

**Scranton School District
Planned Course
Language Arts**

Unit: Fourth Grade

Estimated Time: Integrated and Ongoing

Standard	Skills/Knowledge	Suggested Activities	Assessment
1.1 Learning to Read Independently	<p>The students will be able to:</p> <ol style="list-style-type: none"> 1. Identify and establish the purpose and types of text before reading. 2. Utilize and connect past and prior knowledge to relate reading to personal experience. 3. Identify and recall main ideas, characters, events, settings, problems and solutions from text. 4. Use phonetic skills to pronounce new words. 	<ul style="list-style-type: none"> • Preview the text format (title, headings, pictures). • Select texts related to particular purpose for reading. • Prediction charts. • SQ3R • Sequence charts • KWL charts – make and complete (k) • Oral reading participation (large, small, independent) weekly reader, books, posters, signs, newspaper, etc. • Forest treasures – The Life of an Oak Activity www.lightspan.com 	<ul style="list-style-type: none"> • Standardized testing • Curriculum-based assessment • Correct identification of text • Correct selection of texts for a particular purpose • Observation/correction of charts • Teacher observation of correct pronunciation of words, consonants (initial, medial, final, clusters, blends and digraph) vowels (long, short, variants).

Standard	Skills/Knowledge	Suggested Activities	Assessment
<p>1.1 Learning to Read Independently (cont.)</p>	<p>4b. Use word parts and context clues to decode and construct the meaning of new words.</p> <p>5. Identify ideas and facts in text using comprehension strategies.</p> <p>6. Identify and understand the meaning of key words.</p>	<ul style="list-style-type: none"> • Complete phonetic text materials; worksheets • Teacher created word cards using suffixes, prefixes and root words to determine meaning. Display chart on wallboard. • Aristophanes' Eatery Act www.lightspan.com • Use context clues to help determine meanings • Use word relationships: synonyms, antonyms, homophones, homographs • Structural analysis • Use of glossary/ dictionary • Journal writing/ sentence writing • Make a prediction chart using illustrations, prior knowledge, etc.; revise predictions • Make a KWL chart and complete (I) 	<ul style="list-style-type: none"> • Accurate use of words in writing/speaking (daily work, journals, worksheets, conversation, reports, etc.) • Accurate use of words in writing/speaking (daily work, journals, worksheets, conversation, reports, etc.) • Teacher created tests and quizzes • Share prediction charts and KWL with class • Accurate identification of ideas and basic facts • Correct use of words in speaking and writing (sentences, questions and opinions).

Standard	Skills/Knowledge	Suggested Activities	Assessment
1.1 Learning to Read Independently (cont.)	7. Demonstrate after reading understanding and interpretation of text (fiction and non fiction)	<ul style="list-style-type: none"> • Create and illustrate graphic organizers and webs with information from texts • Use word parts, context clues and word relationships • Use dictionary/glossary to identify definition and spelling • Summarize major ideas and themes in journal writing and questioning • Combine new information from text with ideas from additional reading and media resources • Complete L of KWL • Clarify ideas and understanding through rereading and discussion • Extend ideas from story by writing/illustrations • What might have happened? • What will happen next? 	<ul style="list-style-type: none"> • Teacher-made tests and quizzes • Share stories

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1.1 Learning to Read Independently (cont.)	8. Demonstrate fluency and comprehension in reading.	<ul style="list-style-type: none"> • What would you do? • www.lightspan.com activity • Read aloud with accuracy and a variety of texts • Game: groups create comprehension questions for other groups to answer • Retell story in journal orally • Write a book report/summary • Read Accelerated Reader books 	<ul style="list-style-type: none"> • Accuracy in answering questions • Write a constructed response question to go with the content text for the student's assessment. Use the PSSA Reading Rubric to assess the student's response. • Accelerated Reader tests

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<p>1. 2 Reading Critically in All Content Areas</p>	<p>Students will be able to:</p> <p>1. Read and understand essential content from informational texts across the curriculum: main ideas, details, graphics</p> <p>1b. Differentiate between fact and opinion.</p> <p>1c. Differentiate between essential and non-essential information</p> <p>1d. Make inferences about similar concepts in multiple texts and draw conclusions.</p>	<ul style="list-style-type: none"> • Use worksheets, workbook reinforcement to differentiate fact from opinion • Create graphic organizers to identify information from text (webs, KWL, outlines, charts): fact/ opinion, point of view, author's purpose • Create a chart that distinguishes all essential from non-essential information • Write or illustrate a causal chain to identify details and sequence/ time line • Journal writing: draw inferences from text and other sources to draw conclusions 	<ul style="list-style-type: none"> • Curriculum-based tests • Standardized tests • Correction of performance on worksheet • Comprehension tests • Standards assessment tests www.lightspan.com • Write a constructed response question to go with the content text for the student's assessment. Use the PSSA Reading Rubric to assess the student's response • Evaluation of sequential order, written or illustrated in chains/ charts/timeline

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1. 2 Reading Critically in All Content Areas (cont.)	3. Produce work in at least one literary genre that follows text.	<ul style="list-style-type: none"> • Keep a reading response journal (relating new information to prior knowledge, experiences, attitudes and beliefs). • Computerized Activities (Author! Author!, “Haiku Maker”) www.lightspan.com 	<ul style="list-style-type: none"> • Evaluation of writing style.

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1. 3 Reading, Analyzing and Interpreting Literature	<p>Students will be able to:</p> <p>1. Read and understand works of literature: Fiction: fantasy, folklore, realistic, historical, science Non-fiction: biography, auto-biography, science newspapers</p> <p>2. Identify and compare the elements of a story within and among texts: character(s), setting(s), plot/main details, problem/solution, conclusion, theme.</p>	<ul style="list-style-type: none"> • Read a variety of materials/ types of fiction and non-fiction texts: Weekly Reader, Scholastic News, novels, chapter books, poetry, magazines, newspapers. • Write book reports • Summarize articles • Retell stories • Complete story maps • Write reading responses to text in journals 	<ul style="list-style-type: none"> • Teacher-made tests • Standardized tests • Curriculum-based assessments • Write a constructed response question to go with the content for student’s assessment. Use PSSA Reading Rubric (see appendix) • Oral presentation of book reports, summaries, stories • Display of webs, graphs and diagrams

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<p>1. 3 Reading, Analyzing and Interpreting Literature</p>	<p>3. Identify literary devices/figurative language used in text: rhyme, repetition, humor, alliteration, onomatopoeia, personification, simile, metaphor, hyperbole</p> <p>4. Identify the structures in drama: enactment, dialogue, scenes, acts) and recognize the use of drama as an information source, entertainment, persuasion, culture</p>	<ul style="list-style-type: none"> • Write and illustrate what might or may happen. • Create and complete character webs, venn diagrams • Complete worksheets • Read a variety of materials • Write and illustrate comparisons/devices used • Computer activities – “What an idiom” www.lightspan.com • Read drama/plays • Worksheets • Perform finger plays and puppet shows • Write scripts • Create a multimedia presentation 	<p>Observation and evaluation of performances</p>

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<p>1. 4 Types of Writing</p>	<p>Students will be able to:</p> <p>1. Write poems, plays, multi-paragraph stories (narrative places) including:</p> <ul style="list-style-type: none"> • detailed descriptions and events • literary devices and elements • dialogue • relevant illustrations • literary conflict <p>2. Write letters, reports, summaries, descriptive, persuasive and explanatory essays, including:</p> <ul style="list-style-type: none"> • cause and effect • problem solving • use of illustrations, tables and graphs • comparisons and contrasts • time and order 	<ul style="list-style-type: none"> • Review and use the writing process (prewriting, proofread, revise, publish) to write and illustrate personal narratives, poems, short stories and plays • Create a book • Use computer writing programs (Author! Author!, Story Builder 3-4; www.lightspan.com) • Write and send a letter to a principal, friend, teacher or local business • “First Class Letters” www.lightspan.com • Write book/research reports • Write descriptive, persuasive, explanatory essays • Write speeches • Write opinions with supporting details • Computer writing programs: “Mona & Moki – Drive Me Wild” 	<ul style="list-style-type: none"> • Standardized tests • Curriculum-based tests • Standards assessment test; www.lightspan.com • Teacher evaluation of written work with appropriate skills/elements • Send a letter to teacher for evaluation

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<p>1. 5 Quality of Writing</p>	<p>The student will be able to:</p> <ol style="list-style-type: none"> 1. Write for a variety of purposes and/or styles (i.e. narrative, informational, and persuasive) 2. Incorporate all learned grammatical elements into correct form and function. 3. Students will write to meet the goals set by the individual teacher. 	<p>Students can complete these suggested activities as an individual, in pairs, cooperative groups, or as a whole class.</p> <ul style="list-style-type: none"> • Gather information, organize and select information for a specific topic or audience • Write to address a specific topic or format • Write to support a topic, using supporting details • Show comparisons/ differences among things • Write to persuade • Create webs, maps and charts • Write to meet specific teacher guidelines • Students will do journal writing • Create outlines • Summarize in the content areas 	<p>Students will:</p> <ul style="list-style-type: none"> • Complete any/all assessment tools used by the reading series and/or teacher • Complete story starters • Utilize technology to formulate written material, to edit, revise and publish • Self assess his/her own writing and that of others • Use editing skills • Utilize a rubric for grading individual • Complete group and/or pairs assignments • Formal/informal evaluations of the use of elements included in specific forms • Evaluation of criteria met in any/all of the written assignments

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<p>1. 5 Quality of Writing (cont.)</p>	<p>4. Students will write a controlled paragraph using the elements of: focus, content, organization, style and conventions.</p> <p>5. Students will compose essays with an understanding of stylish aspects of composition.</p> <p>6. Students will edit their own writing using the conventions of language.</p>	<p>Use computer technology to do reports, presentations, research and note taking.</p> <p>Students should be able to write in a manner that:</p> <ul style="list-style-type: none"> • Sustains a logical order within sentences and between paragraphs • Utilize meaningful transitions and/or time/order words. • Include identifiable introductions, body and conclusion • Complete story starters • Complete an open-ended question and support it, or not support it, using details to convince and support • Write retellings • Students will use precise language: adjectives, adverbs, action verbs and specific details that convey the writer's meaning 	<ul style="list-style-type: none"> • Evaluation of work with inclusion of correct grammar, sentence formation, use of details, complete paragraphs and tone. • Evaluation of writing style • Guided writing activities that follow the domains from the PSSA Writing Assessment Standards (see appendix). • Create story problems to be used in math • Creation of maps/webs/venn diagrams/outlines, etc. to list information in a visual format • Demonstrate the ability to compare/contrast information • Ability to critique one's own writing and others.

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1.5 Quality of Writing		<ul style="list-style-type: none"> • Revise/edit/reorganize/check logic/order/precision • Write from one’s feelings and emotions • Use partners to edit work – use computers to revise dictionary editing • Identify specific elements in one’s own writings and/or others • Write poetry • Create books • Spell common and frequently used words correctly • Use capitals, punctuation, nouns, pronouns, verbs, adverbs, adjectives, conjunctions, prepositions, interjections, prefixes, suffixes, and root words in daily writing activities • Use complete sentences: simple, compound, declarative, interrogative, exclamatory, and imperative • Present oral/written work and defend it if necessary 	<ul style="list-style-type: none"> • Lightspan Assessment Tests • Use of four stances of writing from the PSSA Writing Assessments: literal, inferential, personal, critical

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1. 5 Quality of Writing (cont.)		<ul style="list-style-type: none"> • Identify different types of sentences • Identify subjects and predicates • Identify common and proper nouns • Demonstrate in writing the correct use of quotation marks, prefixes, suffixes and root words • Identify verb tense, singular, plural nouns, plural possessive nouns • Identify words used in different context, connotation and denotation • Utilize descriptive adjectives • Complete proof-reading activities • Create a study guide for content areas • Use traditional/electronic search tools 	

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<p>1. 6 Speaking and Listening</p>	<p>The student will:</p> <ol style="list-style-type: none"> 1. Demonstrate the ability to speak clearly and follow specific oral/written directions. 2. Demonstrate the ability to focus their questioning on a specific topic and respond to it accordingly in a variety of ways. <p>3. Students will listen to a variety of genre and be able to identify it such as:</p> <ul style="list-style-type: none"> narrative expository poetry content area material 	<p>Activities may be completed individually, as a whole class, in groups, or in pairs.</p> <ul style="list-style-type: none"> • Present ideas, both written and spoken clearly • Follow directions • Listen until speaker is finished • Raise hand rather than interrupt • Use voice/tone to reveal emotions • Project voice • Speak to all using eye contact <p>The student will:</p> <ul style="list-style-type: none"> • Recite poetry • Read poetry • Read from texts and journals • Dramatic presentations of a favorite character • Conduct an interview • Give an oral book report • Debate discussions • Pose questions 	<p>The student will:</p> <ul style="list-style-type: none"> • Create a classroom news broadcast • Listen to video tapes of books • Teacher observation and assessments of targeted skills • Utilize phonics and phonetic elements • Utilize reading techniques to aid with oral fluency • Re-mediate specific problems depending on student needs <p>The student will:</p> <ul style="list-style-type: none"> • Listen to oral instructions • Be assessed by teacher observations • Create a play and act it out • Read an oral book report • Orally read stories in front of the class in pairs or groups

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1. 6 Speaking and Listening (cont.)	4. Students will work cooperatively in groups and express their ideas clearly to meet specific objectives.	<ul style="list-style-type: none"> • Pose predictions • Analyze information • Give appropriate feedback • Ask pertinent questions • Take necessary notes • Ask probing questions • Analyze information • Predict, paraphrase, retell, respond, sequence, summarize and identify what is listened to • Speak in clear and complete sentences • Use appropriate language, mechanics and grammar • Pace themselves • Conduct interviews • Plan/predict in groups 	<ul style="list-style-type: none"> • Support an issue with facts and opinions and present it orally • Take an active part in class discussions/ debates/brainstorming/ webbing and creating diagram. • Share information with peers • Critique others in a positive, helpful way • Demonstrate the ability to read fluently • Lightspan assessment tests

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<p>1. 7 Characteristics and Functions of the English Language</p>	<p>The student will:</p> <ol style="list-style-type: none"> 1. Identify origin of words from other languages commonly used as English language. 2. Utilize the correct functions of the English language, both in oral and written forms across the curriculum and in the content areas. 3. Utilize the English language to formulate specific written assignments using the correct conventions of the language. 	<p>Activities may be done as a whole class, in cooperative groups, in pairs, or individually.</p> <ul style="list-style-type: none"> • Identify variations in dialogues of literary characters and relate them to differences in occupation or geographic location. • Define vocabulary words and use them appropriately in sentences and in context. (See Quality of Writing). • Identify differences in formal/informal speech • Complete language worksheets • Write a short play or narrative • Write a letter to a pen pal • Write to persuade • Plan and write a lunch menu 	<p>Students can be assessed in these ways:</p> <ul style="list-style-type: none"> • Complete appropriate activities/tests/worksheets that require identification of specific skills • Meet teacher goals for specific written assignments • Utilize phonetic elements when writing • Identify areas for improvement (student self corrects or edits with teacher) • Identify origins of language and words • Identify the function of the English language..narrative, expository, poetry, drama, fiction, and non-fiction • Respond to specific prompts in an appropriate way, using the conventions taught

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<p>1. 7 Characteristics and Functions of the English Language (cont.)</p>	<p>4. Demonstrate and identify the elements required in writing one's own works.</p>	<ul style="list-style-type: none"> • Create a descriptive paragraph with adjectives to describe a piece of artwork <p>Use of Lightspan activities from www.lightspan.com</p>	<ul style="list-style-type: none"> • Demonstrate the ability to change root words/verbs/nouns so sentences make sense and subjects and verbs agree • Utilize the characteristics of English in the daily curriculum • Assist other students when paired up to edit, revise, suggest and publish works • Utilize the Pennsylvania Writing Assessment Domain Scoring Guide when writing (See Attachments) • Use of Lightspan Assessment Tests

Standard	Skills/Knowledge	Suggested Activities	Assessment
1. 8 Research	<p>The students will:</p> <ol style="list-style-type: none"> 1. Utilize appropriate research tools, techniques, sources and the Internet; to aid in meeting academic criteria across the curriculum. 2. Conduct research alone, in teams and/or groups, to meet the specific goals set by the teacher. 	<p>Activities can be completed as a whole class, cooperative groups, pairs and/or as individuals.</p> <ul style="list-style-type: none"> • Select and refine a topic for research • Locate information using appropriate sources, e.g. dictionary, glossary, computers • Evaluate the usefulness/qualities of the sources • Utilize correctly encyclopedias, references materials, interviews, observations, CD roms and/or databases • Keep information in project journals • Research using the Internet geared for a specific topic • Complete ABC order, dictionary works, use of guide words 	<ul style="list-style-type: none"> • The teacher will evaluate each activity on an individual basis or using specific goals. • Individual assessments can be used to identify and meet goals. • Research reports on specific topics. • Debate/defend a specific point of view using facts • Complete Stanford Achievement Test • Complete PSSA tests • Complete teacher made tests • Locate information using a variety of different sources • Choose relevant and necessary information/facts to include in a letter • Draw conclusions from organizations, responses

Standard	Skills/Knowledge	Suggested Activities	Assessment
1. 8 Research		<ul style="list-style-type: none"> • Utilize outline form with acquired information • Collect data from interviews, family history, observations and/or electronic media • Use table of contents, indexes, key words, cross references, and appendixes • Use traditional and electronic search tools • Write letters to community organizations requesting information concerning their goals • Create a study guide for the content areas • Construct timelines • Organize and present the main ideas from research • Take notes from research, using a structured format 	

Standard	Skills/Knowledge	Suggested Activities	Assessment
1. 8 Research (cont.)		<ul style="list-style-type: none">• Present a topic using relevant information• Summarize orally or in written form, the main ideas of a specific research	