, TM pg. 441j • <u>Write Source</u> Skills Text, p. 63-74 • “The Disguise”, SF, TM pg. 467j • “Keepers”, SF, TM pg. 485j • “Amazing Alice”, SF, TM pg. 517j • “A Peddler’s Dream”, SF, TM pf. 535j • “The Race for the North Pole”, SF, TM pg. 555j • “Koya’s Cousin Del”, SF, TM pg. 629j • “Children of Clay”, SF, TM pg. 647j • “Coming Home”, SF, TM pg. 665j • “Out of the Blue”, SF, TM pg. 683j • <u>Write Source</u> Skills Text, p. 57-58 	<p><i>Scott Foresman Reading, “Seeing is Believing”, Units 1–6:</i></p> <ul style="list-style-type: none"> • Pretest/Posttest included with each spelling list plan • Students use/spell weekly spelling words correctly in sentence context • Daily practice assignments, (blackline masters found in Teacher’s Resource Book) <p><u>Enrichment:</u></p> <ul style="list-style-type: none"> • Student and/or teacher-generated challenge list of words that follow the given spelling pattern but exceed grade-level expectations for spelling proficiency • Challenge word lists • PSSA Coach, Reading (2005 ed) pp. 257-259 • Editing passages (samples): <ul style="list-style-type: none"> ○ “Belling the Cat” ○ “The Gingerbread House” (Appendix 1.4-1.5)
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Unit: 1.5 Quality of Writing

State Curriculum Standard: **1.5.5 F** Edit writing using the conventions of language including spelling, capital letters, punctuation (period, exclamation point, question mark, commas, quotation marks, apostrophe), grammar (nouns, pronouns, verbs, adjectives, adverbs, conjunctions, preposition, and interjections), complete sentences (simple, compound, declarative, interrogative, exclamatory, and imperative)

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Course Content	Student Performance	Resources	Assessments
<ul style="list-style-type: none"> Spell common, frequently used words correctly 	<ul style="list-style-type: none"> Engage students in learning activities designed to promote accuracy and proficiency in spelling: Spelling games (examples): <ul style="list-style-type: none"> “Sparkle” “Hangman” Tic-Tac-Toe” spelling “Spelling Basketball” “Jeopardy” “Spelling Baseball” Activities (examples): <ul style="list-style-type: none"> Shaving cream spelling Word search Crossword puzzle Collage Alphabet letters Letter stampers 	<ul style="list-style-type: none"> “How to Play Some Spelling Games” (in curriculum guide) PSSA Coach, Reading (2005 ed) Lesson 44: <i>Spelling</i> Challenge Spelling Lists (in curriculum guide) 	<p><i>Scott Foresman Reading, “Seeing is Believing”, Units 1–6:</i></p> <ul style="list-style-type: none"> Pretest/Posttest included with each spelling list plan Students use/spell weekly spelling words correctly in sentence context Daily practice assignments, (blackline masters found in Teacher’s Resource Book) <p><u>Enrichment:</u></p> <ul style="list-style-type: none"> Student and/or teacher-generated challenge list of words that follow the given spelling pattern but exceed grade-level expectations for spelling proficiency Challenge word lists PSSA Coach, Reading (2005 ed) pp. 257-259 Editing passages (samples): <ul style="list-style-type: none"> “Belling the Cat” “The Gingerbread House” (Appendix 1.4-1.5)

Unit: 1.5 Quality of Writing

State Curriculum Standard: 1.5.5 F Edit writing using the conventions of language including spelling, capital letters, punctuation (period, exclamation point, question mark, commas, quotation marks, apostrophe), grammar (nouns, pronouns,

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verbs, adjectives, adverbs, conjunctions, preposition, and interjections), complete sentences (simple, compound, declarative, interrogative, exclamatory, and imperative)

Course Content	Student Performance	Resources	Assessments
<ul style="list-style-type: none"> Use references to edit misspelled words correctly 	<ul style="list-style-type: none"> Utilize proof reading marks/symbols to improve spelling in everyday assignments Use dictionaries, thesaurus, and electronic reference resources to check spelling 	<ul style="list-style-type: none"> <u>Write Source</u> Skills Book, pp; 55-62 <u>Write Source</u> student text, pp; 528-535 Scott Foresman Reading, <i>Teacher's Resource Book</i>, pp. 19, 41, 63, 85, 107, 132, 154, 176, 198, 220, 245, 267, 289, 311, 333, 358, 380, 402, 424, 446, 471, 493, 515, 537, 559, 584, 606, 628, 650, 672 Dictionary Glossary Spell-check PSSA Coach, Reading (2005 ed) pp. 313-314 (Frequently misspelled word list) 	<p><i>Scott Foresman Reading, "Seeing is Believing", Units 1–6:</i></p> <ul style="list-style-type: none"> Pretest/Posttest included with each spelling list plan Students use/spell weekly spelling words correctly in sentence context Daily practice assignments, (blackline masters found in Teacher's Resource Book) <p><u>Enrichment:</u></p> <ul style="list-style-type: none"> Student and/or teacher-generated challenge list of words that follow the given spelling pattern but exceed grade-level expectations for spelling proficiency Challenge word lists PSSA Coach, Reading (2005 ed) pp. 257-259 Editing passages (samples): <ul style="list-style-type: none"> "Belling the Cat" "The Gingerbread House" (Appendix 1.4-1.5)

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State Curriculum Standard: **1.5.5 G Present and/or defend written work for publication.**

Course Content	Student Performance	Resources	Assessments
G. Present and/or defend written work for publication when appropriate	<ul style="list-style-type: none"> Create a final draft of written piece: <ul style="list-style-type: none"> Handwritten Word processed Multi media/slide show Make a book Compile a class anthology Review/refine cursive handwriting formations <ul style="list-style-type: none"> <u>Lowercase:</u> <ul style="list-style-type: none"> Undercurve letters: <i>(i, l, u, w, r, z, p, f)</i> Downcurve letters: <i>(a, c, d, g, q, e)</i> Overcurve letters: <i>(n, m, x, y, j, v)</i> Letters with loops: <i>(e, t, h, k, b)</i> <u>Uppercase:</u> <ul style="list-style-type: none"> Down curve letters: <i>(A, C, E, O)</i> Curve forward letters: <i>(N, M, K, H, U, Y, Z, V, L, W)</i> Double curve letters: <i>(T, F)</i> Over curve letters: <i>(I, J, Q)</i> Letters with loops: <i>(G, S, L, D)</i> Undercurve/slant letters: <i>(P, R, B)</i> Use cursive handwriting appropriately in daily writing tasks and when publishing written pieces 	<ul style="list-style-type: none"> <u>Write Source</u> text, p. 367 Zaner-Bloser Handwriting 	<ul style="list-style-type: none"> Teacher-made rubric Teacher assessment of cursive writing compared to models

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State Curriculum Standard: **1.6.5 A Listen to others, ask pertinent questions, distinguish relevant information, ideas and opinions from those that are irrelevant, take notes when prompted.**

Course Content	Student Performance	Resources	Assessments
<p>A. Listen to others</p> <ul style="list-style-type: none"> • Demonstrate correct posture for listening • Establish eye contact with speaker • Use appropriate audience conduct • Ask relevant questions • Differentiate the most important ideas/facts from less important details 	<ul style="list-style-type: none"> • In groups, define and act out the meaning and opposite meaning of each of the appropriate listening skills • Create a card with appropriate listening skill prompts - post on desk • Create a poster to illustrate what appropriate listening skills look like • Demonstrate appropriate listening skills by being an audience member during a presentation • Listen appropriately to morning and in-school announcements 	<ul style="list-style-type: none"> • <u>Write Source</u>, p. 369 – 378 • Scott Foresman Reading: <i>Building Background</i> audio tapes 	<p>Following Directions activities (Appendix 1.6)</p> <ul style="list-style-type: none"> ○ Shapes #2 ○ Face ○ Continents ○ Apple tree ○ Numbers • Teacher observation • Teacher-made rubric <ul style="list-style-type: none"> ○ Desk card ○ Poster

Unit: **1.6 Speaking and Listening**

State Curriculum Standard: **1.6.5 B Listen to a literature selection and relate it to what is known, predict the result of the story actions, retell**

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actions in sequence, explain the theme, describe the characters and setting, identify and define new word and concepts, and summarize the selection.

Course Content	Student Performance	Resources	Assessments
<p>B. Listen to a selection of literature (fiction and/or nonfiction)</p> <ul style="list-style-type: none"> • Make connections between the selection and similar literature/real life experiences • Predict upcoming events in the selection • Retell a selection in sequence, describe the characters, setting, plot, & theme • Identify, define, and use new words and concepts • Summarize the major points, processes, and events of a nonfiction text • Summarize the key details and events of a fiction text 	<ul style="list-style-type: none"> • After listening to a story, complete a story map • Illustrate a story board to sequence and summarize the main events of the story • Discuss predictions of what may occur next in the story • Develop a list of questions to ask the speaker • Listen to a classmate's presentation and summarize important information 	<ul style="list-style-type: none"> • <i>Scott Foresman Reading, "Seeing is Believing", Background Building and Selection Audio Cassette tapes</i> • <u>Write Source</u>, p. 366 	<ul style="list-style-type: none"> • Teacher-made rubric <ul style="list-style-type: none"> ○ Story Map ○ Summary ○ Story board • Teacher observation • "Ticket Out" (Appendix 1.6)

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State Curriculum Standard: **1.6.5 C** **Speak using skills appropriate to formal speech situations including using complete sentences, appropriate volume, correct pronunciation of words, understandable pacing, adjusting content for different audiences, and speaking with a purpose in mind.**

Course Content	Student Performance	Resources	Assessments
<p>C. Speak using skills appropriate to formal speech situations</p> <ul style="list-style-type: none"> • Speak in complete sentences • Speak clearly, using appropriate volume, pace and pronunciation • Match speech content to audience • Establish eye contact 	<ul style="list-style-type: none"> • Review appropriate public speaking skills • Using current events, write a speech that summarizes the event and expands on the concept or event • In groups, create and present a news show • Class discussion of news show or current events • In groups, define and role play appropriate and inappropriate speaking skills • Demonstrate appropriate public speaking skills by orally reading a given text • Participate in morning announcements • Record and/or videotape a reading of a piece of literature • Orally present an original written piece to class 	<ul style="list-style-type: none"> • Newspaper • Magazine • Internet • TV news show 	<ul style="list-style-type: none"> • Teacher-made rubrics for: <ul style="list-style-type: none"> ○ Book report presentation ○ How-to speech ○ State report presentation

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State Curriculum Standard: **1.6.5 D** **Contribute to discussions by asking relevant questions, responding with appropriate information or opinions, listening to and acknowledging the contributions of others, adjusting involvement to encourage equitable participation, and summarize when prompted.**

Course Content	Student Performance	Resources	Assessments
<p>D. Contribute to discussions</p> <ul style="list-style-type: none"> • Ask relevant questions • Respond appropriately to questions asked by others and/or opinions of others • Listen to and acknowledge the contributions of others • Adjust participation in discussions to allow others opportunities to participate • Explain opinions expressed 	<ul style="list-style-type: none"> • Demonstrate various roles in literature circles: <i>discussion director, passage presenter, word wizard, connector, summarizer, artful artist</i> • Orally agree/disagree with a classmate's viewpoint; restate the viewpoint of the classmate in other words 	<ul style="list-style-type: none"> • Literature Circles Task Cards, (Appendix 1.6) 	<ul style="list-style-type: none"> • Teacher observation • Teacher-made quizzes/tests, student work (related to literature circles) • PSSA Coach, Reading (2005 ed) pp. 217-220

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State Curriculum Standard: **1.6.5 E Participate in small and large group discussions and presentations by participating in everyday conversations, giving oral readings, delivering research reports, conducting interviews, planning and participating in group presentations, and contributing to informal debates.**

Course Content	Student Performance	Resources	Assessments
<p>E. Participate in small and large group discussions and presentations</p> <ul style="list-style-type: none"> Participate in everyday conversation Read orally Deliver oral reports/presentations Prepare questions for and conduct an interview Speak in various situations, including group reports 	<ul style="list-style-type: none"> Participate effectively in everyday conversation Read orally with expression and fluency Deliver oral reports/presentations Prepare a question, conduct a survey, and create a graph to interpret results Speak in various situations, including group reports 	<ul style="list-style-type: none"> Peer evaluation – “How to Speech/Demonstration (Appendix 1.6) 	<ul style="list-style-type: none"> DIBELS Running records Teacher-made rubrics <ul style="list-style-type: none"> Oral reports Graphs Peer evaluations (Appendix 1.6)

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State Curriculum Standard: **1.6.5 F Use media for learning purposes by comparing information received on television with that from radio or newspapers, accessing information on the Internet, discussing reliability of information received on Internet sources, explaining how film can represent either accurate versions or fictional versions of the same event, explaining the role of advertisers in the media, and using a variety of images and sound to create an effective presentation of a topic.**

Course Content	Student Performance	Resources	Assessments
<p>F. Use media for learning purposes</p> <ul style="list-style-type: none"> • Compare and contrast information from different media forms: newspaper, television, radio • Gather information from the Internet • Examine the role of advertisements in the media • Explain how film can be used to depict events accurately or in a fictionalized way • Use a variety of media, images, sounds, and/or technology to create a presentation 	<ul style="list-style-type: none"> • Write a summary of a news event using information from different media forms • Use instructional resources found on the District homepage and/or on LEARNET to research information for various required reports, projects, and presentations • Complete the ESASD Internet training to acquire Internet/email access through the District's website • Evaluate advertisements found in different media forms and write a summary of evaluation • Create an advertisement for a student-created product or a book read • Create a PowerPoint presentation and orally/visually present it to peers/parents 	<ul style="list-style-type: none"> • Venn diagram • Technology: Computer, Internet • Television • Radio • Newspaper 	<ul style="list-style-type: none"> • Teacher-made rubrics <ul style="list-style-type: none"> ○ PowerPoint presentation ○ Summary ○ Advertisement • ESASD Internet Training Assessment

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Unit: **1.7 Characteristics and Functions of the English Language**

State Curriculum Standard: **1.7.5 A Identify words from other languages that are commonly used English words. Use a dictionary to find the meaning and origin of these words.**

1.7.5 B Identify variations in formal and informal speech (dialect, slang, jargon).

1.7.5 C Identify word meanings that have changed over time.

Course Content	Student Performance	Resources	Assessments
<p>A. Identify words from other languages that are commonly used English words</p> <p>B. Identify differences in formal and informal speech by reading stories that include slang and/or different dialects</p> <p>C. Explain how the meanings of some words have changed over time. (e.g., <i>cool</i>, <i>mouse</i>, <i>sweet</i>)</p>	<ul style="list-style-type: none"> Brainstorm and list words that <i>may</i> be from other languages Research the listed words to determine their origins Create a country-specific poster that lists, illustrates, and defines words from the country Include cultural information and illustrations of that country Use dictionaries or cultural resources to understand slang terms Brainstorm slang terms Compare and contrast the dialect and/or slang used by characters from different literary pieces Locate idioms in reading. Illustrate the actual definition of a given idiom Create an idiom Select a word and create a "timeline" that illustrates and explains how the word meaning has changed and/or expanded 	<ul style="list-style-type: none"> Dictionary Thesaurus <i>Scott Foresman Reading "Seeing is Believing", gr. 4</i> <ul style="list-style-type: none"> Unit 1: "Family Pictures", pp.98 – 113 Unit 2: "A Big-City Dream", pp. 170-189 Unit 3: "Marven of the Great North Woods", pp. 284-301 Unit 3: "On the Pampas", pp. 306-321 Unit 4: "The Disguise", pp. 442-465 Poster board Resources for research 	<ul style="list-style-type: none"> Teacher-made rubric <ul style="list-style-type: none"> Poster Timeline Illustration of idiom

Unit: **1.8 Research**

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State Curriculum Standard: **1.8.5 A Select a topic for research.**

1.8.5 B Locate information using appropriate sources and strategies such as evaluating the usefulness and qualities of sources, selecting appropriate sources such as dictionaries, encyclopedias, other reference materials, interviews, observation, and computer databases, using table of contents, indices, key words, cross references, and appendices, and using traditional and electronic search tools.

Course Content	Student Performance	Resources	Assessments
A. Select a topic for research	<ul style="list-style-type: none"> Brainstorm a list of possible research topics Select a content-related topic (e.g., U.S. state, animal, the life of a famous Pennsylvanian) 	<ul style="list-style-type: none"> Content-area curricula/units of study Dictionary Encyclopedia Internet resources Library class instruction 	<ul style="list-style-type: none"> Teacher observation Class discussion
B. Locate information using appropriate sources and strategies <ul style="list-style-type: none"> Use a variety of resources to gather information (e.g., dictionaries, encyclopedias, reference books, maps, atlases, interviews, electronic media, computer databases) Use tables or contents, indices, key words, and cross-references across texts Use traditional and electronic search tools 	<ul style="list-style-type: none"> Define and explain the purpose of each resource listed Demonstrate how to use various reference materials: <ul style="list-style-type: none"> Guide words Alphabetical order Glossary Table of contents Title page Copyright Captions Index URLs/browsers Internet search tools 		

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State Curriculum Standard: **1.8.5 C Organize and present the main ideas from the research by taking notes from sources using a structured format, presenting the topic using relevant information, and crediting sources using a structured format (author and title).**

Course Content	Student Performance	Resources	Assessments
<p>C. Organize and present the main ideas from research</p> <ul style="list-style-type: none"> Paraphrase important information using a structured format (e.g., notecards) Organize information into an outline form Present the research in a well-organized report, using the Writing Process Cite the author and title of the source 	<ul style="list-style-type: none"> Create an interview, with questions and answers, relating to the selected research topic Utilize notecards to present research in a structured format. Rehearse the presentation for intended audience Individually or in a group, create a presentation that presents the Information (Format may include a talk show format, panel discussion, skit, puppet show, song, speech, "Wax Museum", etc.) Allow audience members to ask related questions Collect and represent data using a table, chart and/or graph 	<ul style="list-style-type: none"> Notecards Props for oral presentation <i>Scott Foresman Mathematics</i> text Electronic resources (e.g., Internet, Microsoft Excel, Inspiration/Kidspiration) 	<ul style="list-style-type: none"> Teacher-made rubric: <ul style="list-style-type: none"> Research/report, including notecards Interview Oral presentation Table/chart/graph Scott Foresman Skills Test Unit 5 – <i>Skills assessed: writing a report</i> Peer evaluation