

<h2>Mifflin County School District Planned Instruction</h2>

Title of Planned Instruction: Language Arts
Subject Area: Reading, Writing, Speaking, and Listening
Grade Level: 4
Prerequisites: None

Course Description:

Our goal is to enable our students to develop and utilize the processes of effective oral and written communication by emphasizing fluency and comprehension; to read and write for a variety of purposes; to follow directions; to develop a lifelong appreciation of literature and the literacy necessary for success.

Required Time: One year

Course Credit: 1.0

NOTE: Items printed in **BOLD** represent eligible content that will be tested by the PSSA test.

Major Text(s) and Resources:

McGraw-Hill Reading, McGraw-Hill, 2001
Assorted Authentic Texts

Names of District Subject Area Curriculum Writing Committee:

Lauranne Dulis
Carol A. Dill
Jennifer L. Esh
Timothy N. Ritter
Rhonda L. Carolus
Dawn E. Hayes

Date of Board Approval: May 25, 2006

Strand: Reading, Writing, Speaking, and Listening
 Standard: 1.1 Learning to Read Independently
 Grade: 4

Grade Level Objectives	Performance Indicators	Assessments
A. Before reading, set a purpose for reading, and identify the type of text (genre).	Identify literary, informational, fiction, and nonfiction texts.	<ul style="list-style-type: none"> • Oral responses • Written answers • PSSA
B. Preview the text format with the intent of organizing for reading, and select texts related to the particular purpose for reading.	<ul style="list-style-type: none"> • Identify title, author, headings, visual aids. • Select historical fiction, biography, nonfiction, fiction, etc. 	<ul style="list-style-type: none"> • Oral/written responses • Teacher observations • Checklists
C. During reading, use knowledge of phonics, word analysis, glossary, dictionary, and context clues, to decode and understand new words. Use these words in writing and/or speaking.	<ul style="list-style-type: none"> • Pronounce words correctly. • Identify base words and how they change the meaning of the word, prefixes (re, pre, in, un, dis, mis, non) and suffixes (ful, less, ble, ly, or, ness, ment). • Divide words into syllables. • Define and use words with aid of glossary, dictionary, and thesaurus. • Define and/or apply how the meaning of words or phrases changes when using context clues given in explanatory sentences or through the use of examples within text. 	<ul style="list-style-type: none"> • Listening by teacher • Daily written work • Conversations • Book talks • Oral/written responses • PSSA • 4Sight (or other standardized tests)
D. Read and understand text using self-monitoring comprehension strategies.	<ul style="list-style-type: none"> • Predict. • Reread. • Self-question. • Activate personal knowledge. 	<ul style="list-style-type: none"> • Oral responses • Written work • Use of journal

	<ul style="list-style-type: none"> • Make connections. • Adjust reading rate. 	
<p>E. Acquire a reading vocabulary, and recognize words related through roots, suffixes, and prefixes.</p>	<ul style="list-style-type: none"> • Define and correctly use words. • Identify and interpret synonyms, antonyms, homophones, and homographs. • Recognize word families. • Create word webs. • Use glossary, dictionary, or thesaurus. • Identify and/or interpret meaning of multiple-meaning words used in text. 	<ul style="list-style-type: none"> • Oral responses • Written work • PSSA • 4Sight (or other standardized tests)
<p>F. Recognize and understand the meaning of and correctly use key vocabulary from various subject areas.</p>	<p>Apply key content specific vocabulary in projects, essays, etc.</p>	<ul style="list-style-type: none"> • Rubric • Oral/written responses • PSSA • 4Sight (or other standardized tests)
<p>G. After reading, demonstrate understanding and interpretation of both fiction and nonfiction text.</p>	<ul style="list-style-type: none"> • Clarify and summarize text. • Connect new information and ideas in text with previous experiences and other texts. • Share ideas and understanding through discussion. • Reread. • Cite evidence from text to support assertions. • Expand on ideas in text. • Identify and/or explain stated or implied main 	<ul style="list-style-type: none"> • Reading performance tasks • Oral/written responses • Book reports • Projects • PSSA • 4Sight (or other standardized tests)

	ideas and relevant supporting details from text.	
H. Demonstrate fluency and comprehension in reading, and read a variety of genres and types of text.	<ul style="list-style-type: none"> • Read aloud with accuracy. • Self-correct mistakes. • Use rhythm, flow, expression, and correct pronunciation. 	<ul style="list-style-type: none"> • Teacher listening • Oral/written responses • Book reports • Reading journals

Strand: Reading, Writing, Speaking, and Listening
Standard: 1.2 Reading Critically in All Content Areas
Grade: 4

A. Read and understand essential content of fiction and non-fiction texts and documents in all academic areas; analyze text organization and content.	<ul style="list-style-type: none"> • Differentiate fact from opinion using different texts. • Distinguish between essential and nonessential information within a text, identifying stereotypes and exaggeration (bias) where present. • Make inferences from text and other sources when studying a topic. • Draw conclusions from the information. • Summarize the major points, processes, and/or events of a non-fictional text as a whole. • Identify and/or interpret text organization, including sequence, question/answer, comparison/contrast, cause/effect, or problem/solution. • Use headings to locate information in a 	<ul style="list-style-type: none"> • Oral/written responses • Reports • Projects • PSSA • 4Sight (or other standardized tests)
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	<p>passage, or identify content that would best fit in a specific section of text.</p> <ul style="list-style-type: none"> • Interpret graphics and charts and/or make connections between text and the content of graphics and charts. 	
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<p>B. Use and understand a variety of media and evaluate the quality of material produced for an audience.</p>	<ul style="list-style-type: none"> • Use electronic media for research (e.g., encyclopedias, computerized sources). • Identify the role of media as a source of both entertainment and information. • Differentiate between facts and misleading information. • Write script. • Perform play. • Create audio/videotape. 	<ul style="list-style-type: none"> • Rubric • Teacher observation • Oral/written responses • Role playing
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<p>C. Produce work in at least one literary genre.</p>	<p>Follow conventions of the genre.</p>	<ul style="list-style-type: none"> • Checklist • Rubric
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Strand: Reading, Writing, Speaking, and Listening

Standard: 1.3 Reading, Analyzing, and Interpreting Literature

Grade: 4

<p>A. Understand works of literature.</p>	<p>Read works of literature.</p>	<ul style="list-style-type: none"> • Teacher observation • Oral/written responses
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<p>B. Identify, interpret, compare, and describe components of fiction and literary non-fiction.</p>	<ul style="list-style-type: none"> • Identify character (may also be called narrator, speaker, subject of a biography). • Identify, interpret, compare, and/or describe character actions, motives, dialogue, 	<ul style="list-style-type: none"> • Oral/written responses • Story maps • Story retelling • PSSA • 4Sight (or other standardized tests)
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	<p>emotions/feelings, traits, and relationships among characters within fictional or literary non-fictional text.</p> <ul style="list-style-type: none"> • Identify, interpret, compare, and/or describe the relationship between characters and other components of text. • Identify, interpret, compare, and/or describe the setting (when or where a story or personal narrative takes place). • Identify, interpret, compare, and/or describe elements of the plot (may also be called action)—conflict/problem, sequence of events, cause and effect relationships in the plot, how the problem was solved. • Use the terms event or solution and transition words (first, next, last, etc.) 	
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<p>C. Investigate the use of literary devices in stories.</p>	<p>Identify and interpret rhyme, rhythm, alliteration, and figurative language (personification, similes).</p>	<ul style="list-style-type: none"> • Oral/written responses • Illustrated examples • PSSA
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<p>D. Identify and interpret the effects of sound and structure in poetry.</p>	<p>Identify rhyme, rhythm, alliteration, and verses.</p>	<ul style="list-style-type: none"> • Oral/written responses • Choral reading • PSSA
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E. Identify and explain the structures in drama, and recognize the use of drama as a source of information.	Identify dialogue, story enactment, acts, and scenes.	<ul style="list-style-type: none"> • Oral/written responses • Performance
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F. Respond to nonfiction and fiction, including poetry and drama.	<ul style="list-style-type: none"> • Discuss nonfiction and fiction, including poetry and drama. • Respond creatively through art and writing. 	<ul style="list-style-type: none"> • Teacher observation • Rubrics • 4Sight (or other standardized tests)
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Strand: Reading, Writing, Speaking, and Listening

Standard: 1.4 Types of Writing

Grade: 4

A. Write narrative pieces such as stories, poems, and plays.	Include detailed descriptions, relevant illustrations, and literary elements.	<ul style="list-style-type: none"> • Rubrics • Checklists • Writing samples
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B. Write multi-paragraph pieces such as descriptions, letters, and explanatory essays.	Include the following: <ul style="list-style-type: none"> • Cause and effect • Compare and contrast • Problem-solving • Relevant illustrations and graphics 	<ul style="list-style-type: none"> • Rubrics • Checklists • Writing samples
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C. Write an opinion or write a persuasive piece.	<ul style="list-style-type: none"> • Support opinion with facts. • Cite references and support with facts. 	<ul style="list-style-type: none"> • Rubrics • Checklists • Writing samples
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Strand: Reading, Writing, Speaking, and Listening

Standard: 1.5 Quality of Writing

Grade: 4

A. Write with a sharp, distinct focus.	Identify topic, task, and audience.	<ul style="list-style-type: none"> • Rubrics • Checklists • Writing samples
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<p>B. Write using well-developed content appropriate for the topic.</p>	<ul style="list-style-type: none"> • Gather, organize, and select information. • Write a topic sentence for each paragraph and support it with details. 	<ul style="list-style-type: none"> • Rubrics • Checklists • Writing samples
<p>C. Write with control and/or subtle organization.</p>	<ul style="list-style-type: none"> • Sustain a logical order within sentences and between paragraphs using meaningful transitions. • Include an identifiable title, beginning, middle, and end. 	<ul style="list-style-type: none"> • Rubrics • Checklists • Writing samples
<p>D. Write with a cognizance of the stylistic aspects of composition.</p>	<ul style="list-style-type: none"> • Use and combine different types of sentences. • Use precise language, including adjectives, adverbs, action verbs, and specific details that convey the writer's meaning. 	<ul style="list-style-type: none"> • Rubrics • Checklists • Writing samples • Written responses
<p>E. Revise writing.</p>	<ul style="list-style-type: none"> • Improve detail and order. • Use thesaurus. • Change order of ideas. 	<ul style="list-style-type: none"> • Rubrics • Checklists • Writing samples • Peer evaluation • Teacher conferencing
<p>F. Edit writing using the conventions of language.</p>	<ul style="list-style-type: none"> • Spell common, frequently used words correctly. • Use capital letters correctly. • Punctuate correctly (period, exclamation point, question mark, commas, quotation marks, and apostrophes). • Use nouns, pronouns, verbs, adjectives, 	<ul style="list-style-type: none"> • Rubrics • Checklists • Writing samples • Peer evaluation • Teacher conferencing • Teacher observation (Caught 'yas)

	<p>adverbs, and conjunctions properly.</p> <ul style="list-style-type: none"> • Write using a variety of complete sentences (simple, compound, declarative, interrogative, exclamatory, and imperative). 	
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G. Present and/or orally defend written work for publication when appropriate.	<ul style="list-style-type: none"> • Read work to class. • Publish work. 	<ul style="list-style-type: none"> • Student answers questions about work orally or in writing • Rubrics
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H. Develop manuscript and cursive handwriting skills, stressing form, size, slant, rhythm, spacing, and control. Apply handwriting skills in daily work.	<ul style="list-style-type: none"> • Practice form, size, slant, rhythm, spacing, and control. • Write legibly. 	<ul style="list-style-type: none"> • Teacher observation • Self-evaluation • Checklist
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Strand: Reading, Writing, Speaking, and Listening

Standard: 1.6 Speaking and Listening

Grade: 4

A. Listen to others.	<ul style="list-style-type: none"> • Ask questions as an aid to understanding. • Distinguish fact from opinion. 	<ul style="list-style-type: none"> • Teacher observation • Listening responses
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B. Listen to a selection of literature, and relate it to similar experiences.	<ul style="list-style-type: none"> • Predict what will happen next. • Retell a story in chronological order. • Recognize character and tone. • Identify and define new words and concepts. 	<ul style="list-style-type: none"> • Oral sharing • Written responses
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C. Speak using skills appropriate to formal speech situations.	<ul style="list-style-type: none"> • Use complete thoughts. • Use appropriate volume. • Pronounce most words accurately. 	<ul style="list-style-type: none"> • Teacher observations • Rubrics • Checklists • Self-evaluation, using
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	<ul style="list-style-type: none"> • Pace speech so that it is understandable. • Demonstrate an awareness of audience. 	<ul style="list-style-type: none"> • tapes • Peer evaluation
D. Contribute to discussions.	<ul style="list-style-type: none"> • Ask relevant questions. • Respond with appropriate information or opinions to questions asked. • Listen to and acknowledge the contributions of others. • Display appropriate turn-taking behaviors. 	<ul style="list-style-type: none"> • Teacher observation • Peer evaluation
E. Participate in small and large group discussions and presentations.	<ul style="list-style-type: none"> • Participate in everyday conversation. • Give oral readings. • Deliver short reports (e.g., show and tell, field trip summary). • Give simple directions and explanations. • Participate orally in group presentations or reports. 	<ul style="list-style-type: none"> • Teacher observation • Rubrics • Checklists • Writing samples
F. Use media for learning purposes.	<ul style="list-style-type: none"> • Summarize information received via television, radio, film, or Internet. • Access information on the Internet where appropriate and available. • Recognize that films can represent either accurate or fictional versions of the same event. • Identify the role of advertisers in the media. • Develop a presentation on a topic. 	<ul style="list-style-type: none"> • Writing samples • Oral/written responses • Student evaluation of media • Rubrics • Checklists

Strand: Reading, Writing, Speaking, and Listening
Standard: 1.7 Characteristics and Functions of the English Language
Grade: 4

A. Identify words from other languages that are commonly used English words.	Use a dictionary to find the meaning of these words.	<ul style="list-style-type: none"> • Oral/written responses • Teacher observation
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B. Identify language variations in written and oral text.	<ul style="list-style-type: none"> • Relate language variations to differences in occupation. • Relate language variations to geographical location. 	<ul style="list-style-type: none"> • Oral/written responses
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Strand: Reading, Writing, Speaking, and Listening
Standard: 1.8 Research
Grade: 4

A. Develop research processes.	<ul style="list-style-type: none"> • Select a topic for research. 	<ul style="list-style-type: none"> • Oral/responses • Teacher observation
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B. Locate information using appropriate sources and strategies.	<ul style="list-style-type: none"> • Locate and survey resources for a particular task (e.g., newspapers, dictionaries, encyclopedias, nonfiction trade books, interviews, observations, and electronic media). • Interview sources. • Make observations. • Use table of contents, key words, guide words, and appendices. • Use traditional and electronic search tools. 	<ul style="list-style-type: none"> • Teacher observation • Oral/written responses • Rubrics • Checklists
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District Recommended Instructional Approach For the Course
To Drive Teacher's Instructional Activities

- Chalkboard activities
- Paper and pencil practice
- Teacher-directed instruction
- Games
- Learning centers
- Read-alouds
- Silent reading
- Sustained silent reading
- Oral reading
- Dramatization
- Book reports/talks
- Computer activities/software
- Viewing and listening to filmstrips and videos
- Library instruction
- Process writing
- Caught 'yas
- Journal writing
- Field trips
- Class discussion
- Story maps
- Literature Circles
- One-on-one instruction
- Small group instruction
- Whole group instruction
- Cooperative learning
- Share pairs
- Peer tutoring
- Newspapers (used in literacy activities)
- Caught' yas (required)
- Collins-Chadwell Writing (required)