

Wallenpaupack Area School District

COURSE: Communications

GRADE LEVEL: Four

LENGTH OF COURSE: 180 days

FREQUENCY OF INSTRUCTION:

Guided reading – daily
Shared reading – daily
Rebecca Sitton Spelling – daily
Writing - daily
Independent reading – daily
Word/Vocabulary study – daily
Read Aloud – daily

TEXT: Rebecca Sitton's Spelling Sourcebook, trade books for shared reading, read aloud, and guided reading

PUBLISHER: Egger Publishing, Inc.

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COURSE DESCRIPTION:

The fourth grade communications curriculum utilizes a balanced literacy approach to instruction. It provides students with daily opportunities to engage in various reading and writing activities to help them communicate more effectively. In this balanced literacy framework students participate in read aloud, shared reading, guided reading, independent reading and systematic word study, including Rebecca Sitton spelling. In addition they engage in writers' workshop and independent writing. The classroom environment supports students at their instructional level to deliver phonics, fluency, vocabulary and text comprehension instruction.

AREA OF STUDY:

CURRICULUM WRITING TEAM:

Christine Berlen
Cathy Cassel
Barbara Munley
Tara Winagle

DATE OF REVISION:

2003

Wallenpaupack Area School District

Teachers may choose from the following teacher books:

Allen, J. (1999). *Words, words, words – teaching vocabulary in grades 4-12.*

Cunningham, P. M. (1997). *Making more big words.*

Cunningham, P. M. & Zgnoc, Y. (2000). *Phonics they use: words for reading and writing.* Crystal Spring Books

Wallenpaupack Area School District

Course: Communications

Grade Level: Grade 4

Unit: Reading

**PA Standards: 1.1.A - 1.1.B - 1.1.C - 1.1.D
1.1.E - 1.1.F - 1.1.G - 1.1.H**

Topics:	Skills:
<p>Learning to read independently</p>	<p>Before reading set a purpose of reading and identify the type of text</p> <p>Preview the text format. Select texts related to the particular purpose for reading</p> <p>During reading use knowledge of phonics, word analysis, glossary, dictionary, and context clues, to decode and understand new words. Use these words in writing and/or speaking</p> <p>Read and understand text using self-monitoring comprehension strategies, such as predicting, rereading, questioning, activating personal knowledge, and adjusting reading rate</p> <p>Acquire a reading vocabulary by identifying and correctly using words. Recognize words related through roots, suffixes, and prefixes. Use a dictionary or thesaurus</p> <p>Recognize, understand the meaning of and use correctly key vocabulary from various subject areas</p> <p>After reading demonstrate understanding and interpretation of both fiction and nonfiction text</p> <ul style="list-style-type: none"> • Clarify and summarize the major ideas, themes, or procedures of the text • Combine new information or ideas in the text with ideas from additional reading and media sources • Clarify ideas and understanding through rereading and discussion • Make responsible assertions about the ideas in the text by citing evidence from the text • Expand ideas found in the text <p>Demonstrate fluency and comprehension in reading</p> <ul style="list-style-type: none"> • Read familiar materials aloud with accuracy • Self correct mistakes • Use appropriate rhythm, flow, meter, and pronunciation • Read a variety of genres and types of text • Demonstrate comprehension
Activities:	Performance Assessments:
<p>Think aloud/ along</p> <p>Guided reading</p> <p>Shared reading</p> <p>Word prediction</p> <p>Making words</p> <p>Guess the covered word</p> <p>Rivet</p> <p>Anticipatory guide</p> <p>Book walk</p> <p>Setting a purpose for reading</p> <p>Book selection</p> <p>Comprehension strategies</p> <p>Reciprocal teaching</p> <p>Vocabulary (visualization, semantic map)</p> <p>Reading logs</p>	<p>Teacher observation</p> <p>Teacher-made assessment</p> <p>Computer lesson assessment</p> <p>Running records</p> <p>Written response to questions</p> <p>Comprehension rubrics</p> <p>Cloze procedures</p> <p>Journal writing</p> <p>Book projects or reports</p> <p>Portfolios</p> <p>Logs</p> <p>Fluency rubric</p> <p>Accelerated reader</p> <p>Monitoring comprehension strategies</p>

Wallenpaupack Area School District

Prediction map Making predictions Word box- word organizer Independent reading Alpha boxes Alpha antics Word sorts Echo reading Repeated reading Paired reading Choral reading Graphic organizers Response journal Literature circles Book talks	
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Unit: Reading

PA Standards: 1.2.A - 1.2.B - 1.2.C

Topics:	Skills:
Reading critically in all content areas	Read and understand essential content of informational texts and documents in all academic areas <ul style="list-style-type: none"> • Differentiate fact from opinion using different texts • Distinguish between essential and nonessential information within a text identifying stereotypes and exaggeration where present • Make inferences from texts and other sources when studying a topic and draw conclusions from the information • Analyze text organization and content to derive meaning from text and identify the author's purpose Use and understand a variety of media and evaluate the quality of material produced <ul style="list-style-type: none"> • Use traditional and electronic media for research • Identify the role of media as a source of both entertainment and information and differentiate between facts and misleading information • Select and develop a media project for a targeted audience Produce work in at least one literary genre that follows the conventions of the genre
Activities:	Performance Assessments:
KWL charts SQ3R Question generating survey Reciprocal teaching Weekly reader Scholastic news Time for kids Non fiction texts Books on tape Anticipation guide Internet searches Newspaper articles Venn diagrams Graphic organizers Text format for non fiction	Teacher observation Teacher-made assessment Computer lesson assessment Running records Written response to questions Rubrics Cloze procedures Writing in journals Book projects or reports Portfolios Logs

Wallenpaupack Area School District

Unit: Reading

**PA Standards: 1.3.A - 1.3.B - 1.3.C
1.3.D - 1.3.E - 1.3.F**

Topics:	Skills:
<p>Reading, analyzing, and interpreting Literature</p>	<p>Read and understand works of literature</p> <p>Explain the use of literary elements within text including, character, setting, plot, theme, and point of view</p> <p>Investigate the use of literary devices in stories</p> <ul style="list-style-type: none"> • Rhyme • Rhythm • Alliteration • Figurative Language <p>Identify and interpret the effects of sound and structure in poetry</p> <p>Identify and explain the structures in drama and recognize the use of drama as a source of information</p> <p>Read and respond to nonfiction and fiction, including poetry and drama</p>
Activities:	Performance Assessments:
<p>Story map</p> <p>Character comparison</p> <p>Venn diagram</p> <p>Character connection</p> <p>Problem- solution outline</p> <p>Guided reading</p> <p>Shared reading</p> <p>3 level guide organizer</p> <p>The "Z" map</p> <p>Literature circles</p> <p>Shape poetry</p> <p>Haiku</p> <p>Poet talk</p> <p>Poetry read aloud</p> <p>Poetry mini-lessons</p> <p>Readers' theatre</p>	<p>Teacher observation</p> <p>Teacher-made assessment</p> <p>Computer lesson assessment</p> <p>Running records</p> <p>Written response to questions</p> <p>Rubrics</p> <p>Cloze procedures</p> <p>Journal writing</p> <p>Book projects or reports</p> <p>Portfolios</p> <p>Logs</p>

Unit: Writing

PA Standards: 1.4.A - 1.4.B - 1.4.C

Topics:	Skills:
<p>Types of writing</p>	<p>Write narrative pieces such as stories, poems, plays, and letters that include:</p> <ul style="list-style-type: none"> • Detailed descriptions of people, places, and things • Relevant illustrations • Dialogue • Literary elements • Literary devices <p>Write multi-paragraph pieces such as descriptions, letters, reports, that include</p> <ul style="list-style-type: none"> • Cause and effect • Compare and contrast • Problem solving • Relevant illustrations such as charts, graphs, pictures, and drawings <p>Write an opinion and support it with facts or write a persuasive piece with supports and identify references</p>

Wallenpaupack Area School District

Activities:	Performance Assessments:
Writer's workshops Journals (double entry, response, personal) Letter writing- friendly Paragraphs Essays Descriptions Reports Book reports Interviews John Collins Story prompts Comic strips Scripts for readers theatre Quick writes Book reviews Newsletters Poetry Persuasive, informational, narrative Graphic organizers	Teacher observation Teacher-made assessment Computer lesson assessment Written response to questions Rubrics Writing in journals Book projects or reports Portfolios Logs Writing samples

Wallenpaupack Area School District

Course: Communications

Grade Level: 4

Unit:

PA Standards: 1.6.A
1.6.B
1.6.C
1.6.D
1.6.E
1.6.F

Topics:	Skills:
Speaking and listening	<p>Listen to others</p> <ul style="list-style-type: none"> • Ask relevant questions • Distinguish between relevant and irrelevant facts and opinions • Take notes when directed <p>Listen to a selection of literature</p> <ul style="list-style-type: none"> • Relate it to similar experiences • Predict story events • Retell the actions of the story in sequence, and describe the characters and setting • Identify and define new words and concepts • Summarize the selection <p>Speak using skills appropriate to formal speech situations</p> <ul style="list-style-type: none"> • Use complete sentences • Pronounce words correctly • Use appropriate volume • Pace speech so that it is understandable • Demonstrate an awareness of audience • Speak with a purpose in mind <p>Contribute to discussions</p> <ul style="list-style-type: none"> • Ask relevant questions to gain information, clarify thinking, and understand others • Respond with pertinent information or opinions to questions asked • Listen to and acknowledge the contributions of others • Adjust involvement and encourage others to participate • Summarize when required • Provide information <p>Express personal needs, choices, plans, experiences, ideas, feelings, and points of view</p>
	Skills: (continued)
	Participate in small and large group

Wallenpaupack Area School District

	<p>discussions and presentations</p> <ul style="list-style-type: none"> • Participate in everyday conversation • Present an oral reading • Deliver a report on an assigned topic • Conduct interviews • Give directions • Participate orally in group presentations or reports <p>Use media for learning purposes</p> <ul style="list-style-type: none"> • Summarize information received via television, radio, film, or Internet • Access information on the Internet • Recognize that films can represent either accurate or fictional versions of the same event • Identify the role of advertisers in the media <p>Develop a presentation on a topic</p>
Activities:	Performance Assessments:
<p>Following oral direction Oral book reports Discussion of writing Debates Literature circles Listening centers Readers' theatre Interviews Improvisational role playing Compare and contrast films and books Critical reviews of advertising Venn diagrams Graphic organizers</p>	<p>Teacher observation Teacher-made assessment Computer lesson assessment Written response to questions Rubrics Writing in journals Media projects or reports Portfolios Logs Writing samples</p>

Wallenpaupack Area School District

Course: Communications

Grade Level: 4

Unit:

PA Standards: 1.7.A
1.7.B
1.7.C

<p>Topics:</p> <p>Characteristics and functions of the English language</p>	<p>Skills:</p> <p>Identify words from other languages that are commonly used English words. Use the dictionary to find the meaning of these words</p> <p>Identify language variations in written and oral text and relate them to differences in occupation or geographical location</p> <p>Identify words that have changed over time, cool, mouse</p>
<p>Activities:</p> <p>Rivet Dictionary games Word study Dictionary skills Games-Scrabble, Charades, Boggle Semantic mapping Venn diagrams Vocabulary building Vocabulary in context</p>	<p>Performance Assessments:</p> <p>Teacher observation Teacher-made assessment Computer lesson assessment Commercially prepared assessment Rubrics Cloze procedures Writing in journals Book projects or reports Portfolios Logs</p>

Wallenpaupack Area School District

Course: Communications

Grade Level: 4

Unit:

PA Standards: 1.8.A
1.8.B
1.8.C

<p>Topics:</p> <p>Research</p>	<p>Skills:</p> <p>Select a topic for research</p> <p>Locate information using appropriate sources and strategies</p> <ul style="list-style-type: none"> • Locate and survey sources for a particular task, (newspapers, dictionaries, encyclopedias, nonfiction trade books, interviews, observations, and electronic media) • Select appropriate sources • Use table of contents, key words, guide- words, and appendices • Use traditional and electronic search tools <p>Organize and present main ideas from the research</p> <ul style="list-style-type: none"> • Take notes from sources using a structured format • Present orally or in writing several of the main ideas
<p>Activities:</p> <p>Encyclopedia Library resources Internet search skills Research report Interviews Note taking Outlines Bibliography Graphic organizers Library curriculum for additional activities</p>	<p>Performance Assessments:</p> <p>Teacher observation Teacher-made assessment Computer lesson assessment Rubrics Writing in journals Portfolios Logs Research report and/or projects Class presentations</p>