

CARLISLE AREA SCHOOL DISTRICT
Carlisle, PA 17013

LANGUAGE ARTS

GRADE 4

Date of Board Approval: October 20, 2011

CARLISLE AREA SCHOOL DISTRICT PLANNED INSTRUCTION COVER PAGE

Title of Course: Language Arts Subject Area: Language Arts Grade Level: Fourth

Course Length: (Semester/Year): Year Duration: 120 Minutes Frequency: Daily

Prerequisites: Not Applicable Credit: Not Applicable Level: Not Applicable

Course Description/Objectives: The district shall provide for attainment of the academic standards per Chapter 4, Section 4.12. Each student shall demonstrate proficiency in the following areas: reading independently including: purposes for reading, word recognition skills, vocabulary development, comprehension and interpretation, and fluency; reading, analyzing and interpreting text including: text organization, fact and opinion, essential and non-essential information, inferences, text analysis and evaluation; reading, analyzing and interpreting text in fiction and non-fiction including: literacy genres, literacy elements and literary devices; types of writing including: narrative, information and persuasive; quality of writing including: focus, content, organization, style, editing and conventions; speaking and listening including: listening skills and discussion and speaking skills and presentation; characteristics and functions of the English language including: formal and informal language; and research including: inquiry-based processes, location of information and citing of sources, and organization and production of a final product.

Major Text(s)/Resources: Houghton Mifflin Reading: Legacy of Literacy, 2001

Curriculum Writing Committee:

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| Unit: Metacognitive Thinking Strategies | Subject Area: Reading | Grade: 4 |
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| PA Academic Standards | Performance Indicators | Assessments |
| 1.1A Identify the author’s purpose and type using grade level text. | <ul style="list-style-type: none"> Identify author’s purpose as the ability to identify why the author wrote the text. | Teacher-made tests and quizzes Curriculum-based assessments Narrative writings Informational writings Persuasive writings Oral reading fluency Comprehension Portfolios Demonstrations Research projects Oral presentations DIBELS DRA 4-SIGHT PSSA |
| 1.1B Use knowledge of phonics, the dictionary, or context clues to decode and understand new words during reading. | <ul style="list-style-type: none"> Apply decoding strategies and consistently check for meaning in the text. | |
| 1.1D Demonstrate comprehension before reading, during reading, and after reading on grade level texts. | <ul style="list-style-type: none"> Define metacognition as the process of thinking about one’s thinking. | |
| 1.1D Demonstrate comprehension before reading, during reading, and after reading on grade level texts. | <ul style="list-style-type: none"> Identify the metacognitive strategies as: making inferences, monitoring, understanding, visualizing, making connections, questioning, summarizing and synthesizing. | |
| 1.1D Demonstrate comprehension before reading, during reading, and after reading on grade level texts. | <ul style="list-style-type: none"> Define making connections as the ability to relate the text to something in your life, another text or to the world. | |

| Unit: Metacognitive Thinking Strategies | Subject Area: Reading | Grade: 4 |
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| PA Academic Standards | Performance Indicators | Assessments |
| 1.1D Demonstrate comprehension before reading, during reading, and after reading on grade level texts. | <ul style="list-style-type: none"> • Make text-to-text, text-to-self, and text-to-world connections. • Define visualizing as the ability to use the text to create a picture or movie in one's mind. | Teacher-made tests and quizzes Curriculum-based assessments Narrative writings Informational writings Persuasive writings Oral reading fluency Comprehension Portfolios Demonstrations Research projects Oral presentations DIBELS DRA 4-SIGHT PSSA |
| 1.1D Demonstrate comprehension before reading, during reading, and after reading on grade level texts. | <ul style="list-style-type: none"> • Describe in writing or by illustration a picture of the text in your mind. | |
| 1.1D Demonstrate comprehension before reading, during reading, and after reading on grade level texts. | <ul style="list-style-type: none"> • Define questioning as the ability to create questions and answers from the text. | |
| 1.1D Demonstrate comprehension before reading, during reading, and after reading on grade level texts. | <ul style="list-style-type: none"> • Formulate questions and answers before, during and after reading. • Use a variety of question types. | |
| 1.1D Demonstrate comprehension before reading, during reading, and after reading on grade level texts. | <ul style="list-style-type: none"> • Define summarizing as the ability to state the most important information in the text. • State the most important information from a piece of text. | |

| Unit: Metacognitive Thinking Strategies | Subject Area: Reading | Grade: 4 |
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| PA Academic Standards | Performance Indicators | Assessments |
| 1.1D Demonstrate comprehension before reading, during reading, and after reading on grade level texts. | <ul style="list-style-type: none"> Define inferencing as the ability to use one’s prior knowledge and clues from the text to make predictions. | Teacher-made tests and quizzes Curriculum-based assessments Narrative writings Informational writings Persuasive writings Oral reading fluency Comprehension Portfolios Demonstrations Research projects Oral presentations DIBELS DRA 4-SIGHT PSSA |
| 1.1D Demonstrate comprehension before reading, during reading, and after reading on grade level texts. | <ul style="list-style-type: none"> Use prior knowledge and clues from the text to make predictions. | |
| 1.1D Demonstrate comprehension before reading, during reading, and after reading on grade level texts. | <ul style="list-style-type: none"> Define monitoring understanding as the process of using decoding strategies and consistently checking for meaning of text. | |
| 1.1D Demonstrate comprehension before reading, during reading, and after reading on grade level texts. | <ul style="list-style-type: none"> Define synthesizing as the ability to combine thinking strategies to make meaning of text. | |
| 1.1D Demonstrate comprehension before reading, during reading, and after reading on grade level texts. | <ul style="list-style-type: none"> Utilize all metacognitive strategies to make meaning of the text. | |

| Unit: Metacognitive Thinking Strategies | Subject Area: Reading | Grade: 4 |
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| PA Academic Standards | Performance Indicators | Assessments |
| 1.1D Demonstrate comprehension before reading, during reading, and after reading on grade level texts. | <ul style="list-style-type: none"> Understand that proficient readers use metacognitive thinking strategies to comprehend what they read. | Teacher-made tests and quizzes Curriculum-based assessments Narrative writings Informational writings Persuasive writings Oral reading fluency Comprehension Portfolios Demonstrations Research projects Oral presentations DIBELS DRA 4-SIGHT PSSA |
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| Unit: Elements of Fiction | Subject Area: Reading | Grade: 4 |
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| PA Academic Standards | Performance Indicators | Assessments |
| 1.1B Use knowledge of phonics, the dictionary, or context clues to decode and understand new words during reading. | <ul style="list-style-type: none"> • Understand that using knowledge of phonics and word building skills helps you become a proficient speller. • Apply phonics knowledge to build additional words. | Teacher-made tests and quizzes Curriculum-based assessments Narrative writings Informational writings Persuasive writings Oral reading fluency Comprehension Portfolios Demonstrations Research projects Oral presentations DIBELS DRA 4-SIGHT PSSA |
| 1.1B Use knowledge of phonics, the dictionary, or context clues to decode and understand new words during reading. | <ul style="list-style-type: none"> • Independently read and write words. • Associate sound with spelling. • Identify and spell words with a short a, long a, short e spelling pattern. • Sort words by spelling patterns. | |
| 1.1B Use knowledge of phonics, the dictionary, or context clues to decode and understand new words during reading. | <ul style="list-style-type: none"> • Identify and spell words with a short i, long i, short o spelling pattern. • Identify and spell words with a short u, yoo, and oo sound spelling pattern. • Identify and write homophones. | |
| 1.1D Demonstrate comprehension before reading, during reading, and after reading on grade level texts. | <ul style="list-style-type: none"> • Know that fictional text is summarized using story elements. | |
| 1.3A Read, understand, and respond to works from various genres of literature. 1.3B Identify the characteristics of different genres such as poetry, drama, and fiction. | <ul style="list-style-type: none"> • Compare and contrast two fictional text. | |

| Unit: Elements of Fiction | Subject Area: Reading | Grade: 4 |
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| PA Academic Standards | Performance Indicators | Assessments |
| 1.3B Identify the characteristics of different genres such as poetry, drama, and fiction. | <ul style="list-style-type: none"> Define and identify the structure of a drama: dialogue, scenes and stage directions. | Teacher-made tests and quizzes Curriculum-based assessments Narrative writings Informational writings Persuasive writings Oral reading fluency Comprehension Portfolios Demonstrations Research projects Oral presentations DIBELS DRA 4-SIGHT PSSA |
| 1.3C Explain the literary elements in selected readings including character, setting, plot theme, and point of view. | <ul style="list-style-type: none"> Define and identify story elements: characters, setting, plot and theme. Define and identify the plot structure: conflict, rising action events, climax/turning point, falling action events, and resolution. | |
| 1.3C Explain the literary elements in selected readings including character, setting, plot theme, and point of view. | <ul style="list-style-type: none"> Identify the plot structure in a variety of stories. | |
| 1.3C Explain the literary elements in selected readings including character, setting, plot theme, and point of view. | <ul style="list-style-type: none"> Define characterization as the method an author uses to reveal how the character looks, feels, acts, relates to others and changes throughout the text. | |
| 1.3C Explain the literary elements in selected readings including character, setting, plot theme, and point of view. | <ul style="list-style-type: none"> Write an analysis of a character including how the character feels, acts, relates to others, changes throughout the text Predict how the story would continue with a particular character. | |

| Unit: Elements of Fiction | Subject Area: Reading | Grade: 4 |
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| PA Academic Standards | Performance Indicators | Assessments |
| 1.3C Explain the literary elements in selected readings including character, setting, plot theme, and point of view. | <ul style="list-style-type: none"> • Use story elements to write a fictional summary. | Teacher-made tests and quizzes Curriculum-based assessments Narrative writings Informational writings Persuasive writings Oral reading fluency Comprehension Portfolios Demonstrations Research projects Oral presentations DIBELS DRA 4-SIGHT PSSA |
| 1.3C Explain the literary elements in selected readings including character, setting, plot theme, and point of view. | <ul style="list-style-type: none"> • Understand that proficient readers use story elements to understand works of fiction. | |
| 1.5B Organize writing in a logical order | <ul style="list-style-type: none"> • Write a three point open ended response to include part of the question (POQ), two or three supporting details from the text, and a closing sentence. | |
| 1.5B Organize writing in a logical order | <ul style="list-style-type: none"> • Write open-ended responses to a variety of texts. | |

| Unit: Text Organization | Subject Area: Reading | Grade: 4 |
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| PA Academic Standards | Performance Indicators | Assessments |
| 1.1B Use knowledge of phonics the dictionary or context clues to decode and understand new words during reading. | <ul style="list-style-type: none"> • Make words using ou sounds spelling pattern. • Make words using the oo and oo sounds spelling pattern. | Teacher-made tests and quizzes Curriculum-based assessments Narrative writings Informational writings Persuasive writings Oral reading fluency Comprehension Portfolios Demonstrations Research projects Oral presentations DIBELS DRA 4-SIGHT PSSA |
| 1.1B Use knowledge of phonics the dictionary or context clues to decode and understand new words during reading. | <ul style="list-style-type: none"> • Make words using ir, ar, and ar sounds spelling pattern. • Make words using or, ur, and yoor sound spelling pattern. | |
| 1.1B Use knowledge of phonics the dictionary or context clues to decode and understand new words during reading. | <ul style="list-style-type: none"> • Make words using final er, and final l or el spelling pattern. • Make compound words. | |
| 1.1B Use knowledge of phonics the dictionary or context clues to decode and understand new words during reading. | <ul style="list-style-type: none"> • Understand that knowledge of phonics and word building helps you become a proficient speller. • Sort words by spelling patterns. | |
| 1.1B Use knowledge of phonics the dictionary or context clues to decode and understand new words during reading. | <ul style="list-style-type: none"> • Apply phonics knowledge to build additional words. • Independently read and write words. • Associate sound with spelling. | |

| Unit: Text Organization | Subject Area: Reading | Grade: 4 |
|--|--|---|
| PA Academic Standards | Performance Indicators | Assessments |
| 1.1D Demonstrate comprehension before reading, during reading, and after reading on grade level texts. | <ul style="list-style-type: none"> Identify text organization: sequence of events, cause and effect, compare and contrast, problem and solution and question and answer. | Teacher-made tests and quizzes Curriculum-based assessments Narrative writings Informational writings Persuasive writings Oral reading fluency Comprehension Portfolios Demonstrations Research projects Oral presentations DIBELS DRA 4-SIGHT PSSA |
| 1.1D Demonstrate comprehension before reading, during reading, and after reading on grade level texts. | <ul style="list-style-type: none"> Define sequence of as events as organizing text to show the order in which events occur. Write a summary of the main events in sequential order and include signal words. | |
| 1.1D Demonstrate comprehension before reading, during reading, and after reading on grade level texts. | <ul style="list-style-type: none"> Define cause and effect as organizing text to show the relationship between what happened and why it happened. | |
| 1.1D Demonstrate comprehension before reading, during reading, and after reading on grade level texts. | <ul style="list-style-type: none"> Identify the cause and effect relationships within the text. Use signal words to help identify the appropriate text organization. | |
| 1.1D Demonstrate comprehension before reading, during reading, and after reading on grade level texts. | <ul style="list-style-type: none"> Define compare and contrast as organizing text to show similarities and differences when using the same criteria. | |

| Unit: Text Organization | Subject Area: Reading | Grade: 4 |
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| PA Academic Standards | Performance Indicators | Assessments |
| 1.1D Demonstrate comprehension before reading, during reading, and after reading on grade level texts. | <ul style="list-style-type: none"> Write an informational piece using compare and contrast text organization and include signal words. | Teacher-made tests and quizzes Curriculum-based assessments Narrative writings Informational writings Persuasive writings Oral reading fluency Comprehension Portfolios Demonstrations Research projects Oral presentations DIBELS DRA 4-SIGHT PSSA |
| 1.1D Demonstrate comprehension before reading, during reading, and after reading on grade level texts. | <ul style="list-style-type: none"> Define problem and solution as organizing text by identifying a problem and offering solutions. | |
| 1.1D Demonstrate comprehension before reading, during reading, and after reading on grade level texts. | <ul style="list-style-type: none"> Identify the problem and evaluate the effectiveness of the solution(s) in a text. | |
| 1.1D Demonstrate comprehension before reading, during reading, and after reading on grade level texts. | <ul style="list-style-type: none"> Define question and answer as organizing text by posing a question and providing information to answer it. | |
| 1.1D Demonstrate comprehension before reading, during reading, and after reading on grade level texts. | <ul style="list-style-type: none"> Identify the question and find appropriate information in the text to answer the question. Use signal words to determine how a text is organized. | |

| Unit: Text Organization | Subject Area: Reading | Grade: 4 |
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| PA Academic Standards | Performance Indicators | Assessments |
| <p>1.1D Demonstrate comprehension before reading, during reading, and after reading on grade level texts.</p> | <ul style="list-style-type: none"> Define signal words as words in the text that help you determine how the text is organized. | <p>Teacher-made tests and quizzes Curriculum-based assessments Narrative writings Informational writings Persuasive writings Oral reading fluency</p> |
| <p>1.1D Demonstrate comprehension before reading, during reading, and after reading on grade level texts.</p> | <ul style="list-style-type: none"> Explain, orally or in writing how a particular text is organized. Understand that proficient readers use text organization to comprehend the text. | <p>Comprehension Portfolios Demonstrations Research projects Oral presentations DIBELS DRA 4-SIGHT PSSA</p> |
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| Unit: Inferences, Conclusions, Generalizations | Subject Area: Reading | Grade: 4 |
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| PA Academic Standards | Performance Indicators | Assessments |
| 1.1B Use knowledge of phonics the dictionary or context clues to decode and understand new words during reading. | <ul style="list-style-type: none"> • Understand that knowledge of phonics and word building helps you become a proficient speller. • Sort words by spelling patterns. | Teacher-made tests and quizzes Curriculum-based assessments Narrative writings Informational writings Persuasive writings Oral reading fluency Comprehension Portfolios Demonstrations Research projects Oral presentations DIBELS DRA 4-SIGHT PSSA |
| 1.1B Use knowledge of phonics the dictionary or context clues to decode and understand new words during reading. | <ul style="list-style-type: none"> • Make words ending with ed or ing spelling pattern. • Make words ending with k, ng, and kw sound spelling pattern. | |
| 1.1B Use knowledge of phonics the dictionary or context clues to decode and understand new words during reading. | <ul style="list-style-type: none"> • Make words with final e spelling pattern. • Apply phonics knowledge to build new words. • Independently read and write words. | |
| 1.2D Make inferences across texts about similar concepts when studying a topic draw conclusions, citing evidence from the texts to support answers. | <ul style="list-style-type: none"> • Define making inferences as the ability to use details from the text and one’s prior knowledge to understand what the author did not say. | |
| 1.2D Make inferences across texts about similar concepts when studying a topic draw conclusions, citing evidence from the texts to support answers. | <ul style="list-style-type: none"> • Use text clues and prior knowledge to make an inference. • Define drawing conclusions as the ability to use only details from the text to correctly understand what the author wrote. | |

| Unit: Inferences, Conclusions, Generalizations | Subject Area: Reading | Grade: 4 |
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| PA Academic Standards | Performance Indicators | Assessments |
| <p>1.2D Make inferences across texts about similar concepts when studying a topic draw conclusions, citing evidence from the texts to support answers.</p> | <ul style="list-style-type: none"> • Draw a conclusion and cite evidence from the text. | <p>Teacher-made tests and quizzes Curriculum-based assessments Narrative writings Informational writings Persuasive writings Oral reading fluency Comprehension Portfolios Demonstrations Research projects Oral presentations DIBELS DRA 4-SIGHT PSSA</p> |
| <p>1.2D Make inferences across texts about similar concepts when studying a topic draw conclusions, citing evidence from the texts to support answers.</p> | <ul style="list-style-type: none"> • Define making generalizations as the ability to form a broad statement that may or may not be valid, by using details from the text and one’s background knowledge. | |
| <p>1.2D Make inferences across texts about similar concepts when studying a topic draw conclusions, citing evidence from the texts to support answers.</p> | <ul style="list-style-type: none"> • Formulate a broad statement from your conclusions or inferences to make a generalization. • Determine the validity of a generalization. | |
| <p>1.2D Make inferences across texts about similar concepts when studying a topic draw conclusions, citing evidence from the texts to support answers.</p> | <ul style="list-style-type: none"> • Understand that proficient readers make inferences, draw conclusions, and make generalizations to comprehend what they have read. | |
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| Unit: Main Idea and Supporting Details | | Subject Area: Reading | Grade: 4 |
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| PA Academic Standards | Performance Indicators | Assessments | |
| 1.1B Use knowledge of phonics, the dictionary, or context clues to decode and understand new words during reading. | <ul style="list-style-type: none"> • Understand that knowledge of phonics and word building helps you become a proficient speller. • Sort words by spelling pattern. | Teacher-made tests and quizzes Curriculum-based assessments Narrative writings Informational writings Persuasive writings Oral reading fluency Comprehension Portfolios Demonstrations Research projects Oral presentations DIBELS DRA 4-SIGHT PSSA | |
| 1.1B Use knowledge of phonics, the dictionary, or context clues to decode and understand new words during reading. | <ul style="list-style-type: none"> • Apply knowledge of phonics to make new words. • Independently read and write words. • Associate sound with spelling. | | |
| 1.1B Use knowledge of phonics, the dictionary, or context clues to decode and understand new words during reading. | <ul style="list-style-type: none"> • Make words with j and s spelling patterns. • Make words with VCCV spelling patterns. | | |
| 1.1B Use knowledge of phonics, the dictionary, or context clues to decode and understand new words during reading. | <ul style="list-style-type: none"> • Make new words by adding prefixes and suffixes. • Explain how prefixes and suffixes change the meaning of the root word. | | |
| 1.1D Demonstrate comprehension/understand before reading, during reading, and after reading on grade level. | <ul style="list-style-type: none"> • Define main idea as the author's central thought. • Know that a main idea may be stated or implied. | | |

| Unit: Main Idea and Supporting Details | Subject Area: Reading | Grade: 4 |
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| PA Academic Standards | Performance Indicators | Assessments |
| 1.1D Demonstrate comprehension/understand before reading, during reading, and after reading on grade level. | <ul style="list-style-type: none"> Know that relevant details are important to understanding the main idea. | Teacher-made tests and quizzes Curriculum-based assessments Narrative writings Informational writings Persuasive writings Oral reading fluency Comprehension Portfolios Demonstrations Research projects Oral presentations DIBELS DRA 4-SIGHT PSSA |
| 1.1D Demonstrate comprehension/understand before reading, during reading, and after reading on grade level. | <ul style="list-style-type: none"> Know that expository text is summarized using the main idea and supporting details. | |
| 1.1D Demonstrate comprehension/understand before reading, during reading, and after reading on grade level. | <ul style="list-style-type: none"> Define a fact as a detail that can be proven. Define an opinion as something you think or feel. | |
| 1.2B Differentiate fact from opinion across texts. | <ul style="list-style-type: none"> Define and identify details as a fact or opinion. | |
| 1.2C Distinguish between essential and nonessential information within and across a variety of text identifying stereotypes and exaggerations where present. | <ul style="list-style-type: none"> Distinguish between relevant and irrelevant supporting details. Use the most important relevant details and the main idea to summarize expository text either orally or in writing. | |

| Unit: Main Idea and Supporting Details | Subject Area: Reading | Grade: 4 |
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| PA Academic Standards | Performance Indicators | Assessments |
| 1.2E Read, understand, and respond to essential content of text in all academic areas. | <ul style="list-style-type: none"> Given a main idea, identify two or three supporting details. Given supporting details, identify the main idea. | Teacher-made tests and quizzes Curriculum-based assessments Narrative writings Informational writings Persuasive writings Oral reading fluency Comprehension Portfolios Demonstrations Research projects Oral presentations DIBELS DRA 4-SIGHT PSSA |
| 1.2E Read, understand, and respond to essential content of text in all academic areas. | <ul style="list-style-type: none"> Identify other titles that would be related to the main idea. Define and identify a stated and an implied main idea. | |
| 1.2E Read, understand, and respond to essential content of text in all academic areas. | <ul style="list-style-type: none"> Understand that proficient readers use main ideas, and supporting details to comprehend and communicate about what they read. | |
| 1.5B Develop content appropriate for the topic. | <ul style="list-style-type: none"> Compare and contrast the main ideas of two expository texts in writing. Compare and contrast the main idea of an expository text with the theme of a fictional text in writing. | |

| Unit: Figurative Language | Subject Area: Reading | Grade: 4 |
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| PA Academic Standards | Performance Indicators | Assessments |
| 1.1B Use knowledge of phonics, the dictionary, or context clues to decode and understand new words during reading. | <ul style="list-style-type: none"> • Understand the knowledge of phonics and word building helps you become a proficient reader. • Sort words by spelling pattern. | Teacher-made tests and quizzes Curriculum-based assessments Narrative writings Informational writings Persuasive writings Oral reading fluency Comprehension Portfolios Demonstrations Research projects Oral presentations DIBELS DRA 4-SIGHT PSSA |
| 1.1B Use knowledge of phonics, the dictionary, or context clues to decode and understand new words during reading. | <ul style="list-style-type: none"> • Apply phonics knowledge to build new words. • Independently read and write words. • Associate sound with spelling. | |
| 1.1B Use knowledge of phonics, the dictionary, or context clues to decode and understand new words during reading. | <ul style="list-style-type: none"> • Make words that change the final y to an i. • Make words using the VCV spelling pattern. • Make words using the three syllable word spelling pattern. | |
| 1.3D Identify literary devices in selected readings. | <ul style="list-style-type: none"> • Define figurative language as language that cannot be taken literally. • Identify and interpret examples of personification within the text. | |
| 1.3D Identify literary devices in selected readings. | <ul style="list-style-type: none"> • Define personification as giving human qualities or human form to an object or abstract idea. • Define simile as a comparison of two unlike things using like or as. | |

| Unit: Figurative Language | | Subject Area: Reading | Grade: 4 |
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| PA Academic Standards | Performance Indicators | Assessments | |
| 1.3D Identify literary devices in selected readings. | <ul style="list-style-type: none"> Identify and interpret examples of similes within the text. Identify alliteration within the text. Write examples of personification, similes and alliteration. | Teacher-made tests and quizzes Curriculum-based assessments Narrative writings Informational writings Persuasive writings Oral reading fluency Comprehension Portfolios Demonstrations Research projects Oral presentations DIBELS DRA 4-SIGHT PSSA | |
| 1.3D Identify literary devices in selected readings. | <ul style="list-style-type: none"> Define alliteration as the repetition of initial consonant sounds in neighboring words. Identify the type of figurative language within the text. | | |
| 1.3D Identify literary devices in selected readings. | <ul style="list-style-type: none"> Compare and contrast fiction and nonfiction poetry using genre, literary elements, and figurative language. | | |
| 1.3D Identify literary devices in selected readings. | <ul style="list-style-type: none"> Compare and contrast the use of figurative language between two poems. | | |
| 1.3D Identify literary devices in selected readings. | <ul style="list-style-type: none"> Understand that proficient readers use figurative language to comprehend the text. | | |

| Unit: Propaganda and Bias | Subject Area: Reading | Grade: 4 |
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| PA Academic Standards | Performance Indicators | Assessments |
| 1.1B Use knowledge of phonics, the dictionary, or context clues to decode and understand new words during reading. | <ul style="list-style-type: none"> • Understand that knowledge of phonics and word building helps you become a proficient speller. • Sort words by spelling patterns. | Teacher-made tests and quizzes Curriculum-based assessments Narrative writings Informational writings Persuasive writings Oral reading fluency Comprehension Portfolios Demonstrations Research projects Oral presentations DIBELS DRA 4-SIGHT PSSA |
| 1.1B Use knowledge of phonics, the dictionary, or context clues to decode and understand new words during reading. | <ul style="list-style-type: none"> • Apply phonics knowledge to build additional words. • Independently read and write words. • Associate sound with spelling. | |
| 1.1B Use knowledge of phonics, the dictionary, or context clues to decode and understand new words during reading. | <ul style="list-style-type: none"> • Make words with unusual spelling patterns. • Make words with silent consonant spelling patterns. | |
| 1.2A Analyze text organization and content to determine the author’s purpose. | <ul style="list-style-type: none"> • Explain in writing how the author’s purpose may influence the text in regards to propaganda or bias. | |
| 1.2C Distinguish between essential and nonessential information within and across a variety of texts identifying stereotypes and exaggeration where present. | <ul style="list-style-type: none"> • Identify propaganda within a text. • Identify bias within a text. • Define propaganda as a persuasive tactic used to influence what people believe, purchase or get them to act. | |

| Unit: Propaganda and Bias | Subject Area: Reading | Grade: 4 |
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| PA Academic Standards | Performance Indicators | Assessments |
| 1.2C Distinguish between essential and nonessential information within and across a variety of texts identifying stereotypes and exaggeration where present. | <ul style="list-style-type: none"> Define bias as a judgment based on a personal point of view. Know that an author’s purpose and opinion may influence whether the text is bias or non-bias. | Teacher-made tests and quizzes Curriculum-based assessments Narrative writings Informational writings Persuasive writings Oral reading fluency |
| 1.2C Distinguish between essential and nonessential information within and across a variety of texts identifying stereotypes and exaggeration where present. | <ul style="list-style-type: none"> Proficient readers understand the use of bias and propaganda when interpreting the text. | Comprehension Portfolios Demonstrations Research projects Oral presentations DIBELS DRA 4-SIGHT PSSA |
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| Unit: Research | | Subject Area: Reading | Grade: 4 |
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| PA Academic Standards | Performance Indicators | Assessments | |
| 1.8A Explain and inquiry-based process in seeking knowledge. | <ul style="list-style-type: none"> Define research as an inquiry-based process in seeking knowledge. List steps of the research process: question, identify sources, collect information, organize information, present information, cite sources. | Teacher-made tests and quizzes Curriculum-based assessments Narrative writings Informational writings Persuasive writings Oral reading fluency Comprehension Portfolios Demonstrations Research projects Oral presentations DIBELS DRA 4-SIGHT PSSA | |
| 1.8A Explain and inquiry-based process in seeking knowledge. | <ul style="list-style-type: none"> Understand that researchers use a variety of sources to answer questions. | | |
| 1.8B Conduct inquiry and research on self-selected or assigned topics using a variety of teacher guided media sources and strategies. | <ul style="list-style-type: none"> Conduct inquiry and research on self-selected or assigned topics. Utilize a variety of teacher-guided media sources and strategies in research. | | |
| 1.8C Produce an organized product that presents the results of research findings, using appropriate visual aids and citing sources. | <ul style="list-style-type: none"> Produce an organized written product that presents results of research findings. Utilize appropriate visual aids and cite sources from research. | | |

| Unit: Word Study Skills | Subject Area: Reading | Grade: 4 |
|---|---|---|
| PA Academic Standards | Performance Indicators | Assessments |
| 1.1B Use knowledge of phonics the dictionary, or context clues to decode and understand new words during reading. | <ul style="list-style-type: none"> • Use knowledge of phonics, word recognition, and context clues to decode and understand new words while reading. | Teacher-made tests and quizzes Curriculum-based assessments Narrative writings Informational writings Persuasive writings Oral reading fluency Comprehension Portfolios Demonstrations Research projects Oral presentations DIBELS DRA 4-SIGHT PSSA |
| 1.1B Use knowledge of phonics the dictionary, or context clues to decode and understand new words during reading. | <ul style="list-style-type: none"> • Define syllabication as breaking down multi-syllabic words into individual syllables. • Identify the syllables in a multi-syllabic word. | |
| 1.1B Use knowledge of phonics the dictionary, or context clues to decode and understand new words during reading. | <ul style="list-style-type: none"> • Identify and interpret meaning of multiple meaning words used in fiction and nonfiction texts. • Identify syllable types; open, closed, r controlled, vowel team, vowel-consonant-e, and vowel-consonant-le. | |
| 1.1B Use knowledge of phonics the dictionary, or context clues to decode and understand new words during reading. | <ul style="list-style-type: none"> • Define synonym as words having similar meanings. • Define antonym as words having opposite meanings. | |
| 1.1B Use knowledge of phonics the dictionary, or context clues to decode and understand new words during reading. | <ul style="list-style-type: none"> • Identify and interpret a synonym or antonym of a word. • Identify how the meaning of the word is changed when an affix is added. | |

| Unit: Word Study Skills | Subject Area: Reading | Grade: 4 |
|---|---|---|
| PA Academic Standards | Performance Indicators | Assessments |
| 1.1B Use knowledge of phonics the dictionary, or context clues to decode and understand new words during reading. | <ul style="list-style-type: none"> • Use knowledge of phonics, word recognition, and context clues to decode and understand new words while reading. | Teacher-made tests and quizzes Curriculum-based assessments Narrative writings Informational writings Persuasive writings Oral reading fluency Comprehension Portfolios Demonstrations Research projects Oral presentations DIBELS DRA 4-SIGHT PSSA |
| 1.1B Use knowledge of phonics the dictionary, or context clues to decode and understand new words during reading. | <ul style="list-style-type: none"> • Define syllabication as breaking down multi-syllabic words into individual syllables. • Identify the syllables in a multi-syllabic word. | |
| 1.1B Use knowledge of phonics the dictionary, or context clues to decode and understand new words during reading. | <ul style="list-style-type: none"> • Identify and interpret meaning of multiple meaning words used in fiction and nonfiction texts. • Identify syllable types; open, closed, r controlled, vowel team, vowel-consonant-e, and vowel-consonant-le. | |
| 1.1B Use knowledge of phonics the dictionary, or context clues to decode and understand new words during reading. | <ul style="list-style-type: none"> • Define synonym as words having similar meanings. • Define antonym as words having opposite meanings. | |
| 1.1B Use knowledge of phonics the dictionary, or context clues to decode and understand new words during reading. | <ul style="list-style-type: none"> • Identify and interpret a synonym or antonym of a word. • Identify how the meaning of the word is changed when an affix is added. | |

| Unit: Word Study Skills | | Subject Area: Reading | Grade: 4 |
|---|---|---|-----------------|
| PA Academic Standards | Performance Indicators | Assessments | |
| 1.1B Use knowledge of phonics the dictionary, or context clues to decode and understand new words during reading. | <ul style="list-style-type: none"> • Make and define words with the prefixes: un, dis, non, mis, re, pre, in, con, com, ex. • Make and define words with the suffixes: ly, ful, less, ness, ble, ments, er, or, ist, ion, ed, mg. | Teacher-made tests and quizzes Curriculum-based assessments Narrative writings Informational writings Persuasive writings Oral reading fluency Comprehension Portfolios Demonstrations Research projects Oral presentations DIBELS DRA 4-SIGHT PSSA | |
| 1.1B Use knowledge of phonics the dictionary, or context clues to decode and understand new words during reading. | <ul style="list-style-type: none"> • Identify the meaning of words from fiction and nonfiction text with affixes. • Build words with an affixes. | | |
| 1.1B Use knowledge of phonics the dictionary, or context clues to decode and understand new words during reading. | <ul style="list-style-type: none"> • Define context clues as words or sentences that surround a word and help a reader determine the meaning of a word. | | |
| 1.1B Use knowledge of phonics the dictionary, or context clues to decode and understand new words during reading. | <ul style="list-style-type: none"> • Use context clues to determine the meaning of a word in fiction and nonfiction text. • Identify the meaning of content-specific words used in text. | | |
| 1.1B Use knowledge of phonics the dictionary, or context clues to decode and understand new words during reading. | <ul style="list-style-type: none"> • Define contractions as a shortened form of a word or groups of words with the omitted letters replaced with an apostrophe. • Create compound words. | | |

| Unit: Word Study Skills | Subject Area: Reading | Grade: 4 |
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| PA Academic Standards | Performance Indicators | Assessments |
| 1.1B Use knowledge of phonics the dictionary, or context clues to decode and understand new words during reading. | <ul style="list-style-type: none"> • Form a contraction with two smaller words. • Separate a contraction into its two original words. | Teacher-made tests and quizzes Curriculum-based assessments Narrative writings Informational writings Persuasive writings Oral reading fluency Comprehension Portfolios Demonstrations Research projects Oral presentations DIBELS DRA 4-SIGHT PSSA |
| 1.1B Use knowledge of phonics the dictionary, or context clues to decode and understand new words during reading. | <ul style="list-style-type: none"> • Identify the correct homophone using context clues. • Define homophone. | |
| 1.1C Use meaning and knowledge of words across content areas to increase reading vocabulary. | <ul style="list-style-type: none"> • Use root words to explain the meaning of the word. • Identify the meaning of content-specific words used in text. | |
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| Unit: Writing | | Subject Area: Reading | Grade: 4 |
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| PA Academic Standards | Performance Indicators | Assessments | |
| 1.4A Write poems, multi-paragraph stories and plays. | <ul style="list-style-type: none"> Write narrative pieces, poems, stories and plays. | Teacher-made tests and quizzes Curriculum-based assessments Narrative writings Informational writings Persuasive writings Oral reading fluency Comprehension Portfolios Demonstrations Research projects Oral presentations DIBELS DRA 4-SIGHT PSSA | |
| 1.4B Write multi-paragraph informational pieces. | <ul style="list-style-type: none"> Write informational pieces: descriptions, reports, instructions, friendly letters and essays. | | |
| 1.5A Write with a clear focus, identifying topic, task and audience. | <ul style="list-style-type: none"> Maintain a focus when writing multi-paragraph essays. | | |
| 1.5C Organize writing is a logical order. | <ul style="list-style-type: none"> Identify and use the steps in the writing process: prewriting, drafting, revising, editing and publishing. | | |
| 1.5C Organize writing is a logical order. | <ul style="list-style-type: none"> Use a variety of prewriting techniques such as: journal writing, graphic organizers, brainstorming and sharing ideas with others. | | |

| Unit: Writing | | Subject Area: Reading | Grade: 4 |
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| PA Academic Standards | Performance Indicators | Assessments | |
| 1.5C Organize writing in a logical order. | <ul style="list-style-type: none"> Write multi-paragraph essays that include: introduction, body and conclusion. | Teacher-made tests and quizzes Curriculum-based assessments Narrative writings Informational writings Persuasive writings Oral reading fluency Comprehension Portfolios Demonstrations Research projects Oral presentations DIBELS DRA 4-SIGHT PSSA | |
| 1.5D Write with an understanding of style, using a variety of sentence structures, precise words that create voice. | <ul style="list-style-type: none"> Revise word choices using vivid words. Revise sentence construction and variety. Revise sequence of sentences and paragraphs. | | |
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| Unit: Grammar | Subject Area: Reading | Grade: 4 |
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| PA Academic Standards | Performance Indicators | Assessments |
| 1.5F Use grade appropriate conventions of language when writing and editing. | <ul style="list-style-type: none"> • Capitalize quotations correctly. | Teacher-made tests and quizzes Curriculum-based assessments Narrative writings Informational writings Persuasive writings Oral reading fluency Comprehension Portfolios Demonstrations Research projects Oral presentations DIBELS DRA 4-SIGHT PSSA |
| 1.5F Use grade appropriate conventions of language when writing and editing. | <ul style="list-style-type: none"> • Identify and use parts of speech: subject, object and possessive pronouns; linking, helping and irregular verbs; proper adjective; formation and placement of adverbs; and conjunctions: and, or, but and so. | |
| 1.5F Use grade appropriate conventions of language when writing and editing. | <ul style="list-style-type: none"> • Use quotation marks correctly. • Use commas with introductory words, in direct address and in compound sentences. | |
| 1.5F Use grade appropriate conventions of language when writing and editing. | <ul style="list-style-type: none"> • Combine simple sentences to make compound sentences. • Edit for “run-on” sentences. • Eliminate the use of double negatives. | |
| 1.5F Use grade appropriate conventions of language when writing and editing. | <ul style="list-style-type: none"> • Use homophones “it’s” and “its” correctly. • Use homophones “your” and “you’re” correctly. | |

Adaptations/Modifications for Students with I.E.P.s

Adaptations or modifications to this planned course will allow exceptional students to earn credits toward graduation or develop skills necessary to make a transition from the school environment to community life and employment. The I.E.P. team has determined that modifications to this planned course will meet the student's I.E.P. needs.

Adaptations/Modifications may include but are not limited to:

INSTRUCTION CONTENT

- Modification of instructional content and/or instructional approaches
- Modification or deletion of some of the essential elements

SETTING

- Preferential seating

METHODS

- Additional clarification of content
- Occasional need for one to one instruction
- Minor adjustments or pacing according to the student's rate of mastery
- Written work is difficult, use verbal/oral approaches
- Modifications of assignments/testing
- Reasonable extensions of time for task/project completion
- Assignment sheet/notebook
- Modified/adjusted mastery rates
- Modified/adjusted grading criteria
- Retesting opportunities

MATERIALS

- Supplemental texts and materials
- Large print materials for visually impaired students
- Outlines and/or study sheets
- Carbonless notebook paper
- Manipulative learning materials
- Alternatives to writing (tape recorder/calculator)