

Fourth grade students at St. Patrick's will develop into individuals with the ability to communicate orally and in a written format, with a minimum requirement of two pages of meaningful content by the end of the year. Students will present orally to small and large audiences. They will contribute to group discussions, seek ideas and opinions of others, and listen to presentations. Fourth graders will expand their knowledge bases by exploring various genres of literature. The readings will span across the curriculum and extend into expressive writing and research units. Reading, writing, and researching skills will be utilized in creating projects and preparing for presentations using technology as a guide.

Reading

	<u>Standards/Goals</u>	<u>Instructional Tools</u>	<u>Assessment Tools</u>
4.1 Inquiry	Students will investigate & interpret information.	Technology Unit Reading textbook	Presentations End of Unit Tests Daily Work Logs
	Students will use vocabulary strategies correctly to identify unknown words & words in context.	Group reading Silent reading Classroom vocabulary instruction Class novel sets	Weekly Voc. Quizzes Daily work End of Unit Tests
	Students will identify and use multiple strategies to increase vocabulary.	Class instruction Group reading Silent reading Novel work	Weekly quizzes Daily work Written work End of unit tests
	Students will evaluate information by using context clues, main idea and supporting details to confirm the relevance and accuracy of what they read.	Unit Reading Textbook Encyclopedias Newspapers Web Pages Class Novel Sets	Oral Discussions Daily Work Essays

	<u>Standards/Goals</u>	<u>Instructional Tools</u>	<u>Assessment Tools</u>
5.2 Connection	Students will demonstrate comprehension of a variety of literary forms.	Classroom novel sets Unit Reading textbook	Daily Work Essays Presentations
	Students will scan & skim to locate main idea & specific details.	Group Discussions Classroom Novel Sets Unit Reading Textbooks Logs	Participation Logs End of Unit Tests
	Students will make inferences and predictions.	Group Discussions Classroom Novel Sets Unit Reading Textbooks Logs	Participation Logs End of Unit Tests

	<u>Standards/Goals</u>	<u>Instructional Tools</u>	<u>Assessment Tools</u>
5.3 Structure	Students will locate information to support opinions, predictions, and conclusions.	Classroom novel sets Group Discussions Unit Reading Textbook	Essays End of Unit tests Daily Work
	Students will identify and classify different types of text: historical fiction, novels, legend, myth, fantasy, and different kinds of poetry.	Classroom Novel sets Group Discussions Unit Reading Textbook	Essays End of Unit Tests Daily Work
	Students will apply knowledge of structures (beginning, middle and end), elements (plot, setting, characters, problem and solution), and literature techniques (simile, metaphor, onomatopoeia, alliteration, idioms and hyperbole) to analyze fiction.	Classroom novel sets Group Discussions Unit Reading Textbook Poetry Trade books/Picture books	End of Unit tests Daily Work Oral Discussions Projects
	Students will apply knowledge of structure and organizational elements to analyze nonfiction or informational text: question/answer, cause/effect, sequencing, compare/contrast, problem, solution, description, headings and subheadings, italics and bold print, captions, formulating questions, diagrams, graphs, charts and tables, and distinguishing between fact and opinion.	Classroom novel sets Group Discussions Unit Reading Textbook Poetry Trade books/Picture books Encyclopedias and other reference books Web pages Newspapers	End of unit tests Daily work Oral discussions Essays
	Students will identify the	General reference	Essay

	<u>Standards/Goals</u>	<u>Instructional Tools</u>	<u>Assessment Tools</u>
5.4 Perspectives	Students will recognize authors' purposes, themes, & points of view.	Group Discussions Classroom Novel Sets Unit Reading Textbook	Essays End of Unit Tests Daily Work Logs

Writing

5.1 Inquiry	Students will implement planning strategies for various writing assignments.	Graphic Organizers Peer Editing Formal outlines	Essays/Papers Daily work Paragraph writing
	Students will research using various methods: library, references tools, Internet, etc.	Internet Instruction Library Instruction Notes Reading Unit Textbook Classroom Novel Sets	Essays Reports Presentations
	Students will develop notes that include important concepts, summaries, & identification of information sources.	Internet Instruction Library Instruction Notes Reading Unit Textbook Classroom Novel Sets	Daily Work Summaries Papers Projects

	<u>Standards/Goals</u>	<u>Instructional Tools</u>	<u>Assessment Tools</u>
5.2 Connection	Students will write for a variety of purposes and audiences. Students will write narratives, persuasive papers, expository, demonstrative papers, and poetry.	Group Discussions Cooperative Writing assignments Journals	Daily work Essays Journals Critiques Summaries Young Author Writing Program Saint Wax Museum Research papers Presentations

	<u>Standards/Goals</u>	<u>Instructional Tools</u>	<u>Assessment Tools</u>
5.3 Structure	Students will organize information with focused paragraphs and supporting details. The paper will have a defined beginning, middle and end and all paragraphs will relate to the main topic.	Graphic Organizers Teacher Instruction Peer and personal editing	Daily Work Summaries Essays/Papers Editing checklists
	Students will identify the grammar components of their writing, including subject and predicate.	Teacher instruction Daily Oral Language Grammar Lessons	Daily Work Essays/Papers Presentations
	Students will write with a strong conventions base including sentence structure, capitalization, punctuation, spelling, usage, and paragraph structure.	Teacher instruction Daily Oral Language Grammar Lessons	Daily work Essays/Papers Presentations
	Students will write with proper usage of nouns, verbs, personal pronouns, adjectives, and articles.	Teacher instruction Daily Oral Language Grammar lessons	Daily work Essays/Papers Presentations
	Students will recognize the 6 Traits of Writing in others' work and incorporate them into their own original writing.	Notes Classroom Novel Sets Group Discussion Sample papers Peer papers	Essay tests Essays Presentations Critiques Summaries Reports
	Students will revise conventions in peer work as well as in their own writing.	Notes Peer Papers	Essays Daily Work

	<u>Standards/Goals</u>	<u>Instructional Tools</u>	<u>Assessment Tools</u>
5.4 Perspectives	Students will write using standard English conventions for sentence structure and usage using a variety of sentence structures.	Notes Essay prompts	Daily Work Essays Presentations Reports Daily Vocabulary
	Students will select and narrow an appropriate topic.	Teacher Instruction Essay Prompts	Daily Work Essays/Papers Presentations

Speaking/Listening

	<u>Standards/Goals</u>	<u>Instructional Tools</u>	<u>Assessment Tools</u>
5.1 Inquiry	Students will participate in group discussions by asking questions and contributing information and ideas.	Group Participation Prompts Class Novel Sets	Participation Presentations Group Work
	Students will apply information gained and complete tasks through active listening.	DWP Instruction Notes Group Participation	Participation Presentations Group Work
	Students will ask for clarification when messages do not make sense.	DWP Instruction Notes Group Participation	Participation Presentations Group Work

	<u>Standards/Goals</u>	<u>Instructional Tools</u>	<u>Assessment Tools</u>
5.2 Connection	Students will participate in and contribute to discussions across the curriculum.	Group Participation Prompts	Participation Presentations Group Work
	Students will use subject-related vocabulary in discussions.	Group Participation Prompts Class Novel Sets	Participation Presentations Group Work
5.3 Structure	Students will use subject related vocabulary in discussions, provide accurate instructions, transition between topics, and gain the floor in appropriate ways.	Group Participation Prompts Teacher instruction	Participation Presentations Group Work
5.4 Perspectives	Students will read aloud clearly and distinctly.	Group Participation Class Novel Sets Reading Textbooks Reading Across the Curriculum	Daily Effort Fluency Pace Inflection
	Students will deliver organized oral presentations. They will focus on body control, eye contact, and elocution.	Provided Prompts Project Guidelines Oral Speaking rubric	Presentations Group Work Daily Work

Literature used in the 4th grade reading program can include (but will not be limited to) the following: [The Barn Burner](#) by Patricia Willis, [The Best Christmas Pageant Ever](#) by Barbara Robinson, [Bridge to Terabithia](#) by Katherine Patterson, [Can of Worms](#) by Kathy Mackel, [Dear](#)

Mr. Henshaw by Beverly Cleary, Indian in the Cupboard by Lynne Reid Banks, Number the Stars by Lois Lawry. Annual nominees for the Golden Sower Award will be read as a part of the 5th grade read-aloud program.