Standard   Grade 4
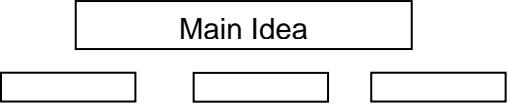
All students will understand and apply the knowledge of sounds, letters and words in written English to become independent and fluent readers, and will read a variety of materials and texts with fluency and comprehension.

MODE : *Through regular reading of fiction and non-fiction at an independent level while using self-monitoring comprehension, graphic organizers, and previously learned strategies, the student will:*

Outcomes	Assessment	Strategies
Concepts About Print • use various print formats, including newspapers, magazines, books, and reference resources • recognize purposes for print conventions such as paragraphs, end-sentence punctuation, and bold print • identify and locate features that support text meaning (e.g., maps, charts, illustrations)	Teacher will present a scenario of needed information. Students will decide which print format would give the best information.	Assign teams and provide each team with different print format – map, newspaper, textbook, atlas. The teacher will ask students to find the same information using their given print format. Students will compare information as it was found in their print format.
Phonological Awareness, Decoding, and Word Recognition • use letter-sound correspondence and structural analysis (e.g., roots, affixes) to decode words • know and use common word families to decode unfamiliar words • recognize contractions and common abbreviations	Students will participate in a "decoding bee". Students will select a flashcard that has a new word and a sentence using the new word. Students will use decoding and word recognition skills to pronounce the new word and tell the meaning of the word.	Each student is given an unfamiliar word on a flash card. On the blackboard the teacher displays word families. Students must place their word under the appropriate word family.

Outcomes	Assessment	Strategies
Fluency • use appropriate rhythm, flow, inflection, meter and pronunciation in demonstrating understanding of punctuation marks • scan, skim, or carefully read as appropriate	Students will create an outline after scanning a chapter, then after skimming a section of the chapter, and then again after reading for details. Students will regularly use these strategies to determine how they need to read selections.	This is a three day strategy. Day 1: Using a science or social studies textbook, students scan a chapter for an overview and preview of the content. Students will scan by reading major headings, subheadings, pictures and graphics. Day 2: Using the same chapter, students will skim a section of the chapter by reading the first and last sentence of each paragraph in the section. Day 3: Using the same section, students will read for details and be able to answer specific questions. After each strategy is introduced and practiced, students will discuss what they learned from the textbook.
Reading Strategies • use knowledge of word meaning, language structure, and sound-symbol relationships to check understanding when reading • identify specific words or passages causing comprehension difficulties and seek clarification • select useful visual organizers before, during, and after reading to organize information (e.g., Venn diagrams)	After students have read a selection, teacher asks a question such as "What was life like for the Cherokee in the Southeast"? Students identify the information they need to answer this question and use previously learned reading strategies to check their understanding.	After reading a selection, students act out what they read or students write a script to act out what they read. Use a "main idea" graphic organizer. Main Idea Write the main idea in the large box and the supporting details in the boxes below the main idea.

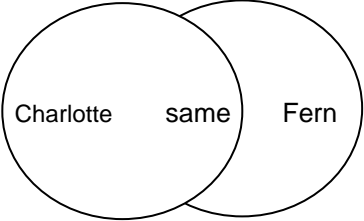| Outcomes	Assessment	Strategies
Vocabulary and Concept Development • point to or clearly identify specific words or wording that are causing comprehension difficulties • infer specific word meanings in the context of reading passages • identify and correctly use antonyms, synonyms, homophones, and homographs • use a grade-appropriate dictionary (independently) to define unknown words • identify and use prefixes, suffixes, etc.	Students create a word map to explain the meanings of words: WHAT IS IT? WHAT IS IT LIKE? WHAT ARE SOME EXAMPLES?	Use Lemony Snicket techniques to explain meanings of words. http://whoswhohp.tripod.com/lemony/words/books.html The word is used in context and the next sentence explains the meaning of the word. Ex.: Both men and women participated in the village **counci**l. A **council** is a group of people who meet to talk and make decisions. Use textbook glossary to determine word meaning.
Comprehension Skills and Response to Text • discuss underlying themes across cultures in various texts • distinguish cause and effect, fact and opinion, main idea and supporting details in nonfiction texts (e.g., science, social studies • cite evidence from text to support conclusions • follow simple multiple-steps in written instructions • recognize an author's point of view • identify and summarize central ideas in informational texts	Choose a chapter from a science or social studies textbook. Use the chapter to find evidence of fact and opinion, cause and effect, main ideas and supporting ideas. Students create a graphic organizer to illustrate what they learned. TOPIC Main Idea Main Idea Main Idea ↙ ↘ ↙ ↘ ↙ ↘ Support Support Support Support Support Support ↓ ↓ ↓ Extra Details Extra Details Extra Details ↘ ↓ ↙ Add fact or opinion about this	Read a series of seasonal books or stories. Compare the cultural sameness and difference in celebrating a holiday between cultures. Choose one of Aesop's fables to distinguish between cause and effect. While reading a book such as *Charlotte's Web*, find examples that support the characters' facts or opinions. Retell a story from another character's point of view. Use directions for a science experiment to practice following step-by-step directions.

Outcomes	Assessment	Strategies
• recognize differences among forms of literature (poetry, drama, fiction, nonfiction) • recognize literary elements in stories, including setting, characters, plot, and mood • identify the structures in poetry • identify the structures in drama		Students work with partners to find evidence in a textbook to support conclusions they make in response to a teacher generated question such as "Did Native Americans receive fair treatment"? Choose a familiar character such as Abraham Lincoln. Select various literature forms such as poetry, drama, fiction and nonfiction to read about the character. Compare how the various forms present the character. Use mood music to predict the feelings the listener will experience. Allow students to find music that will set a mood for a story they read or wrote. Use an actual play (such as a Christmas play) to identify stage directions, stage layout, scenes, dialogue, acts, characters, etc. Act out the play. Use a real poem to identify stanza, lines, meter, rhyme, etc.
Inquiry and Research • use library classification systems, print or electronic, to locate information • investigate a favorite author and produce evidence of research	Students receive a specific topic and use the card catalog to locate books on the topic. Students retrieve books from the library shelves.	Use the Dewey Decimal system to locate sections of books in the school library. Use the call numbers to shelve books correctly. Choose a favorite author such as Beverly Cleary. Use the internet to find information on the author and to find the titles of the author's books.

Standard   Grade 4

All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes.

MODE: *Through daily writing in many subject areas, using reflection, creativity, developmentally appropriate mechanics and spelling, with knowledge of intended purpose and the intent to clearly communicate, the student will:*

Outcomes	Assessment	Strategies
Word Study • recognize, use, spell and define these suffixes: ant, ance, ag, able, ent, ence, et, ius, ion, ic, ment, ous, ure, ly, ness, wide, ward, ty • recognize, use, spell, and define these prefixes: dis, anti, en, post, com, inter, in, trans, con, mis, bi, tri, non, ex, super, pre, sub, ob, pro, per, ab, em	Students will identify words in reading that contain these prefixes and suffixes to help determine word meaning. Students will use and correctly spell words containing these prefixes and suffixes in their writing.	As each prefix or suffix is introduced, students create word cards with one word on each card that includes the prefix or suffix. As the word cards increase, students can use word cards to sort according to prefix/suffix patterns. Use the word cards to play a form of Jeopardy in which the student reads the word and then creates a question that reflects the meaning of the word. Ex: *tricycle* *What is a word that means three wheels*?
Word Usage • categorize verbs as past, present, future • use adverbs to convey precise message	Students will consistently use the correct verb tense in writing. Students incorporate adverbs in descriptive writing.	After reading a short story, have students rewrite the story in their own words as the story was happening (present tense). Then have one group of students rewrite the story as it would appear in the next day's newspaper (past tense) while another group rewrites the story in the future tense. Students identify adverbs in poems such as Shel Silverstein's "Captain Hook".
Sentence Structure and Development • write sentences with these sentence patterns: noun/verb	Students will use these sentence patterns in their writing. They will use these patterns as the base and expand sentences from this base.	Introduce simple diagramming to help students graphically determine subject/predicate/object in sentences. Create a concept pattern attribute web by developing a science topic. Write the topic (such as fish) inside the circle. List action

Outcomes	Assessment	Strategies
noun/verb/noun noun/linking verb/noun • recognize and give samples of: simple predicate complete predicate compound predicate		verbs that describe the topic on the web. Use the verbs to create sentences that contain simple, complete, and compound predicates.
Punctuation/Capitalization • use comma with direct address • use quotation marks with dialogue and titles of short stories, poems, and songs • use colon: with introducing lists in expression of time • use hyphen with: compound words (sixty-five) at end of writing line with certain prefixes (ex-president) with compound modifiers (well-trained dog)	New punctuation rules will be added to students' editing checklist and use for proofreading written work.	Practice setting off names in direct address by reading sentences with and without the comma. Have students note the difference Use a written play format to translate verbal dialogue into written dialogue in a paragraph. Have students practice penmanship by copying a poem, song, etc. and setting off titles using quotation marks. In math classes have students create word problems that will include compound numbers (sixty-five) and fractions (one-half). After introducing the rules for hyphenated words, add examples of these words to the word wall.
Writing Skills • write two paragraph compositions • create outlines with topic, main idea, details	Students use outlines as a graphic organizer for drafting written work. At least one final draft composition a semester should be written in cursive. The other final drafts may be produced through word processing.	Give students a composition that should be at least two paragraphs but is written as one. Let students work with a partner to decide where paragraph breaks should be and give reasons to support their decision.

Outcomes	Assessment	Strategies
• use proper form of cursive writing • sequence supporting sentences • compose at least three related paragraphs		Choose a short selection (3-5 paragraphs) from a textbook. Working in small groups, let students find the main idea in each paragraph and use those ideas as major topics in an outline. Then students should find supporting ideas in each paragraph and add those to the outline as subtopics. Students brainstorm ideas on a topic that would have at least three big ideas. (ex. choosing a pet with at least three options). Students use each big idea as a main heading in an outline. Under each main idea students write subtopics that are supporting ideas for the main topic. Students use outline to write a multi-paragraph composition on the topic.
Writing Process • use pre-writing strategies: brainstorm for ideas: write first draft, edit and revise for clarity of thought, complete final draft • learn and apply editing symbols • proofread and correct spelling, capitals, end punctuation. • revise personal writings: • ideas, details, language enhancement, mechanics • learn appropriate paragraph form	Students use writing process each time they do a writing project. Students save each step of the writing process in their writing portfolio to assess student progress.	Over several days students use the entire writing process to work toward a complete final draft. Writings may be based on literature selections such *as Charlotte's Web.* Topic: The Friend I Want Prewrite: Use Venn diagrams to list characteristics of two characters in the story: Charlotte same Fern

Outcomes	Assessment	Strategies
		Brainstorm characteristics of a friend you would want and why. Write first draft with ideas from Venn diagram and brainstorming. Use revision/proof editing checklist that is grade appropriate for revising and moving toward a final draft. After students are introduced to basic editing symbols, students practice using symbols as they work with a partner to edit each others work.
Genres Narrative • write a narrative from a general topic • create a narrative that includes imaginary characters	Using the writing process, students write a narrative that includes imaginary characters from a given topic.	Write a narrative when given a general topic such as *"A Rainy Day"*. After reading selections from Arnold Lobel's *Fables*, students create their own fables with imaginary characters
Descriptive • write a realistic descriptive paragraph	Using the writing process, students write a descriptive paragraph on a realistic topic.	Use an attribute web to write a realistic description of one of the characters in *Charlotte's Web*

Outcomes	Assessment	Strategies
Expository • write and follow simple directions • write a report on a topic of personal interest • create a learning log	Write a step-by-step explanation of how to make something and then have other students follow the directions. Emphasize the process.	 Write a simple science lab report that includes clear directions to follow for reproducing the science experiment. Students keep a 30-40 word summary learning log in a subject such as math that explains what they learned in that class. Write a reflective paragraph on a specific realistic topic such as consequences for actions or alternative ways to respond to situations.

Outcomes	Assessment	Strategies
Persuasive • use persuasion to make others think a certain way	Write a persuasive letter on a meaningful topic to someone they know such as the principal or a parent trying to persuade them on a topic of interest to the student.	Choose a topic of interest to students such as a new food item that should be added to the cafeteria menu. Have students write in a one sentence what they believe should be added. Have them identify the audience they will have to convince (principal, cafeteria cooks, parents). Have students find two reasons (fact or statistic) why the item should be added and write at least one sentence to support each reason. End the argument with how this will benefit others.
Writing Forms • write a postcard message and address the postcard • write an invitation • create free verse poetry	Use any of the four writing genres to develop these writing forms. Relate each writing form to a subject area.	Write birthday postcards to registered parishioners on their 4th or 5th birthday inviting them to visit the school. Introduce students to free verse poetry by reading samples from Shel Silverstein's *A Light in the Attic.* Have students write a poem such as the W poem which allows students to have structure in poetry and use free verse. Sample: Five W's: Line 1: Who (the subject) Line 2: What (what happened) Line 3: Where (where did it happen) Line 4: When (when did it happen) Line 5: Why (why did it happen) Who:Xavier

Outcomes	Assessment	Strategies
		What: Played his xylophone Where: In the examining room When: In his spare time Why: While waiting for his x-rays See: http://askeric.org/cgi-bin/printlessons.cgi/Virtual/Lessons/Language_Arts/Writing/WCP0038.hotml for the whole lesson plan.

Standard   Grade 4

All students will speak in clear, concise, organized language that varies in content and form for different audiences and purposes.

Outcomes	Assessment	Strategies
• elaborate on thoughts using details to support central ideas or express a point of view • stay focused on a topic and ask relevant questions • develop questioning techniques, ask questions to elicit information or inform an audience • discuss information heard, offer personal opinions and ask for restatement or general explanation to clarify meaning • give instructions clearly and accurately • use convincing dialogue to role-play short scenes involving familiar situations or emotions • dramatize familiar stories showing understanding • present a point of view to a large audience	In all oral presentations, students will use an opening statement, use sequence to develop the presentation, and end with a summary statement. All presentations should be planned, rehearsed, delivered, and assessed using the class-developed rubric.	Describe an idea that may work. Begin with the first sentence that states the topic/idea. Use the sense words to describe the idea. Conclude by summarizing the idea. Use interview techniques to develop inquiry skills. Begin by determining what "I" want to know. Use the 5 W's to create questions and then use time-order words to present the information in a logical order. To give an explanation, students will first restate what they heard or restate the question. They will then give step-by-step instructions with clear details to present an explanation. Ex. – *Give an explanation on how to respond to an emergency situation* Students choose a point of view for the story teller (I will tell the story/Another character will tell the story). Sequence the story with a beginning, middle and end. Transition words will be used to connect the beginning to the middle and the middle to the end.

Outcomes	Assessment	Strategies
- use vocabulary that supports or clarifies a message - use appropriate grammar in extended sentences to express ideas and opinions - adapt language to persuade, explain, or seek information - speak for a variety of audiences and purposes - develop and discuss criteria for evaluating oral presentations - maintain audience interest during formal presentations, incorporating appropriate volume, pacing and enunciation - prepare, rehearse and deliver a formal presentation in logical or sequential order - use notes or other memory aids to structure a presentation - select appropriate material and technology for specific activities - read aloud with fluency - solve a problem or understand a task through group cooperation	Challenge students to include the new vocabulary that has been presented and practiced during the year. The new vocabulary can be from any subject area. Students will give at least one oral presentation each quarter. Use cooperative learning groups to solve math problems, social justice problems, science problems, or classroom problems.	Students will present their point of view on a topic such as a book that was read to them. They will present their point of view by stating what they thought about the book and then give at least two reasons that support their opinion. Listen to taped presentations and determine if the speaker is trying to persuade, explain or seek information. Also determine the intended audience. Create a class oral presentation rubric with the following categories: voice (appropriate volume, pacing and enunciation), audience attention, topic development. Use rubric for evaluating oral presentations. Students will practice using note cards with one big idea on each card to present in an oral presentation. Students will be guided in selecting an appropriate prop to use as part of an oral presentation. Read aloud from the author's chair. Teach students the role of members in a cooperative group. With four members, each member takes a turn as the moderator who keeps the group on track and calls on one person at a time to speak, the recorder who keeps notes, the timekeeper, and the presenter who will orally present the group's work.

Standard   Grade 4

All students will listen actively to information from a variety of sources in a variety of situations.

Outcomes	Assessment	Strategies
• listen actively for a variety of purposes such as enjoyment and obtaining information • listen attentively and critically to a variety of speakers • demonstrate competence in active listening • develop strategies that incorporate asking questions and taking notes to understand what is heard • demonstrate active listening by interpreting and/or applying received information to new situations and problem solving • make inferences based on an oral report or presentation • describe how language reflects specific regions and/or cultures • follow at least four-step directions	As each listening skill is developed, students identify how they need to listen to the teacher's daily read-aloud. The read-alouds should include fiction and non-fiction selections.	Play an audio presentation. Have students determine how they need to listen – for enjoyment or information. Let students develop a list of listening strategies they need to listen for information and another list of strategies needed to listen for enjoyment. Record school employees speaking. Let students identify the employee and to whom the employee may be speaking. Discuss how they recognized the voice. The teacher reads orally from a non-fiction selection. Students then work in small groups to write one or two questions to clarify what the speaker said. Students also write one or two words or phrases that help the student to explain what s/he heard. After listening to a school announcement or news broadcast, students will work with partners to determine to what situations the announcement applies. Record news stories from different parts of the country. Let students discuss how the accents may help to determine what area the speaker represents.

Standard   Grade 4

All students will access, view, evaluate and respond to print, non-print and electronic texts and resources.

Outcomes	Assessment	Strategies
• interpret information found in pictorial graphs, maps, keys and icons on a computer screen • respond to and evaluate the use of illustrations to support text • distinguish between factual and fictional visual representations • identify the central theme in a movie, film or illustration • explore and interpret various messages found in advertisements and other texts	Use graphical representations in the everyday classroom setting to determine how these contribute to understanding.	Students will create a four-step project. They will orally give the directions to their classmates and will assess how accurate were the directions and the listening. Have students study pictorial graphs in math, maps and map keys in social studies and the icons in a word processing program. Students then design an announcement on a poster board using graphical representations with very few words. Have students preview a chapter in a science or social studies text by reviewing the graphics. Without reading the chapter, let students predict what the chapter will tell them. Use the newspaper or a grade-appropriate news magazine to distinguish between actual photos and fictional representations such as in cartoons.