

## MSAD #54 ELA Curriculum

Content Area: English Language Arts  
Unit: Reading

Grade: Grade 4  
MLR Span: 3 - 5

### MLR Content Standard: **A: READING**

\*Assessment

<b>Reading:</b>	<b>MLR Performance Indicators 3-5</b>	<b>MSAD #54 Objectives</b>	<b>Instructional Resources/Activities</b>
<p><b>A1</b> <b>Reading Process</b> *DRA  *Running Records  *Benchmark Books</p>	<p>a. Use a range of strategies as they read including constant monitoring, searching, connecting, and inferring to deepen their understanding of the author's message. (L)</p>	<p><b><u>Comprehension Strategies</u></b> Students will a1. apply comprehension strategies before, during and after reading to comprehend, interpret, evaluate and appreciate what they have read using meaning(M), structure(S) and visual(V) cues to</p> <p><b>Before Reading</b> * preview text and illustrations * activate prior knowledge * explore vocabulary related to the topic * generate predictions * set a purpose for reading</p> <p><b>During Reading</b> * interact with the text * monitoring reading process * apply corrective reading strategies * identify elements of literature (ie. characters, plot, setting...) * attend to unfamiliar vocabulary using a variety of sources / strategies</p> <p><b>After Reading</b> * summarize: oral &amp; written * retell: oral * makes inferences and draws conclusion.</p>	<p>a1. <i>Houghton Mifflin Reading Series</i> Gr. 4</p> <p>a1. <i>Guiding Readers and Writers Grades 3-6</i>. Fountas and Pinnell (Heinemann, ISBN: 0-325-00310-6).</p> <p>a1. <i>7 Keys to Comprehension</i>. Zimmermann, Susan. (ISBN 0-7615-1549-6)</p> <p>a1. <i>Mosaic of Thought: Teaching comprehension in a reader's workshop</i> (Heinemann ISBN: 0-435-07237-4)</p> <p>a1. <i>Picture Books: Annotated Bibliography with activities for teaching writing</i>. Kulham R. 1998 (Northwest Regional Educational Laboratory Product#E013)</p> <p>a1. <i>Strategies that Work: Teaching comprehension to enhance understanding</i> Harvey S. Goudvis A. Stenhouse (2000) ISBN: 1571103104</p> <p>a1. <i>I Read It But I Don't Get It: Comprehension strategies for adolescent readers</i>. Tovoni, C. 2000 (Stenhouse)</p> <p>a1. <i>25 Reproducible</i></p>

<p><b>Vocabulary Strategies</b></p> <p>*Sitton Spelling</p>	<p><b>Students identify the meaning of unfamiliar vocabulary (R-4-2)</b></p> <p><b>b. Use strategies to unlock meaning (e.g., knowledge of word structure, including prefixes/suffixes and base words; or context clues; or other resources such as dictionaries, glossaries, or prior knowledge).</b></p>	<p><b>Vocabulary</b></p> <p>Students will</p> <p>b1-c1. apply prior knowledge to determine the meaning of unknown words through these strategies: by reading words in context and by using knowledge of word structures, prefixes, suffixes, base words or multi-syllabic structures.</p> <p>To Include:</p> <ul style="list-style-type: none"> <li>* antonyms &amp; synonyms</li> <li>* similes</li> <li>* idioms</li> <li>* multi- meaning words</li> <li>* compound words</li> <li>* analogies</li> <li>* sorting words by categories</li> <li>* Greek and Latin roots</li> <li>* abbreviations</li> <li>* endings that show</li> <li>* comparisons</li> <li>* test vocabulary</li> <li>* <b>glossaries</b></li> <li>* <b>dictionaries</b></li> <li>* <b>prior knowledge</b></li> </ul>	<p><i>Literature Circles Role Sheets</i> Moen Christine B. (ISBN: 1-57310-141-9)</p> <p>a1. <i>Reading Essentials: The specifics you need to teach reading well</i> Regie Routman 2003 (Heinemann ISBN: 0-325-00492-7)</p> <p>a1. <i>Critical Literacy: Enhancing Students' Comprehension of Text</i> McLaughlin, M &amp; DeVogd, G. 2004 Scholastic (ISBN: 0-439-62804-0)</p> <hr/> <p>b1-c2. <i>Words, Words, Words: Teaching Vocabulary in Grades 4-12.</i> Allen, Janet (Stenhouse, ISBN: 1-57110-085-7).</p> <p>b1-c2. <i>Literacy for the 21<sup>st</sup> Century: Teaching Reading and Writing in Grades 4-8, Ch 5.</i> Tompkins, Gail (Pearson, ISBN: 0-13-098654-2).</p> <p>b1-c2. <i>Sitton's Grade 4 Spelling Sourcebook.</i></p> <p>b1-c2. <i>Guiding Readers and Writers Grades 3-6.</i> Fountas and Pinnell (Heinemann, ISBN: 0-325-00310-6).</p> <p>b1-c2. <i>Bringing Words to Life: Robust Vocabulary Instruction</i> Beck I.L. (Guilford Press 2002 ISBN: 1-57230-753-6)</p>
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	<p><b>Shows breadth of vocabulary knowledge through demonstrating understanding of word meanings or relationships.</b> <b>(R-4-3)</b></p> <hr/> <p><b>c1. Identify synonyms, antonyms, homonyms/homophones, or shades of meaning. Example (of shades of meaning): cold, freezing (R-4-3.1)</b></p> <p><b>c2. Select appropriate words to use in context, including content specific vocabulary, words with multiple meanings, or precise vocabulary Example (precise vocabulary): In this passage, the bear could best be described as acting: (A) excited (B) playful (C) harmful (D) curious (R-4-3.2)</b></p> <hr/> <p><b>d. Use phonics including word parts and common root words to read fluently and build meaning as they read.</b></p>	<hr/> <p><b>c1. identify synonyms, antonyms, homonyms/homophones, or shades of meaning. Example (of shades of meaning): cold, freezing (R-4-3.1)</b></p> <p><b>c2. select appropriate words to use in context, including content specific vocabulary, words with multiple meanings, or precise vocabulary Example (precise vocabulary): In this passage, the bear could best be described as acting: (A) excited (B) playful (C) harmful (D) curious (R-4-3.2)</b></p> <hr/> <p><b><u>Phonemic Awareness/ Phonics</u></b> Students will</p> <p>d1. apply learned sound spelling relationships to the text. * blends (fl, pr, qu, thr...) * consonant digraphs (th, sh, ch, th, ph...) * short vowel patterns * long vowel patterns (ee, ea, oa, ai, ay, v-c-e) * vowel combinations (ou, ow,</p>	<hr/> <p>d1-e1. <i>Sitton's Grade 4 Spelling Sourcebook.</i></p> <p>d1-e1. <i>Teaching Phonics &amp; Word Study in the Intermediate Grades.</i> Blevins, Wiley (Scholastic, ISBN: 0-439-16352-8).</p>
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<p>*DRA</p>	<p>e. Fluently and accurately read text within a grade appropriate span of text complexity, using appropriate pacing, phrasing, intonation, and expression.</p>	<p>oo, ew, oi, oy, aw)  * r-controlled vowels (ar, er, ir, ur)  * inflected endings (ing, ed)  * silent consonants (kn, wr, mb)  * review decoding compound works and contractions  *doubling consonants &amp; dropping R's  * blend 3-4 phonemes into a whole work  * segment 3 and 4 phoneme, one syllable words  * segment words by onset and rime  * isolate, blend, and segment sounds in multi-syllabic words  * homophones (their/ there) &amp; homographs (read/read)  * multi-syllabic words  * more structural analysis (ie. plurals, possessives, prefixes and suffixes)  * syllabication patterns &amp; strategies  * irregular verb forms  * contractions</p> <p><b><u>Fluency</u></b>  Students will  e1. when reading aloud interpret the text to reproduce the writer's emphasis, syntax and tone.  To include:  * voice  * expression  * intonation  * phrasing  * rate 118 words per minute by Spring.</p>	<p>d1-e1. <i>Guiding Readers and Writers Grades 3-6</i>. Fountas and Pinnell (Heinemann, ISBN: 0-325-00310-6).</p> <p>d1-e1. <i>Word Journeys</i>. Ganske, Kathy (Guilford Press, ISBN 157230-559-2)</p> <p>d1-e1. <i>Making and Writing Words, (3-6)</i>. Rasinski, Timothy. (Carson-Dellosa Pub., ISBN 0-88724-560-9)</p> <p>d1-e1. <i>The Fluent Reader</i>. Rasinsky, Timothy (Scholastic, ISBN: 0-439-33208-7).</p> <p>e1. Shared Reading  Guided Reading  Reaer's Theatre  Read Alouds  Language Games  Charts  Picture Books  Poetry Books  Books on Tape  Songs</p>
<p><b>A2 Literary Texts Analysis and Interpretation of Literary Texts</b></p>	<p><b>2. All students need ongoing opportunities to apply and practice reading strategies with many different types of</b></p>	<p><b><u>Literary Text</u></b>  Students will  a1-g1. apply reading, listening and viewing strategies to texts across the curriculum.</p>	<p>a1-g1. <i>Houghton Mifflin Reading Series Gr. 4</i>   <i>Literacy for the 21<sup>st</sup></i></p>

<p><b>Citing Evidence</b></p> <p>*DRA</p>	<p><b>literary texts. Recognizing a variety of literary texts and their characteristics will help students in meeting grade level expectations described in the NECAP GLEs.</b></p> <p><b>Demonstrate initial understanding of elements of literary texts. (R-4-4)</b></p> <p><b>a. Identify or describe character(s), setting, problem/solution, major events, or plot, as appropriate to text: or identifying any significant changes in character(s) over time. (R-4-4.1)</b></p> <p><b>b.Paraphrase or summarizr key ideas/plot, with major events sequences as appropriate to text. (R-4-4.2)</b></p> <p><b>c. Make logical predictions. (R-4-5.1)</b></p> <p><b>d.Describe main characters’ physical characteristics or personality traits; or provide examples of thoughts, words, or actions that reveal characters’ personality traits. (R-4-5.2)</b></p> <p><b>e. Make inferences about problem, conflict, or solution. Example:</b></p>	<p>* identify narrator and point of view</p> <p>* recognize explicitly stated themes</p> <p>* infer characters’ actions and their effects on plot or theme</p> <p>* summarize texts</p> <p>*structural differences between genres</p> <p>* identify and describe common literary devices</p> <p>*explain the effect of rhythm, rhyme, alliteration and onomatopoeia in poetry</p> <p>* identify author’s purpose (entertain, persuade, inform, explain)</p> <p><b>c1. make logical predictions. (R-4-5.1)</b></p> <p><b>d1.describe main characters’ physical characteristics or personality traits; or provide examples of thoughts, words, or actions that reveal characters’ personality traits. (R-4-5.2)</b></p> <p><b>e1. make inferences about problem, conflict, or solution. Example: What influenced the</b></p>	<p><i>Century: Teaching Reading and Writing in Grades 4-8, Ch 5.</i> Tompkins, Gail (Pearson, ISBN: 0-13-098654-2).</p> <p><i>Guiding Readers and Writers Grades 3-6.</i> Fountas and Pinnell (Heinemann, ISBN: 0-325-00310-6).</p> <p><i>Lessons that Change Writers.</i> Atwell, Nancie (Heinemann ISBN: 978-0-86709-506-7).</p>
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	<p><b>What influenced the father’s decision to let his son try the climb? (R-4-5.3)</b></p> <p><b>f. Identify who is telling the story. (R-4-5.4)</b></p> <p><b>g. Identify author’s message or theme. Example: what was the author trying to say about friendship in this story? (e.g., friendship begins with accepting differences) (R-4-5.5)</b></p>	<p><b>father’s decision to let his son try the climb? (R-4-5.3)</b></p> <p><b>e1. identify who is telling the story. (R-4-5.4)</b></p> <p><b>g1. identify author’s message or theme. Example: what was the author trying to say about friendship in this story? (e.g., friendship begins with accepting differences) (R-4-5.5)</b></p>	
<p><b>A3 Informational Texts</b></p> <p>*DRA</p>	<p><b>3. All students need ongoing opportunities to apply and practice reading strategies with many different types of Informational, texts (expository and practical texts). Recognizing a variety of informational texts and their characteristics will help students in meeting grade level expectations in the NECAP GLEs.</b></p> <p><b>Demonstrate initial understanding of informational texts (expository and practical texts). (R-4-7)</b></p> <p>a. Create questions that can be answered by the text using text features and information found within the text.</p>	<p><b><u>Informational Text</u></b> Students will</p> <p>a1-e1. apply reading, listening and viewing strategies to all text across the curriculum.</p> <p>a1-e1. distinguish between the</p>	<p>a1-f1. <i>Houghton Mifflin Reading Series</i> Gr. 4</p> <p>a1-f1. <i>Science Through Children’s Literature</i> Butzow, C. Butzow J. 1989 ISBN:0-87287-667-5</p> <p>a1-e1. <i>Nonfiction in Focus</i> Bamford &amp; Kristo</p> <p>a1-f1. <i>Making Facts Come Alive: Choosing quality non fiction literature K-8</i> Bamford, R. and Kristo J. (1998) (Christopher Gordon Publishers)</p> <p>a1-f1. <i>Scaffolding reading experiences: design for student success</i> Graves, M &amp; B (1994) (Christopher Gordon</p>

	<p><b>b. Obtain information from text features (e.g., table of contents, glossary, index, transition words/phrases, bold or italicized text, headings, subheadings, graphic organizers, charts, graphs, or illustrations. (R-4-7.1)</b></p> <p><b>c. Use information from the text to answer questions related to explicitly stated main/central ideas of key details. (R-4-7.2)</b></p> <p><b>d. Organize information to show understanding (e.g., representing main/central ideas or details within text through charting, mapping, paraphrasing or summarizing. (R-4-7.3)</b></p> <p>e. Draw conclusions about ideas as they are presented in the text and support with details.</p> <p>f. Follow four or more multiple step written instructions.</p>	<p>main ideas and supporting details.</p> <p><b>b1. obtain information from text features (e.g., table of contents, glossary, index, transition words/phrases, bold or italicized text, headings, subheadings, graphic organizers, charts, graphs, or illustrations. (R-4-7.1)</b></p> <p><b>c1. use information from the text to answer questions related to explicitly stated main/central ideas of key details. (R-4-7.2)</b></p> <p><b>d1. organize information to show understanding (e.g., representing main/central ideas or details within text through charting, mapping, paraphrasing or summarizing. (R-4-7.3)</b></p> <p>e1. Draw conclusions about ideas as they are presented in the text and support with details.</p> <p>f1. follow multi-step written instructions</p>	<p>Publishers)</p> <p>a1-f1. <i>Reading &amp; Writing Informational Text in the Primary Grades</i> Duke, N. &amp; Bennett- Armistead, V. S. 2003 (Scholastic)</p> <p>a1-f1. <i>5 Critical Literacy: Enhancing Students' Comprehension of Text</i> McLaughlin, M &amp; DeVogd, G. 2004 (Scholastic ISBN: 0-439-62804-0)</p>
<p><b>A4 Persuasive Texts</b></p>	<p><b>4. Analyze and interpret informational text, citing evidence as appropriate. (R-4-8)</b></p>	<p><b><u>Persuasive Texts</u></b> Students will:</p>	<p>a1-h1. <i>Houghton Mifflin</i></p>

	<p>a. Identify the central argument.</p> <p>b. Identify supporting details for the central argument.</p> <p><b>c. Connect information within a text or across texts. (R-4-8.1)</b></p> <p><b>d. Synthesize information within or across text(s) (e.g., construct appropriate titles; or formulating assertions or controlling ideas). (R-4-8.2)</b></p> <p><b>e. Draw inferences about text, including author's purpose (e.g., to inform, explain, entertain) or message; or drawing basic conclusions; or forming judgments/opinions about central ideas that are relevant. (R-4-8.3)</b></p> <p><b>f. Distinguish fact from opinion (R-4-8.4)</b></p> <p><b>g. Make inferences about causes or effects. (R-4-8.5)</b></p> <p>h. Recognize the difference between facts and opinions.</p>	<p>a1. distinguish between the main ideas and supporting details.</p> <p>b1. identify main ideas and select key supporting details.</p> <p><b>c1. connect information within a text or across texts. (R-4-8.1)</b></p> <p><b>d1. synthesize information within or across text(s) (e.g., construct appropriate titles; or formulating assertions or controlling ideas). (R-4-8.2)</b></p> <p><b>e1. draw inferences about text, including author's purpose (e.g., to inform, explain, entertain) or message; or drawing basic conclusions; or forming judgments/opinions about central ideas that are relevant. (R-4-8.3)</b></p> <p><b>f1. distinguish fact from opinion (R-4-8.4)</b></p> <p><b>g1. make inferences about causes or effects. (R-4-8.5)</b></p> <p>h1. understand the difference between facts and opinions.</p>	<p><i>Reading Series Gr. 4</i></p> <p>a1-h1. <i>Science Through Children's Literature</i> Butzow, C. Butzow J. 1989 (ISBN:0-87287-667-5)</p> <p>a1-h1. <i>Nonfiction in Focus: A comprehensive framework for helping students become independent readers and writers of nonfiction</i> Bamford &amp; Kristo (Scholastic Item #NTS93658)</p> <p>a1-h1. <i>Making Facts Come Alive: Choosing quality non fiction literature, K-8</i> Bamford, R. and Kristo J. (1998) (Christopher Gordon Publishers ISBN: 1-929024-51-7)</p> <p>a1-h1. Scaffolding reading experiences: design for student success Graves, M &amp; B (1994) (Christopher Gordon Publishers)</p> <p>a1-h1. <i>Reading &amp; Writing Informational Text in the Primary Grades</i> Duke, N. &amp; Bennett- Armistead, V. S. 2003 (Scholastic)</p> <p>a1-h1. <i>5 Critical Literacy: Enhancing Students' Comprehension of Text</i> McLaughlin, M &amp; DeVogd, G. 2004 (Scholastic ISBN: 0-439-62804-0)</p>
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## MSAD #54 ELA Curriculum

Content Area: English Language Arts  
Unit: Writing

Grade: Grade 4  
MLR Span: 3 - 5

### MLR Content Standard: **B. WRITING**

Students use a writing process with an emphasis on the development of a central idea, for a variety of audiences and purposes.

\*Assessment

Writing	MLR Performance Indicators 3-5	MSAD #54 Objectives	Instructional Resources/Activities
<p><b>B1 Interconnected Elements</b></p> <p>*DRA Writing component</p> <p>*District Writing Prompt</p>	<p>1. Students use a writing process with an emphasis on the development of a central idea, for a variety of audiences and purposes.</p> <p>a. Select a purpose for writing.</p> <p>b. Pre-write using graphic or other structures to organize their ideas.</p> <p>c. Establish an organizing structure and maintain a consistent focus.</p> <p>d. Include an introduction and conclusion.</p> <p>e. Write coherent paragraphs that have supporting sentences and a concluding sentence.</p> <p>f. Revise original drafts to improve coherence, provide better descriptive details, and to convey voice.</p>	<p style="text-align: center;"><b><u>Writing Process</u></b> Students will</p> <p>a1. select a purpose for writing</p> <p>b1. pre-write using graphic or other structures to organize their ideas.</p> <p>c1. establish an organizing structure and maintain a consistent focus.</p> <p>d1. include an introduction (beginning) body (middle) and conclusion (end)</p> <p>e1. write coherent paragraphs that have supporting sentences and a concluding sentence</p> <p>f1. revise original drafts to improve coherence, provide better descriptive details, and to convey voice.</p>	<p>a1-h1. <i>Write Source</i> Gr. 4 (2007)</p> <p>a1-h1. McGraw-Hill: <i>Language Arts Today</i> Gr. 4 (1998)</p> <p>a1-h1. <i>Writing Workshop: The essential guide</i> Portalupi 2001 (Heinemann ISBN: 978-0-325-00362-7)</p> <p>a1-h1. <i>Writing Essentials: Raising expectations and results while simplifying teaching</i> Routman, R. 2005 (Heinemann ISBN: 978-0-325-00601-7)</p> <p>a1-h1. <i>In the Middle: New understand about Writing, Reading, and Learning with adolescents</i> Atwell, N. (Heinemann ISBN: 978-0-86709-374-2)</p> <p>a1-h1. <i>Lessons that Change Writers</i>. Atwell, Nancie (Heinemann ISBN: 978-0-86709-506-7).</p> <p>a1-h1. <i>After The End: Teaching and Learning Creative Revision</i>. Lane, B. (ISBN: 0-435-08714-2)</p> <p>a1-h1. <i>How's It Going? A Practical Guide to</i></p>

	<p>g.Edit for correct grammar, usage and mechanics.</p> <p>h.Create legible final drafts.</p>	<p>g1. edit for correct grammar, usage and mechanics</p> <p>h1. create legible final drafts.</p>	<p><i>Conferring with Student Writers</i>. Anderson,C. (ISBN: 0-325-00224-x)</p> <p>a1-h1. <i>Guiding Readers and Writers Grades 3-6</i>. Fountas and Pinnell (Heinemann, ISBN: 0-325-00310-6).</p> <p>a1-h1. <i>The Revision Toolbox: Teaching Techniques That Work</i> Heard, G. 2002 (Heinemann ISBN: 0-325-00460-9)</p> <p>a1-h1. <i>Mechanically Inclined: Building Grammar, Usage, and Style into Writer’s Workshop</i> Anderson, J. 2005 (Stenhouse ISBN: 1-57110-412-7)</p> <p>h1. <i>Zaner Bloser, Grade 4</i></p>
<p><b>B2 Narrative</b></p> <p>*District Writing Prompt</p>	<p>2. Students write narratives that relate events, ideas, observations, or recollections.</p> <p>a.Provide a context in a storyline that enables the reader to imagine the event or experience.</p> <p>b.Provide insight into why the selected event or experience is memorable.</p> <p>c.Include sensory details</p>	<p><b><u>Narrative</u></b></p> <p>Students will</p> <p>a1. use vivid language to enable the reader to visualize the event or experience.</p> <p>b1. provide insight into why the event or experience is memorable.</p> <p>c1. include sensory details and use vivid language to enable the reader to visual the event or experience</p>	<p>a1-c1. <i>Craft Lessons: Teaching Writing K-8</i> Fletcher, R. and Portalupi, J.(1998) (Heinemann ISBN: 1-57110-073-3)</p> <p>a1-c1. <i>Write Traits: Teacher’s Guide Grade 4</i> Spandel, V. (Houghton Mifflin 2002)</p> <p>a1-c1. <i>Write Traits Student Traitbook</i> Spandel, V. and Hicks, J. Houghton Mifflin (2002)</p> <p>a1-c1. <i>Assessing Writers</i>. Anderson, C. (ISBN: 0-325-00581-8)</p> <p>a1-c1. <i>Write Source Gr. 4</i> (2007)</p>

			<p>a1-c1. McGraw-Hill: <i>Language Arts Today Gr. 4</i> (1998)</p>
<p><b>B3</b> <b>Argument/Analysis Expository</b></p>	<p>3. Students write to identify and explain a position to an identified audience.</p> <p>a. Summarize information from reading, listening, or viewing.</p> <p>b. Discuss a central question or idea by using relevant supporting facts and details.</p>	<p><b><u>Argument/Analysis Expository</u></b></p> <p>Students will</p> <p>a1. write brief descriptions of objects, people, places, or events</p> <p>b1. students' record and share information gathered</p> <p>c1. students order events or details accurately</p>	<p>a1-c1. <i>Guiding Readers and Writers Grades 3-6</i>. Fountas and Pinnell (Heinemann, ISBN: 0-325-00310-6).</p> <p>a1-c1. <i>Checking Out Nonfiction K-8: Good choices for best learning</i>. Bamford, R. and Kristo, J. (Christopher Gordon Publishers ISBN: 1-929024-02-9)</p> <p>a1-c1. <i>Bibliography Guide – MLA Style</i></p> <p>a1-c1. <i>Make It Real: Strategies for Success with Informational Texts</i>. Hoyt, L. (ISBN: 0-325-00537-0)</p>
<p><b>B4 Persuasive Expository</b></p>	<p>4. Students write to persuade a targeted audience.</p> <p>a. Establish a clear position on a topic and support the position with relevant evidence.</p>	<p><b><u>Persuasive</u></b></p> <p>Students will</p> <p>a1. students state a topic clearly</p> <p>a2. students differentiate between facts and opinions when considering evidence</p> <p>a3. students follow an organized format appropriate for grade 4</p> <p>a4. students exhibit an awareness of audience and purpose</p>	<p>a1-a4. <i>Write Source: A Book for Writing, Thinking, and Learning, Grade 4</i>. Kemper, D., Sebranek, P. and Meyer, V. (ISBN: 0-669-50701-6)</p> <p>a1-a4. McGraw-Hill: <i>Language Arts Today Gr. 4</i> (1998)</p>

<p><b>B5 Practical Application</b></p>	<p>5. Students write letters, other requests for information or directions for completing a process.</p> <p>a. Include data, when appropriate an inside address, salutation, body, closing, and signature when writing a letter.</p> <p>b. Write multiple step directions for completing a task.</p>	<p><b><u>Expository/ Informational</u></b> Students will</p> <p>a1. write a letter that includes date (heading), salutation, body, closing, and signature</p> <p>b1. write multi-step directions for completing a task.</p>	<p>a1-b1. <i>McGraw Hill: Language Arts Today Gr. 4</i> (1998)</p> <p>a1-b1. <i>Invitations: Changing as Teachers and Learners, K-12</i> Routman, R. (Heinemann ISBN: 978-0-435-08836-1)</p> <p>a1-b1 <i>Write Source: A Book for Writing, Thinking, and Learning, Grade 4.</i> Kemper, D., Sebranek, P. and Meyer, V. (ISBN: 0-669-50701-6)</p> <p>a1-b1. <i>Reading &amp; Writing Informational Text in the Primary Grades</i> Duke, N. &amp; Bennett- Armistead, V. S. 2003( Scholastic)</p>

## MSAD #54 ELA Curriculum

Content Area: English Language Arts  
Unit: Research

Grade: Grade 4  
MLR Span: 3 - 5

### MLR Content Standard: C: RESEARCH

Students engage in inquiry by developing research questions, accessing and verifying a variety of sources, communicating findings, and applying the conventions of documentation. Students present findings orally, in writing, or using mixed media.

Research	MLR Performance Indicators 3-5	MSAD #54 Objectives	Instructional Resources/Activities
<b>C1 Research</b>	<p>1. Students create, identify and answer questions by gathering information from print and non-print sources and document sources and communicate findings.</p> <p>a. Identify key words and concepts related to research questions making adjustments when appropriate.</p> <p>b. Locate and access information by using organizational features.</p> <p>c. Collect, evaluate, and organize information for a specific purpose.</p> <p>d. Communicate findings using a variety of print and non-print sources.</p> <p>e. Understand plagiarism and demonstrate appropriate citation.</p>	<p style="text-align: center;"><b><u>Research</u></b></p> <p>Students will</p> <p>a1. identify key words and concepts related to research questions</p> <p>b1. use organizational features to locate and access information i.e. glossary, index, captions, etc.</p> <p>c1. collect data for a specific purpose</p> <p>c2. distinguish between facts and opinions/interpretations in primary and secondary resources.</p> <p>d1. communicate findings for a specific purpose</p> <p>e1. define plagiarism and demonstrate an understanding of proper citation</p>	<p>a1-e1. <i>Critical Literacy: Enhancing Students' Comprehension of Text</i> McLaughlin, M &amp; DeVogd, G. 2004 (Scholastic ISBN: 0-439-62804-0)</p> <p>a1-e1. <i>Make It Real: Strategies for Success with Informational Texts.</i> Hoyt, L. (ISBN: 0-325-00537-0)</p>

## MSAD #54 ELA Curriculum

Content Area: English Language Arts  
Unit: Language

Grade: Grade 4  
MLR Span: 3 - 5

### MLR Content Standard: **D. LANGUAGE**

Students write and speak using the conventions of *Standard American English*. They apply knowledge of grammar and usage when reading to aid comprehension. They know and apply rules of mechanics and spelling to enhance the effectiveness and clarity of communication.

\*Assessment

Language	MLR Performance Indicators 3-5	MSAD #54 Objectives	Instructional Resources/Activities
<p><b>D1 Grammar and Usage</b></p> <p>*District Writing Prompt</p>	<p>1. Students use the parts of speech, and vary sentence structure to communicate.</p> <p>a. Use forms of nouns, verbs, adjectives, adverbs, prepositions, conjunctions, pronouns, and interjections correctly.</p> <p>b. Use simple, compound, and complex sentences.</p>	<p><b><u>Grammar and Usage</u></b> Students will</p> <p>a1. identify and use forms of adjectives and adverbs, prepositions, conjunctions, pronouns, and interjections correctly</p> <p>1b. use simple, compound and complex sentences</p>	<p>a1-b1. <i>The Revision Toolbox: Teaching Techniques That Work</i> Heard, G. 2002 (Heinemann ISBN: 0-325-00460-9)</p> <p>a1-b1. <i>Mechanically Inclined: Building Grammar, Usage, and Style into Writer's Workshop</i> Anderson, J. 2005 (Stenhouse ISBN: 1-57110-412-7)</p> <p>a1-b1. <i>Write Source: A Book for Writing, Thinking, and Learning, Grade 4.</i> Kemper, D., Sebranek, P. and Meyer, V. (ISBN: 0-669-50701-6)</p> <p>a1-b1. McGraw Hill: <i>Language Arts Today Gr. 4</i> (1998)</p> <p>Sitton's Grade 4 Spelling Sourcebook</p>
<p><b>D2 Mechanics</b></p>	<p>2. Students apply the rules of capitalization, punctuation and</p>		

*District Writing Prompt	spelling to communicate.	<b><u>Mechanics</u></b> Students will use	
*Sitton Dictation Test	a.Punctuate correctly (L)	a1. correct punctuation	a1-c1. <i>The Revision Toolbox: Teaching Techniques That Work</i> Heard, G. 2002 (Heinemann ISBN: 0-325-00460-9)
*Sitton Spelling Test	b.Capitalize correctly (L)	2b. correct capitalization	a1-c1. <i>Mechanically Inclined: Building Grammar, Usage, and Style into Writer's Workshop</i> Anderson, J. 2005 (Stenhouse ISBN: 1-57110-412-7)
	cSpell high frequency grade level words.	2c. correct spelling of grade level appropriate words	a1-c1. <i>Write Source: A Book for Writing, Thinking, and Learning, Grade 4.</i> Kemper, D., Sebranek, P. and Meyer, V. (ISBN: 0-669-50701-6)
			a1-c1.McGraw Hill: <i>Language Arts Today Gr. 4</i> (1998)
			Sitton's Grade 4 Spelling Sourcebook

**MSAD #54 ELA Curriculum**

Content Area: English Language Arts  
 Unit: Listening and Speaking

Grade: Grade 4  
 MLR Span: 3 - 5

MLR Content Standard: **E. LISTENING AND SPEAKING**  
 Students listen to comprehend and speak to communicate effectively.

<b>Listening &amp; Speaking</b>	<b>MLR Performance Indicators 3-5</b>	<b>MSAD #54 Objectives</b>	<b>Instructional Resources/Activities</b>
<b>E1 Listening</b>	1. Students apply active listening skills.  a.Attend and respond appropriately to classmates and adults.  b.Ask clarifying questions.  c.Follow multiple step oral instructions.	<p><b><u>Listening</u></b>                      Students will</p> a1. attend and respond appropriately to classmates and adults  b1. ask clarifying questions.  c1. follow multi-step oral instructions correctly	a1-c1. <i>Guiding Readers and Writers Grades 3-6.</i> (p.281-286) Fountas and Pinnell (Heinemann, ISBN: 0-325-00310-6).  a1-c1. Participation in Literature Circles. e.g., <i>Moving Forward with Literature Circles.</i> Day, Spiegel, McLellan & Brown. (Scholastic ISBN 0-439-17668-9)  a1-c1. <i>Literature Circles: Voice and Choice in Book Clubs &amp; Reading Groups</i> Daniels, H. 2002 (Stenhouse ISBN: 1-55138-139-7)  a1-c1. <i>Summarizers.</i> Saphier & Haley, (Research for Better Teaching)  a1-c1. McGraw Hill: <i>Language Arts Today Gr. 4</i> (1998)  a1-c1. <i>Write Source: A Book for Writing, Thinking, and Learning, Grade 4.</i> Kemper, D., Sebranek, P. and Meyer, V. (ISBN: 0-669-50701-6)
<b>E2 Speaking</b>	2. Students use active speaking skills to communicate effectively in a variety		

	<p>of contexts.</p> <p>a.Explain ideas clearly and respond to questions with appropriate information.</p> <p>b.Share information summarized from reading, listening, or viewing and form a position on a topic supported with a variety of print and non-print sources.</p> <p>c.Speak using eye contact, clear enunciation, and gestures for emphasis and appropriate volume and rate.</p>	<p><b><u>Speaking</u></b> Students will</p> <p>a1. explain ideas clearly and respond to questions appropriately</p> <p>b1. share orally summarized information and supply relevant evidence</p> <p>c1. make oral presentations using eye contact, enunciation, and gestures for emphasis.</p>	<p>a1-c1. Oral presentations on various content specific topics.</p> <p>a1-c1. <i>Lessons that Change Writers. (p.86)</i> Atwell, Nancie (Heinemann ISBN: 0-86709-546-6).</p> <p>a1-c1. Poetry recitations</p> <p>a1-c1. McGraw Hill: <i>Language Arts Today Gr. 4</i> (1998)</p> <p>a1-c1. <i>Write Source: A Book for Writing, Thinking, and Learning, Grade 4.</i> Kemper, D., Sebranek, P. and Meyer, V. (ISBN: 0-669-50701-6)</p> <p>a1-c1. <i>Literature Circles: Voice and Choice in Book Clubs &amp; Reading Groups</i> Daniels, H. 2002 (Stenhouse ISBN: 1-55138-139-7)</p>
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**MSAD #54 ELA Curriculum**

Content Area: English Language Arts  
 Unit: Media

Grade: Grade 4  
 MLR Span: 3 - 5

**MLR Content Standard: F. MEDIA**

Students recognize and can explain the effects that both print and non-print sources have on listeners, viewers and readers, in order to develop an awareness of the effects that the media have on forming opinions and making decisions.

<b>Media</b>	<b>MLR Performance Indicators 3-5</b>	<b>MSAD #54 Objectives</b>	<b>Instructional Resources/Activities</b>
<p><b>F1 Analysis of Media</b></p>	<p>1. Students explain that the same information can have different effects when presented through different forms of media.</p> <p>a. Compare the effects of the same kind of information found in books, movies, newspapers, magazines, and on the Internet and television.</p> <p>b. Recognize that there are multiple roles and purposes of media.</p>	<p><u><b>Analysis of Media</b></u>                      Students will</p> <p>a1. compare and contrast the effects of the same information in different types of media</p> <p>b1. explain media outlets as entertainment and information sources</p>	<p>a1-b1. ie. Graphic Organizers</p> <p>a1-b1. Use an interactive student viewing guide to accompany films/videos. This will increase understanding and comprehension of material.</p> <p>a1-b1. <i>Messages and Meaning: A Guide to Understanding Media.</i> Garret, S.D., Frey, J., Wildasin, M. and Hobbs, R. (1995 IRA).</p> <p>a1-b1. <i>Mastering the Message.</i> Garret, S.D., McCallum, S., &amp; Yoder, M.E. (1996, IRA)</p> <p>a1-b1. <i>Checking Out Nonfiction K-8: Good Choices For Best Learning.</i> Bamford, R. and Kristo, J. (ISBN: 1-929024-02-9)</p> <p>a1-b1. <i>Critical Literacy: Enhancing Students' Comprehension of Text</i> McLaughlin, M &amp; DeVogd, G. 2004 (Scholastic ISBN: 0-439-62804-0)</p>