

**WEST JEFFERSON HILLS SCHOOL DISTRICT
LANGUAGE ARTS CURRICULUM
GRADE 4**

<p>PA Academic Standards Student must be able to do</p>	<p>Objective Content or process student will be able to know and do</p>	<p>Instructional Methods</p>	<p>Materials/Resources Textbooks, trade books, workbooks, software, hardware, etc.</p>	<p>*Assessment Procedures *Additional adaptations, modifications, accommodations, and enrichment/ acceleration will be provided per IEP</p>	<p>*Additional Learning Opportunities for students who do not meet basic standards *Additional adaptations, modifications, and accommodations will be provided per IEP</p>	<p>*Extended Learning Opportunities for students who can go beyond the basic standards *Additional enrichment/acceleration will be provided per IEP</p>
<p>1.1.5 Learning to Read Independently A. Establish the purpose for reading a type of text (literature, information) before reading.</p>	<ul style="list-style-type: none"> •Preview the text to determine whether it is fiction or nonfiction. • Check background knowledge. •Preview the text and illustrations to make predictions about story elements. •Preview passage questions. •Recognize literary genre. •Preview a selection and discuss the meaning of the title. •Read and interpret a timeline. •Discuss the organization of the selection. 	<ul style="list-style-type: none"> • Direct instruction • Modeling • Discussion • Preview and predict • Represent information graphically: ex. KWL chart, webbing, brainstorming •Partner/group 	<ul style="list-style-type: none"> • Transparencies • Audio visual materials • Graphic organizers • Technology • Teacher created materials • Guest speakers • Supplemental reading materials: ex. trade books, magazines, newspapers, visual aids • Instructional games 	<ul style="list-style-type: none"> • Graphic organizers • Journal writing 	<ul style="list-style-type: none"> • Differentiated instruction • Flexible grouping • Cooperative learning • Partner previewing • Individualized instruction • Instructional games • Graphic organizers • Extended time • Adapted materials 	<ul style="list-style-type: none"> • Enrichment packet. • Flexible grouping • Accelerated materials.

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1.1.5 Learning to Read Independently						
B. Select texts for a particular purpose using the format of the text as a guide.	<ul style="list-style-type: none"> •Recognize the theme. • Recognize that time-order relationships help sequence the events in the selection. •Determine the author’s purpose. •Determine the need for fiction or nonfiction •Determine the reference source that best suits your need •Compare and contrast •Evaluate the format of the text 	<ul style="list-style-type: none"> • Direct instruction • Modeling • Library collaboration •Represent information graphically • Guided practice 	<ul style="list-style-type: none"> •Transparencies •Library •Reference materials •Graphic organizers •Technology •Teacher created materials 	<ul style="list-style-type: none"> • Teacher checklists • Graphic organizers • Workbook pages • Teacher created tests •Unit tests •Book reports 	<ul style="list-style-type: none"> • Differentiated instruction • Flexible grouping • Cooperative learning • Pre-teaching/ reteaching skills • Learning centers • Individualized instruction • Peer tutoring • Instructional games • Graphic organizers • Extended time • Adapted materials 	<ul style="list-style-type: none"> •Enrichment packet •Independent projects •Learning log •Peer tutoring •Research projects •Learning centers •Flexible grouping •Enriched curriculum

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<p>1.1.5 Learning to Read Independently</p>						
<p>C. Use knowledge of phonics, syllabication, prefixes, suffixes, the dictionary or context clues to decode and understand new words during reading. Use these words accurately in writing and speaking.</p>	<ul style="list-style-type: none"> • Identify rhyming patterns in words. • Apply the cueing system to learn the meaning of new words. • Apply semantic maps to explore the meanings of words. • Hypothesize word meaning by using parts of speech along with context clues. •Apply phonics instruction for decoding unknown words. •Apply syntax to determine word meaning 	<ul style="list-style-type: none"> • Direct instruction • Modeling • Vocabulary word games • Flexible grouping • Represent information graphically: ex. semantic map 	<ul style="list-style-type: none"> • Transparencies •Practice book • Reference materials • Graphic organizers • Technology • Teacher created materials 	<ul style="list-style-type: none"> • Workbook pages • Unit test • Spelling tests • Teacher checklists • Standardized tests • Grammar tests • Expressive writing 	<ul style="list-style-type: none"> •Differentiated instruction •Flexible grouping •Technology/software •Cooperative learning •Pre-teaching/ reteaching skills •Partner reading •Learning centers •Individualized instruction •Peer tutoring •Leveled books •Instructional games •Graphic organizers •Extended time •Adapted materials 	<ul style="list-style-type: none"> •Enrichment packet •Independent projects •Learning log •Peer tutoring •Real-life application •Learning centers •Flexible grouping •Technology/software •Adapted spelling list •Enriched curriculum

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1.1.5 Learning to Read Independently						
	<ul style="list-style-type: none"> •Recognize parts of speech. •Develop dictionary skills •Identify affixes (prefixes, suffixes) and base words. •Identify words with strong connotation •Define vocabulary words in context. •Divide words into syllables 					

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<p>1.1.5 Learning to Read Independently</p>						
<p>D. Identify the basic ideas and facts in text using strategies (e.g., prior knowledge, illustrations and headings) and information from other sources to make predictions about text.</p>	<ul style="list-style-type: none"> • Make use of visualization in the selection as it is read. Interpret information found on a chart or diagram. • Construct, confirm, and revise predictions. • Analyze and apply the picture clues that illustrators and photographers create to give understanding to the setting, characters, and plot. • Identify captions that give information about photographs. 	<ul style="list-style-type: none"> • Direct instruction • Modeling • Quick writes Representing information graphically: ex. prediction charts, KWL charts • Discussions • Guided/ Independent practice. 	<ul style="list-style-type: none"> •Transparencies • stories on CD •Library •Reference materials •Audio visual materials •Graphic organizers •Technology •Teacher created materials 	<ul style="list-style-type: none"> • Workbook pages • Teacher checklist • Unit test • Graphic organizers 	<ul style="list-style-type: none"> • Differentiated instruction • Flexible grouping • Technology/software • Cooperative learning • Pre-teaching/ reteaching skills • Partner reading • Learning centers • Individualized instruction • Peer tutoring • Leveled books • Instructional games • Graphic organizers • Extended time • Adapted materials 	<ul style="list-style-type: none"> •Enrichment packet •Independent projects •Learning log •Peer tutoring •Research projects •Real-life application •Learning centers •Flexible grouping •Technology/software •Enriched curriculum •Accelerated materials.

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<p>1.1.5 Learning to Read Independently</p>						
	<ul style="list-style-type: none"> • List examples of part/whole relationships. • Recognize the illustrator’s craft of characterization, detail, mood, tone, and exaggeration. • Make connections to other texts, self, and world 					

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1.1.5 Learning to Read Independently						
E. Acquire a reading vocabulary by correctly identifying and using words (e.g., synonyms, homophones, homographs, root words, suffixes, prefixes). Use a dictionary or related reference.	<ul style="list-style-type: none"> •Define new words. •Use a thesaurus to find alternative words. •Identify and use multiple meaning words. •Use a dictionary to find the meaning of unfamiliar words. •Acquire and apply meaningful vocabulary by seeing the relationship between word meanings. •Recognize homophones, homographs, root words, etc. 	<ul style="list-style-type: none"> • Direct instruction • Modeling • Vocabulary games • Peer tutoring • Preview and predict • Represent information graphically • Student writing 	<ul style="list-style-type: none"> • Transparencies • CD-ROM • Library • Reference materials • Graphic organizers • Technology • Teacher created materials 	<ul style="list-style-type: none"> • Unit test • Games • Teacher checklists • Cloze paragraph • Teacher-made tests • Spelling tests • Workbook pages • Scantron 	<ul style="list-style-type: none"> • Differentiated instruction • Flexible grouping • Technology/software • Cooperative learning • Pre-teaching/ reteaching skills • Partner reading • Learning centers • Individualized instruction • Peer tutoring • Leveled books • Instructional games • Graphic organizers • Extended time • Adapted materials 	<ul style="list-style-type: none"> •Enrichment packet •Independent projects •Peer tutoring •Research projects •Real-life application •Learning centers •Flexible grouping •Technology/software •Adapted spelling list •Enriched curriculum •Accelerated materials

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1.1.5 Learning to Read Independently						
	<ul style="list-style-type: none"> • Apply word origins to help remember new vocabulary words. • Identify the two words that are used to form a compound word. 					

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1.1.5 Learning to Read Independently						
F. Identify, understand the meaning of and use correctly key vocabulary from various subject areas.	<ul style="list-style-type: none"> •Make inferences about word predictions. •Use context clues to understand specialized vocabulary. •Make word connections •Apply semantic features to understand vocabulary. 	<ul style="list-style-type: none"> •Direct instruction •Modeling •Vocabulary games •Webbing •Guided practice •Independent practice • Illustration • Semantic • Mapping 	<ul style="list-style-type: none"> • Transparencies • CD-ROM • Graphic organizers • Technology • Teacher created materials • Dictionary/thesaurus 	<ul style="list-style-type: none"> • Unit test • Games • Teacher checklist • Cloze paragraph • Teacher-made tests • Workbook pages 	<ul style="list-style-type: none"> • Differentiated instruction • Flexible grouping • Technology/ software • Cooperative learning • Pre-teaching/ reteaching skills • Learning centers • Individualized instruction • Peer tutoring • Leveled books • Instructional games • Graphic organizers • Extended time • Adapted materials 	<ul style="list-style-type: none"> •Enrichment packet •Independent projects •Peer tutoring •Real-life application •Learning centers •Flexible grouping •Technology/ software •Adapted spelling list •Enriched curriculum •Accelerated materials

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1.1.5 Learning to Read Independently						
	<ul style="list-style-type: none"> •Complete a cloze paragraph. • Use vocabulary correctly in written expression 					

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<p>1.1.5 Learning to Read Independently</p>						
<p>G. After reading, demonstrate understanding and interpretation of both fiction and nonfiction text. <ul style="list-style-type: none"> •Summarize the major ideas, themes, or procedures of the text. •Relate new information or ideas from the text to that learned through additional reading and media (e.g., film, audiotape). •Clarify ideas and understandings through re-reading and discussion </p>	<ul style="list-style-type: none"> •Identify story elements •Recognize a story within a story. •Classify information. •Summarize chronology in a story with a beginning, middle, and end. •Analyze information. •Connect to self, other texts and world •Summarize by retelling. •List examples of details that give insight into the characters. 	<ul style="list-style-type: none"> •Direct instruction • Modeling • Discussions •Representing graphically:ex. cause/effect, summarizing, sequencing, story mapping. 	<ul style="list-style-type: none"> • Transparencies • Graphic organizers • Technology • Teacher created materials 	<ul style="list-style-type: none"> • Teacher checklist • Graphic organizers • Workbook pages • Teacher-made assessments • Teacher/peer conference • Unit test • Scantron 	<ul style="list-style-type: none"> • Differentiated instruction • Flexible grouping • Technology/software • Cooperative learning • Pre-teaching/ reteaching skills • Learning centers • Individualized instruction • Peer tutoring • Leveled books • Instructional games • Graphic organizers • Extended time • Adapted materials 	<ul style="list-style-type: none"> •Enrichment packet •Independent projects •Peer tutoring •Research projects •Real-life application •Learning centers •Guest speakers •Flexible grouping software •Enriched curriculum •Accelerated materials

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1.1.5 Learning to Read Independently						
	<ul style="list-style-type: none"> •Transfer knowledge to a new text. •Identify problems and solutions. •Express ideas by drawing or writing. •List the main ideas to help summarize information •Activate and share prior knowledge to understand new text •Interpret graphic devices. •Relate illustrations to the text. 					

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1.1.5 Learning to Read Independently						
	<ul style="list-style-type: none"> • Relate the main idea to its supporting details. • Make use of characterization to gain insight into the selection. • Explain how the story’s setting can effect the plot development and characters’ feelings and motives. 					

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1.1.5 Learning to Read independently						
	<ul style="list-style-type: none"> •Re-read to gain better insight about the selection. •Draw conclusions. •Recognize the author’s purpose/viewpoint. 					

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<p>1.1.5 Learning to Read Independently</p>						
<p>H. 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. (Recommend: 25 books/year) 	<ul style="list-style-type: none"> • Read critically from one text to another to compare and to contrast • Transfer learning from one text to another. • Adjust the reading rate when reading different genres. • Recognize fiction and nonfiction 	<ul style="list-style-type: none"> • Direct instruction • Modeling • Represent information graphically: ex, cause/ effect, summarizing, sequencing • Guided reading • Read alouds Timed readings 	<ul style="list-style-type: none"> • Transparencies • Library • Graphic organizers • Technology • Teacher created materials 	<ul style="list-style-type: none"> • Teacher checklist • Graphic organizers • Presentations • Teacher/peer conference • Book reports • Student self-assessment • Dibels • Scantron 	<ul style="list-style-type: none"> • Differentiated instruction • Flexible grouping • Technology/software • Cooperative learning • reteaching skills • Partner reading • Learning centers • Individualized instruction • Peer tutoring • Leveled books • Instructional games • Graphic organizers • Extended time • Adapted materials 	<ul style="list-style-type: none"> • Independent projects • Enrichment packet • Peer tutoring • Research projects • Real- life application • Learning centers • Flexible grouping • Technology/software • Enriched curriculum • Accelerated materials

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1.1.5 Learning to Read Independently						
	<ul style="list-style-type: none"> •Read and identify a variety of genres, including informational article, personal anecdote, realistic fiction, poetry, biography, and short narrative story. 					

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<p>1.2.5 Reading Critically in All Content Areas</p>						
<p>A. Read and understand essential content of informational texts and documents in all academic areas.</p> <ul style="list-style-type: none"> • Differentiate fact from opinion across texts. • Distinguish between essential and nonessential information across a variety of texts, identifying stereotypes and exaggeration where present. 	<ul style="list-style-type: none"> • Make inferences. • Explain the relationship between a cause and effect. • Identify the point of view from which the story is being told. • Read to gather information. • Identify the text structure • Evaluate a solution. • Distinguish between important and unimportant information. 	<ul style="list-style-type: none"> • Represent information graphically: ex, 5 W's, compare/ contrast, Venn Diagram • Think aloud • Discussions 	<ul style="list-style-type: none"> • Transparencies • Library • Reference materials • Graphic organizers • Technology • Teacher created materials 	<ul style="list-style-type: none"> • Unit test • Instructional games • Work sample • Scantron 	<ul style="list-style-type: none"> • Differentiated instruction • Flexible grouping • Technology/ software • Cooperative learning • Pre-teaching/ reteaching skills • Partner reading • Learning centers • Individualized instruction • Peer tutoring • Leveled books • Instructional games • Graphic organizers • Extended time • Adapted materials 	<ul style="list-style-type: none"> • Enrichment packet • Independent projects • Learning log • Peer tutoring • Research projects • Real-life application • Learning centers • Flexible grouping • Technology/ software • Enriched curriculum • Accelerated materials

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1.2.5 Reading Critically in All Content Areas						
<ul style="list-style-type: none"> • Make inferences about similar concepts in multiple texts and draw conclusions. • Evaluate text, organization, and content to determine the author’s purpose and effectiveness. 	<ul style="list-style-type: none"> • Make use of dialogue as a tool to understand characters. • Distinguish between reality and fantasy. • Summarize information by combining prior knowledge, information with details from the text, and the illustrations. • Draw conclusions to acquire information. • Make judgments based on information in the text. 					<ul style="list-style-type: none"> • Field trips

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<p>1.2.5 Reading Critically in All Content Areas</p>						
<p>B. Use and understand a variety of media and evaluate the quality of material produced. •Use a variety of media (e.g., computerized card catalogues, encyclopedias) for research. •Evaluate the role of media as a source of both entertainment and information.</p>	<ul style="list-style-type: none"> • View, respond to, reflect on, and evaluate visual material. • Respond to the video. • Reflect on and evaluate viewed material. • Recognize the importance of both the audio and visual parts of a video. • Read a newspaper article to identify the answers to who, what, where, when, and why questions. • Distinguish between facts and opinions 	<ul style="list-style-type: none"> •Direct instruction •Modeling •Discussion • Presentations • Projects •Computer based instruction •Guided practice 	<ul style="list-style-type: none"> • Transparencies • Library • Reference materials • Audio visual materials • Graphic organizers • Technology • Teacher created materials. • Instructional games • Supplemental reading materials: ex: trade books, magazines, newspapers, visual aids 	<ul style="list-style-type: none"> • Work sample • Rubric • Teacher checklist • Student self-assessment • Graphic organizers 	<ul style="list-style-type: none"> • Differentiated instruction • Flexible grouping • Technology/ software • Cooperative learning • Pre-teaching/re-teaching skills • Partner reading • Learning centers • Individualized instruction • Peer tutoring • Leveled books • Instructional games • Graphic organizers • Extended time • Adapted materials 	<ul style="list-style-type: none"> • Enrichment packet • Independent projects • Learning log • Peer tutoring • Research projects • Real-life application • Learning centers • Flexible grouping • Technology software • Enriched curriculum • Accelerated materials

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1.2.5 Reading Critically in All Content Areas						
<ul style="list-style-type: none"> •Use established criteria to design and develop a media project (e.g., script, play, audiotape) for a targeted audience. 	<ul style="list-style-type: none"> • Identify the author’s purpose. •Compare/contrast. • Make inferences to construct meaning. • Read an informational article and list the facts. 					

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1.2.5 Reading Critically in All Content Areas						
C. Produce work in at least one literary genre that follows the conventions of the genre.	<ul style="list-style-type: none"> • Write a first person biographical sketch. • Write a personal narrative. • Write a persuasive piece Write an informational piece 	<ul style="list-style-type: none"> • Direct instruction • Modeling • Writing process • Brainstorming 	<ul style="list-style-type: none"> •Transparencies •Library •Reference materials •Audio visual materials •Graphic organizers •Technology •Teacher created materials. •Instructional games •Supplemental reading materials: ex: trade books, magazines, newspapers, visual aids. 	<ul style="list-style-type: none"> • Rubric • Teacher checklist • Work sample • Teacher/peer conference • Student self-assessment 	<ul style="list-style-type: none"> • Differentiated instruction • Flexible grouping • Technology/software • Cooperative groups • Pre-teaching/re-teaching skills • Story starters 	<ul style="list-style-type: none"> • Independent projects • Learning log • Peer teaching • Research projects • Real-life application

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1.3.5 Analyzing and Interpreting Literature						
A. Read and understand works of literature.	<ul style="list-style-type: none"> • Explain the literary elements of genres (i.e., novel, personal anecdote, historical and realistic fiction, short story, fiction and non-fiction, and poetry) • Explain the narrative elements • Relate what has been read to self, other text and world • Read with expression • Re-read text to clarify information. • Explain the literary element of mood. 	<ul style="list-style-type: none"> • Direct instruction • Modeling • Discussion • Literature circles • Think aloud • Read aloud 	<ul style="list-style-type: none"> • Transparencies • Library • Reference materials • Graphic organizers • Technology • Teacher created materials • Instructional games • Supplemental reading materials: ex: trade books, magazines, visual aids 	<ul style="list-style-type: none"> • Teacher checklist • Teacher/peer conference • Student self-assessment • Teacher made tests • Scantron • Theme tests 	<ul style="list-style-type: none"> • Differentiated instruction • Flexible grouping • Technology/ software • Cooperative learning • Preteaching/re-teaching skills • Partner reading • Learning centers • Individualized instruction • Peer tutoring • Leveled books • Instructional games • Graphic organizers • Extended time • Adapted materials 	<ul style="list-style-type: none"> • Enrichment packet • Independent projects • Learning log • Peer tutoring • Research projects • Real-life application • Learning centers • Flexible grouping • Technology software • Enriched curriculum • Accelerated materials

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<p>1.3.5 Analyzing and Interpreting Literature</p>						
<p>B. Compare the use of literary elements within and among texts including characters, setting, plot, theme and point of view.</p>	<ul style="list-style-type: none"> • Determine the narrator of a selection. • Recognize a shift in the narrator’s voice. • Examine the author’s tone (the attitude the author takes toward a work). • Determine the effect the setting has on the plot development and/ or the characters’ feelings and motives. • Apply critical thinking 	<ul style="list-style-type: none"> •Direct instruction •Modeling •Represent information graphically: Ex. prediction charts, Venn diagram, story map. •Discussions •Think alouds 	<ul style="list-style-type: none"> • Transparencies • Library • Reference materials • Graphic organizers • Technology • Teacher created materials • Instructional games • Supplemental reading materials: ex. trade books, magazines, newspapers, visual aids 	<ul style="list-style-type: none"> • Graphic organizers • Workbook pages • Teacher made assessment • Teacher checklist • Teacher/peer conference • Unit test • Scantron 	<ul style="list-style-type: none"> • Differentiated instruction • Flexible grouping • Technology/software • Cooperative learning • Pre-teaching/re-teaching skills • Partner reading • Learning centers • Individualized instruction • Peer tutoring • Leveled books • Instructional games • Graphic organizers • Extended time • Adapted materials 	<ul style="list-style-type: none"> • Enrichment packet • Independent projects • Instructional games • Peer tutoring • Research projects • Real-life application • Flexible grouping • Technology software • Enriched curriculum • Accelerated materials

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1.3.5 Analyzing and Interpreting Literature						
	<ul style="list-style-type: none"> • Examine the theme, characters, events, and the audience in a selection. • Identify setting of a story. • Sequence events in a story. • Identify the point of view from which the story is being told. • Identify the main idea and its supporting details. • Locate examples of events being told not by the author, but by the character’s point of view. • Recognize first person narration or point of view. 					

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1.3.5 Analyzing and Interpreting Literature						
	<ul style="list-style-type: none"> • Recognize the author’s ability to create mood through writing skills. • Compare and contrast • Identify the process of trial and error to solve problems. • Evaluate a character by his actions and words. 					

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<p>1.3.5 Analyzing and Interpreting Literature</p>						
<p>C. Describe how the author uses literary devices to convey meaning. <ul style="list-style-type: none"> • Sound techniques (e.g., rhyme, rhythm, meter, alliteration). • Figurative language and identity (e.g., personification, simile, metaphor, hyperbole). </p>	<ul style="list-style-type: none"> • Recognize the author’s use of symbols to convey a deeper meaning. • Locate figurative language in the selection. • Recognize imagery (the use of language to create vivid impressions in the mind’s eye). • State examples of sensory words that the author uses to create a vivid picture in the mind. 	<ul style="list-style-type: none"> • Direct instruction • Modeling • Cloze procedure • Context clues • Quick writes • Discussions • Illustrations 	<ul style="list-style-type: none"> • Transparencies • Library • Reference materials • Graphic organizers • Technology • Teacher created materials • Instructional games • Supplemental reading materials: ex. Trade books, magazines, newspapers, visual aids. 	<ul style="list-style-type: none"> • Teacher-made assessment • Cloze procedure • Workbook pages • Instructional games • Work sample 	<ul style="list-style-type: none"> • Differentiated instruction • Flexible grouping • Technology/ software • Cooperative learning • Pre-teaching/re-teaching skills • Partner reading • Learning centers • Individualized instruction • Peer tutoring • Leveled books • Instructional games • Graphic organizers • Extended time • Adapted materials 	<ul style="list-style-type: none"> • Enrichment packet • Independent projects • Instructional games • Peer tutoring • Research projects • Real-life application • Flexible grouping • Technology software • Learning centers

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1.3.5 Analyzing and Interpreting Literature						
D. Identify and respond to the effects of sound and structure in poetry (e.g., alliteration, rhyme, verse form).	<ul style="list-style-type: none"> •Examine and respond to the structure and sounds of poetry. •Model elements of poetry. •Identify the structure of poetry. •Locate sensory words in poems •Make use of visualization in the imagery of poems. •Demonstrate the beauty of the human voice and its power to add meaning to poetry. 	<ul style="list-style-type: none"> •Direct instruction •Modeling •Choral reading •Read aloud •Listening centers •Discussions 	<ul style="list-style-type: none"> • Transparencies • Library • Graphic organizers • Technology • Guest speakers • Instructional games • Supplemental reading materials 	<ul style="list-style-type: none"> •Oral assessment •Peer assessment •Work sample •Teacher checklist 	<ul style="list-style-type: none"> • Differentiated instruction • Flexible grouping • Technology/software • Cooperative learning • Pre-teaching/re-teaching skills • Partner reading • Learning centers • Individualized instruction • Peer tutoring • Instructional games • Graphic organizers • Extended time • Adapted materials 	<ul style="list-style-type: none"> • Enrichment packet • Independent projects • Peer tutoring • Research projects • Real-life application • Learning centers • Flexible grouping • Technology software

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1.3.5 Analyzing and Interpreting Literature						
E. Analyze drama as information source, entertainment, persuasion or transmitter of culture.	<ul style="list-style-type: none"> • Analyze and respond to various drama sources. 	<ul style="list-style-type: none"> • Direct instruction • Modeling • Role playing 	<ul style="list-style-type: none"> • Transparencies • CD-ROM stories 	<ul style="list-style-type: none"> • Work sample analysis 	<ul style="list-style-type: none"> •Differentiated instruction •Flexible grouping •Technology/ software •Cooperative learning 	<ul style="list-style-type: none"> •Enrichment packet •Independent projects •Instructional games •Peer tutoring

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<p>1.3.5 Analyzing and Interpreting Literature</p>						
<p>F. Read and respond to nonfiction and fiction including poetry and drama.</p>	<ul style="list-style-type: none"> •State information learned in a nonfiction piece. •Read, react, and critique fiction, realistic fiction, nonfiction, and poetry selections. •Comprehend selections 	<ul style="list-style-type: none"> • Direct instruction • Modeling • Role playing • Illustrate examples • Journal writing • Discussion 	<ul style="list-style-type: none"> • Transparencies • Library • Reference materials • Graphic organizers • Technology • Teacher created materials. • Instructional games • Supplemental reading materials, ex. Trade, books, magazines, newspapers, visual aids. 	<ul style="list-style-type: none"> •Student self-assessment •Work sample analysis/journal •Oral assessment •Graphic organizers •Teacher checklist • Theme tests • Scantron 	<ul style="list-style-type: none"> •Differentiated instruction •Flexible grouping •Technology/software •Cooperative learning •Pre-teaching/re-teaching skills •Learning centers •Individualized instruction •Peer tutoring •Leveled books •Partner reading •Stories on tape •Instructional games 	<ul style="list-style-type: none"> •Independent projects •Instructional games •Peer tutoring •Real-life application •Learning centers •Flexible grouping •Research projects

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<p>1.4.5 Types of Writing</p>						
<p>A. Write poems, plays and multi-paragraph stories</p> <ul style="list-style-type: none"> • Include detailed descriptions of people, places and things. • Use relevant illustrations. • Utilize dialogue. • Apply literary conflict. • Include literary elements. • Use literary devices. 	<ul style="list-style-type: none"> • Write nonfiction stories. • Write poems • Write biographies. • Use relevant illustrations to accompany poems, plays, and stories. 	<ul style="list-style-type: none"> • Direct instruction • Modeling • Cooperative learning groups • Computer-based learning • Writing process • Discussion • Guided practice 	<ul style="list-style-type: none"> • Transparencies • Library • Reference materials • Audio visual materials • Graphic organizers • Technology • Teacher created materials. • Instructional games • Supplemental reading materials: ex. trade books, magazines, newspapers, visual aids. 	<ul style="list-style-type: none"> • Rubric • Teacher checklist • Student self-assessment • Teacher/peer conference • Portfolio assessment 	<ul style="list-style-type: none"> • Differentiated instruction • Flexible grouping • Technology/software • Cooperative groups • Pre-teaching/re-teaching skills • Story starters • Learning centers • Graphic organizers • Individualized instruction • Teacher conference 	<ul style="list-style-type: none"> • Independent projects • Learning log • Instructional games • Peer tutoring • Real-life application • Learning centers • Flexible grouping • Research projects • Participation in reading/writing competitions

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<p>1.4.5 Types of Writing</p>						
<p>B. Write multi-paragraph informational pieces (e.g., essays, descriptions, letters, reports, instructions). <ul style="list-style-type: none"> • Include cause and effect. • Develop a problem and solution when appropriate to the topic. • Use relevant graphics (e.g., maps, charts, graphs, tables, illustrations, photographs). </p>	<ul style="list-style-type: none"> •Choose a topic. •Compose papers using: -main idea and detail - comparison -how to (sequence) • Use graphic writing organizers. 	<ul style="list-style-type: none"> • Direct Instruction • Modeling • Computer-based learning • Writing process • Representing information graphically 	<ul style="list-style-type: none"> •Transparencies •Library •Reference materials •Graphic organizers •Technology •Teacher created materials. •Instructional games •Supplemental reading materials: ex. trade books, magazines, newspapers, visual aids. 	<ul style="list-style-type: none"> • Rubric • Teacher checklist • Student self-assessment • Teacher/peer conference • Portfolio assessment 	<ul style="list-style-type: none"> • Differentiated instruction • Flexible grouping • Technology/software • Cooperative groups • Pre-teaching/re-teaching skills • Story starters • Learning centers • Graphic organizers • Individualized instruction • Teacher conference • Extended time • Adapted materials 	<ul style="list-style-type: none"> •Enrichment packet •Independent projects •Peer tutoring •Real-life application •Learning centers •Flexible grouping software •Research projects •Enriched curriculum •Accelerated materials

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1.4.5 Types of Writing						
C. Write persuasive pieces with a clearly stated position or opinion and supporting detail, citing sources when needed.	<ul style="list-style-type: none"> •Write a book review that gives detail about the writer’s opinion. •Create a letter/ essay. •Make persuasive slogan supported by facts. 	<ul style="list-style-type: none"> • Direct instruction • Modeling • Writing process • Computer-based learning • Representing information graphically: ex. outlining, mapping 	<ul style="list-style-type: none"> •Transparencies •Library •Reference materials •Graphic organizers •Technology •Teacher created materials. •Instructional games •Supplemental reading materials: ex. Trade materials: ex. trade books, magazines, newspapers, visual aids. 	<ul style="list-style-type: none"> • Peer assessment • Rubric • Teacher/peer conference •Portfolio assessment 	<ul style="list-style-type: none"> • Differentiated instruction • Flexible grouping • Technology/software • Cooperative groups 	<ul style="list-style-type: none"> • Enrichment packet • Independent projects • Instructional games • Peer teaching

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<p>1.5.5 Quality of Writing</p>						
<p>A. Write with a sharp, distinct focus identifying topic, task and audience.</p>	<ul style="list-style-type: none"> • Write captions for pictures. • Develop/use graphic organizer. • Edit for focus. • Choose a topic for a writing assignment. 	<ul style="list-style-type: none"> • Direct instruction • Modeling • Writing process • Computer based learning • Representing information graphically: ex. outlining, mapping 	<ul style="list-style-type: none"> • Transparencies • Library • Reference materials • Graphic organizers • Technology • Teacher created materials. • Instructional games • Supplemental reading materials: ex. Trade books, magazines, newspapers, visual aids. 	<ul style="list-style-type: none"> • Portfolio assessment • Teacher/peer conference • Teacher-made assessment 	<ul style="list-style-type: none"> • Differentiated instruction • Flexible grouping • Technology/software • Cooperative groups 	<ul style="list-style-type: none"> • Independent projects • Learning log • Peer tutoring

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<p>1.5.5 Quality of Writing</p>						
<p>B. Write using well-developed content appropriate for the topic. •Gather, organize and select the most effective information appropriate for the topic, task and audience. •Write paragraphs that have a topic sentence and supporting details.</p>	<ul style="list-style-type: none"> •Make use of a topic sentence at the beginning of a paragraph. •Compose a book report. •Identify the steps in a writing process. •Compare and contrast ideas. •Categorize information. •Record observations in a log. •Make a class book •Write a three-paragraph paper. •Use graphic organizers such as maps and charts. •Organize the information to be used in a personal essay. 	<ul style="list-style-type: none"> • Direct instruction • Modeling • Writing process • Representing information graphically: ex: mapping, outlining • Guided practice 	<ul style="list-style-type: none"> • Transparencies • Library • Reference materials • Graphic organizers • Technology • Teacher created materials. • Instructional games • Supplemental reading materials: ex. trade books, magazines, newspapers, visual aids. 	<ul style="list-style-type: none"> • Graphic organizers • Teacher/peer conference • Portfolio assessment • Teacher checklist • Self-assessment 	<ul style="list-style-type: none"> •Differential instruction •Flexible grouping •Technology/software •Cooperative groups •Pre-teaching/re-teaching skills •Story starters •Learning centers •Graphic organizers •Individualized instruction •Teacher conference •Extended time •Adapted materials 	<ul style="list-style-type: none"> • Enrichment packet • Independent projects • Research projects • Participation in writing competitions • Real-life application • Flexible grouping • Technology/software • Enriched curriculum • Accelerated materials

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1.5.5 Quality of Writing						
C. Write with controlled and/or subtle organization. <ul style="list-style-type: none"> • Sustain a logical order within sentences and between paragraphs using meaningful transitions. • Include an identifiable introduction, body and conclusion. 	<ul style="list-style-type: none"> • Make use of an introduction, a body and a conclusion to a personal essay. • Teach transitional words. • Teach topic sentence. • Teach concluding sentence. • Use graphic organizers. • Write a summary by organizing information in a logical order by importance or chronologically. 	<ul style="list-style-type: none"> •Direct instruction •Modeling •Representing information graphically: ex. sequence, chart, story frame •Computer guided learning •Writing process 	<ul style="list-style-type: none"> • Transparencies • Graphic organizers • Technology • Teacher created materials. 	<ul style="list-style-type: none"> • Graphic organizers • Teacher/peer conference • Portfolio assessment • Teacher checklist • Self-assessment 	<ul style="list-style-type: none"> •Differential instruction •Flexible grouping •Technology/ software •Cooperative groups • Re-teaching skills •Graphic organizers •Individualized instruction •Teacher conference •Extended time •Adapted materials 	<ul style="list-style-type: none"> • Enrichment packet • Independent projects • Peer tutoring • Real-life application • Flexible grouping • Technology/ software • Enriched curriculum • Accelerated materials

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<p>1.5.5 Quality of Writing</p>						
<p>D. Write with an understanding of the stylistic aspects of composition. •Use different types and lengths of sentences. •Use precise language including adjectives, adverbs, action verbs and specific details that convey the writer’s meaning.</p>	<ul style="list-style-type: none"> • Recognize the use of italics and bold print for emphasis. • Choose specific words to express the exact meaning in an essay. • Recognize, write, combine and expand sentences. 	<ul style="list-style-type: none"> • Direct instruction • Modeling • Writing process • Computer-based learning • Guided practice 	<ul style="list-style-type: none"> • Transparencies • Graphic organizers • Technology • Teacher created materials. • Instructional games 	<ul style="list-style-type: none"> • Cloze procedure • Workbook pages • Teacher checklist • Teacher-made assessment • Teacher/peer conference • Daily language practice 	<ul style="list-style-type: none"> •Differential instruction •Flexible grouping •Technology/software •Cooperative groups •Pre-teaching/re-teaching skills •Story starters •Learning centers •Graphic organizers •Individualized instruction •Teacher conference •Extended time •Adapted materials 	<ul style="list-style-type: none"> • Enrichment packet • Independent projects • Instructional games • Peer teaching • Real-life application • Learning centers • Flexible grouping • Technology/software • Enriched curriculum • Accelerated materials

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<p>PA Academic Standards Student must be able to do</p>	<p>Objective Content or process student will be able to know and do</p>	<p>Instructional Methods</p>	<p>Materials/Resources Textbooks, trade books, workbooks, software, hardware, etc.</p>	<p>*Assessment Procedures *Additional adaptations, modifications, accommodations, and enrichment/ acceleration will be provided per IEP</p>	<p>*Additional Learning Opportunities for students who do not meet basic standards *Additional adaptations, modifications, and accommodations will be provided per IEP</p>	<p>*Extended Learning Opportunities for students who can go beyond the basic standards. *Additional enrichment/acceleration will be provided per IEP</p>
<p>1.5.5 Quality of Writing</p>						
<p>E. Revise writing to improve organization and word choice; check the logic, order of ideas and precision of vocabulary.</p>	<ul style="list-style-type: none"> • Proofread for any spelling, usage and punctuation errors. • Revise writing in various areas such as: -Recognizing sequence -Clarifying problem and solution -Adding details - Expanding details - Including story elements. 	<ul style="list-style-type: none"> • Direct instruction • Modeling • Writing process • Computer-based learning • Cooperative groups 	<ul style="list-style-type: none"> • Transparencies • Reference materials • Graphic organizers • Technology • Teacher created materials 	<ul style="list-style-type: none"> • Teacher checklist • Rubric • Work sample analysis • Peer teaching 	<ul style="list-style-type: none"> • Differentiated instruction • Flexible grouping • Technology/ software 	<ul style="list-style-type: none"> • Enrichment packet • Independent projects • Learning log • Peer teaching

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<p>1.5.5 Quality of Writing</p>						
<p>F. Edit writing using the conventions of language. • Spell common, frequently used words correctly. • Use capital letters correctly. • Punctuate correctly (periods, exclamation points, question marks, commas, quotation marks, apostrophes).</p>	<ul style="list-style-type: none"> • Capitalize names, titles, abbreviations, and initials. • Critique for subject verb agreement. • Make use of quotation marks in dialogue. • Make corrections to illegible handwriting. • Edit and correct misspellings and grammatical mistakes. 	<ul style="list-style-type: none"> • Direct instruction • Modeling • Guided practice • Computer-based learning • Cooperative groups 	<ul style="list-style-type: none"> • Transparencies • Reference materials • Graphic organizers • Technology • Teacher created materials. • Instructional games 	<ul style="list-style-type: none"> • Teacher-made assessments • Workbook pages • Work sample analysis 	<ul style="list-style-type: none"> •Differential instruction •Flexible grouping •Technology/ software •Cooperative groups • Re-teaching skills •Learning centers •Individualized instruction •Teacher conference •Extended time •Adapted materials 	<ul style="list-style-type: none"> • Enrichment packet • Independent projects • Learning logs • Peer tutoring • Real-life application • Learning centers • Flexible grouping • Technology/ software • Enriched curriculum • Accelerated materials

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<p>1.6.5 Speaking and Listening</p>						
<p>A. Listen to others <ul style="list-style-type: none"> • Ask pertinent questions. • Distinguish relevant information, ideas and opinions from those that are irrelevant. • Take notes when prompted. </p>	<ul style="list-style-type: none"> • Listen to others and respond to what they have to say. • Communicate ideas, experiences, thoughts, and feelings. • Listen for information. • Share stories. 	<ul style="list-style-type: none"> •Direct instruction •Modeling •Discussion •Structured note taking •Cooperative learning •Use of audio material 	<ul style="list-style-type: none"> • Audio materials • Graphic organizers • Technology • Teacher created materials. • Guest speakers • Instructional games 	<ul style="list-style-type: none"> • Teacher checklist • Graphic organizers • Teacher made assessment • Workbook pages 	<ul style="list-style-type: none"> • Differentiated instruction • Flexible grouping • Technology/software • Cooperative learning • Pre-teaching/re-teaching skills • Learning centers • Individualized instruction • Peer tutoring • Modeling by teacher/peer • Extended time • Adapted material • Audio materials 	<ul style="list-style-type: none"> • Enrichment packet • Independent projects • Learning log • Peer tutoring • Real-life application • Learning centers • Flexible grouping • Technology software • Enriched curriculum • Accelerated materials

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<p>1.6.5 Speaking and Listening</p>						
<p>B. Listen to a selection of literature (fiction and/or nonfiction). •Relate it to what is known. •Predict the result of the story actions. •Re-tell actions of the story in sequence, explain the theme and describe the characters and setting. •Identify and define new words and concepts. •Summarize the selection.</p>	<ul style="list-style-type: none"> •Relate the selection to self, text and world •Summarize the story after it is read. •Define unfamiliar words through context. <ul style="list-style-type: none"> •Identify the story elements, theme, tone, and mood of a selection. •Sequence events in a story. •Listen to appreciate and enjoy a story. •Relate author’s message. • Predict events in a story. •Communicate thoughts and feelings. •Share experiences. •Respond to a story. 	<ul style="list-style-type: none"> •Direct instruction •Modeling key strategies •Brainstorming •Representing information graphically: ex. predict-o-gram, KWL, story map, sequencing chart. •Discussions 	<ul style="list-style-type: none"> • CD-ROM • Audio materials • Graphic organizers • Technology • Teacher created materials. • Guest speakers • Instructional games • Supplemental reading materials: ex. trade books, magazines, newspapers, visual aids. 	<ul style="list-style-type: none"> • Teacher checklist • Graphic organizers • Oral assessment • Workbook pages 	<ul style="list-style-type: none"> • Differentiated instruction • Flexible grouping • Technology/software • Cooperative learning • Pre-teaching/re-teaching skills • Learning centers • Individualized instruction • Peer tutoring • Modeling by teacher/peer • Extended time • Adapted material • Audio materials 	<ul style="list-style-type: none"> • Enrichment packet • Independent projects • Learning log • Instructional games • Peer tutoring • Real-life application • Learning centers • Flexible grouping • Technology software • Enriched curriculum • Accelerated materials

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1.6.5 Speaking and Listening						
	<ul style="list-style-type: none"> •Listen for information. •Make observations. •Make inferences after listening as the teacher reads a selection. •Communicate new ideas by relating them to prior knowledge. 					

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1.6.5 Speaking and Listening						
C. Speak using skills appropriate to formal speech situations. <ul style="list-style-type: none"> •Use complete sentences. •Pronounce words correctly. •Use appropriate volume. •Pace speech so that it is understandable. •Adjust content for different audiences (e.g., fellow classmates, parents). •Speak with a purpose in mind. 	<ul style="list-style-type: none"> • Learn to name himself/herself last. • Apply correct speech to respond to questions about a selection. • Make use of tone to convey meaning in a dramatic presentation. • Dramatize actions when reading a selection. • Rehearse with team members when doing a choral reading presentation. • Present a choral reading. 	<ul style="list-style-type: none"> • Direct instruction • Modeling • Dramatic presentations <ul style="list-style-type: none"> • Use of audio materials • Peer tutoring • Peer feedback • Guided practice • Discussions • Cooperative groups 	<ul style="list-style-type: none"> • Audio materials • Graphic organizers • Technology • Teacher created materials. • Instructional games 	<ul style="list-style-type: none"> • Teacher checklist • Teacher/peer conference • Oral assessment • Rubric • Presentation 	<ul style="list-style-type: none"> • Differentiated instruction • Flexible grouping • Cooperative learning • Pre-teaching/re-teaching skills • Learning centers • Individualized instruction • Peer tutoring • Modeling by teacher/peer • Extended time • Adapted material 	<ul style="list-style-type: none"> • Enrichment packet • Independent projects • Instructional games • Real-life application • Flexible grouping

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<p>1.6.5 Speaking and Listening</p>						
<p>D. Contribute to discussions. •Ask relevant questions. •Respond with relevant information or opinions to questions asked. •Listen to and acknowledge the contributions of others. •Adjust involvement to encourage equitable participation. •Give reasons for opinions. •Summarize when prompted.</p>	<ul style="list-style-type: none"> • Discuss different types of behaviors in a variety of social settings. • Make use of brainstorming to generate ideas. • Respond orally to a written piece to show understanding. • Collaborate to make a presentation. • Communicate ideas. • Brainstorm multiple approaches in order to solve a problem. • Communicate new ideas with others. • Discuss the structure of a play and how it differs from the novel excerpt. 	<ul style="list-style-type: none"> • Direct instruction • Modeling • Cooperative groups • Literature circles • Student debates • Representing information graphically: ex: summarizing, story mapping. • Discussions 	<ul style="list-style-type: none"> • Transparencies • Project and workshop cards • Graphic organizers • Teacher created materials. • Guest speakers • Supplemental reading materials: ex. trade books, magazines, newspapers, visual aids. 	<ul style="list-style-type: none"> • Teacher checklist • Graphic organizers • Oral assessment • Peer/self-assessment • Rubric 	<ul style="list-style-type: none"> • Differentiated instruction • Flexible grouping • Cooperative learning • Pre-teaching/re-teaching skills • Learning centers • Individualized instruction • Peer tutoring • Modeling by teacher/peer • Extended time • Adapted material 	<ul style="list-style-type: none"> • Enrichment packet • Independent projects • Learning log • Instructional games • Peer tutoring • Research projects • Real-life application • Learning centers • Flexible grouping • Enriched curriculum • Accelerated materials

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1.6.5 Speaking and Listening						
	<ul style="list-style-type: none"> • Present feedback on a dramatic performance. • Support opinions with facts during class discussions. 					

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<p>1.6.5 Speaking and Listening</p>						
<p>E. Participate in small and large group discussions and presentations. •Participate in everyday conversation. •Present an oral reading. •Deliver research reports. •Conduct interviews. •Plan and participate in group presentations. •Contribute to informal debates.</p>	<ul style="list-style-type: none"> • Collaborate in small groups. • Interview others. • Read a selection chorally. • Collaborate in a small group in story writing and storytelling. • Collaborate in small groups to solve a math puzzle. • Interview others. • Make a cooperative presentation. • Make use of visual aids to support a presentation. • Report factual information to classmates. 	<ul style="list-style-type: none"> • Direct instruction • Modeling • Cooperative groups • Library collaboration • Structured note taking • Questioning • Student debates 	<ul style="list-style-type: none"> • Transparencies • Project and workshop cards • Library • Reference materials • Graphic organizers • Technology • Teacher created materials. • Instructional games • Supplemental materials: ex. trade books, magazines, newspapers, visual aids. 	<ul style="list-style-type: none"> • Teacher checklist • Peer/self-assessment • Presentation • Rubric • Teacher/peer conference 	<ul style="list-style-type: none"> • Differentiated instruction • Flexible grouping • Technology • Cooperative learning • Individualized instruction • Peer tutoring • Modeling by teacher/peer • Extended time • Adapted material 	<ul style="list-style-type: none"> • Enrichment packet • Independent projects • Learning log • Peer tutoring • Research projects • Real-life application • Flexible grouping • Technology • Enriched curriculum • Accelerated materials

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<p>1.6.5 Speaking and Listening</p>						
<p>F. Use media for learning purposes. •Compare information received on television with that received on radio or in newspapers. •Access information on Internet. •Discuss the reliability of information received on Internet sources. •Explain how film can represent either accurate versions or fictional versions of the same event.</p>	<ul style="list-style-type: none"> • Recognize accuracy/ point of view of television, newspaper, radio and Internet sources. • Compare information from different media sources. • Research information on the computer. • Research to make a fact sheet. • Explore media. • Make use of non-print media to gather information. 	<ul style="list-style-type: none"> • Direct instruction • Modeling • Computer-based learning • Audio/visual materials • Representing information graphically: ex. Venn diagrams, mapping • Guided practice 	<ul style="list-style-type: none"> • Transparencies • Library • Reference materials • Audio/visual materials • Graphic organizers • Technology • Teacher created materials. • Guest speakers • Supplemental reading materials: ex. magazines, newspapers, visual aids. 	<ul style="list-style-type: none"> •Graphic organizers •Teacher/peer conference •Multi-media presentation •Work sample •Rubric •Teacher-made assessment 	<ul style="list-style-type: none"> • Differentiated instruction • Flexible grouping • Technology/software • Cooperative learning • Pre-teaching/re-teaching skills • Individualized instruction • Peer tutoring • Modeling by teacher/peer • Extended time • Adapted material • Audio/visual materials 	<ul style="list-style-type: none"> • Enrichment packet • Independent projects • Learning log • Instructional games • Peer tutoring • Real-life application • Flexible grouping • Technology • Enriched curriculum • Accelerated materials

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1.6.5 Speaking and Listening						
<ul style="list-style-type: none"> •Explain the role of advertisers in the media. •Use a variety of images and sounds to create an effective presentation on a topic. 						

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<p>1.7.5 Characteristics and functions of the English Language</p>						
<p>A. Identify words from other languages that are commonly used English words. Use a dictionary to find the meanings and origins of these words.</p>	<ul style="list-style-type: none"> • Identify non-English words in a selection. • Determine the meaning of non-English words in a selection using context clues. • Identify word origins. • Recognize words in our speech that come from other languages. 	<ul style="list-style-type: none"> •Direct instruction •Modeling •Cooperative groups •Representing information graphically: ex. word webs, semantic maps. •Think aloud 	<ul style="list-style-type: none"> • Transparencies • Reference materials • Graphic organizers • Technology • Teacher created materials. • Guest speakers • Instructional games 	<ul style="list-style-type: none"> •Workbook pages •Cloze procedure •Theme test •Teacher-made assessment 	<ul style="list-style-type: none"> • Differentiated instruction • Flexible grouping • Technology/ software • Cooperative learning • Pre-teaching/re-teaching skills • Learning centers • Individualized instruction • Peer tutoring • Modeling by teacher/peer • Extended time • Adapted material 	<ul style="list-style-type: none"> • Enrichment packet • Independent projects • Learning log • Instructional games • Peer tutoring • Real-life application • Learning centers • Flexible grouping • Technology software • Enriched curriculum

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<p>1.7.5 Characteristics and functions of the English Language</p>						
<p>B. Identify differences in formal and informal speech (e.g., dialect, slang, jargon).</p>	<ul style="list-style-type: none"> • Identify colloquialisms. • Recognize a slang term. • Model dialect when reading a selection. 	<ul style="list-style-type: none"> • Direct instruction • Modeling • Audio materials 	<ul style="list-style-type: none"> • Transparencies • CD-ROM • Project and workshop cards • Reference materials • Audio materials • Graphic organizers • Technology • Teacher created materials. • Guest speakers • Instructional games • Supplemental reading materials: ex. Trade books, magazines, newspapers 	<ul style="list-style-type: none"> • Workbook pages • Teacher checklist • Teacher-made assessment • Student-made assessment 	<ul style="list-style-type: none"> • Cooperative learning • Pre-teaching/re-teaching skills • Learning centers • Individualized instruction • Peer tutoring • Modeling by teacher/peer • Extended time • Adapted material • Audio materials 	<ul style="list-style-type: none"> • Enrichment packet • Independent projects • Learning log • Instructional games • Peer tutoring • Real-life application • Learning centers • Flexible grouping • Technology software • Enriched curriculum

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1.7.5 Characteristics and functions of the English Language						
C. Identify word meanings that have changed over time (e.g., cool, mouse).	<ul style="list-style-type: none"> • Recognize difference in meaning of computer words. • Use various text sources. 	<ul style="list-style-type: none"> • Direct instruction • Modeling • Cooperative groups • Guided/ independent practice • Illustrations 	<ul style="list-style-type: none"> • Transparencies • CD-ROM • Project and workshop cards • Library • Reference materials • Graphic organizers • Technology • Teacher created materials • Guest speakers • Instructional games • Supplemental reading materials: ex. Trade books, magazines, newspapers, visual aids. 	<ul style="list-style-type: none"> • Workbook pages • Teacher checklist • Teacher-made assessment • Student-made assessment 	<ul style="list-style-type: none"> • Differentiated instruction • Flexible grouping • Technology/ software • Cooperative learning • Pre-teaching/re-teaching skills • Partner reading • Learning centers • Individualized instruction • Peer tutoring • Leveled trade books • Instructional games • Extended time • Adapted material • Graphic organizers 	<ul style="list-style-type: none"> • Enrichment packet • Independent projects • Learning log • Instructional games • Peer tutoring • Research projects • Real-life application • Learning centers • Flexible grouping • Technology software • Enriched curriculum • Accelerated materials

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1.8.5 Research						
A. Select and refine a topic for research.	<ul style="list-style-type: none"> • Use books and magazines as research sources. • Use technology resources. • Connect topics for research to literature. • Apply note-taking to gather information. 	<ul style="list-style-type: none"> • Direct instruction • Modeling • Guided practice • Computer-based learning • Structured note taking • Library collaboration • Representing information graphically: ex. outlining, mind mapping 	<ul style="list-style-type: none"> • Transparencies • Project and workshop cards • Library • Reference materials • Graphic organizers • Technology • Teacher created materials. • Instructional games • Supplemental reading materials: ex. trade books, magazines, newspapers, visual aids. 	<ul style="list-style-type: none"> •Graphic organizers •Teacher/peer conference •Rubric 	<ul style="list-style-type: none"> • Differentiated instruction • Flexible grouping • Technology/software • Cooperative learning • Learning centers • Individualized instruction • Graphic organizers • Outlining • Leveled reference materials • Illustrated reference materials <ul style="list-style-type: none"> • Extended time • Adapted material • Small group instruction study guides. 	<ul style="list-style-type: none"> • Enrichment packet • Independent projects • Learning log • Peer tutoring • Research projects • Real-life application • Learning centers • Flexible grouping • Technology software • Enriched curriculum • Accelerated materials

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<p>1.8.5 Research</p>						
<p>B. Locate information using appropriate sources and strategies. •Evaluate the usefulness and qualities of the sources. •Select appropriate sources (e.g., dictionaries, encyclopedias, other reference materials, interviews, observations, computer databases).</p>	<ul style="list-style-type: none"> • Apply research to support opinions about important issues. • Research material in an encyclopedia. • State that longer articles in an encyclopedia are divided into subtopics that direct users to specific information. • State that some encyclopedia entries list cross-references where related information can be found. • Identify the features on a map and state their relation ship to the map as a whole. 	<ul style="list-style-type: none"> • Direct instruction • Modeling • Guided practice • Structured note taking • Library collaboration • Representing information graphically: ex: outlining •Brainstorming 	<ul style="list-style-type: none"> • Transparencies • CD-ROM • Project and workshop cards • Library • Reference materials • Audio visual materials • Graphic organizers • Technology • Teacher created materials. • Guest speakers • Instructional games • Supplemental reading materials: ex. trade books, magazines, newspapers, visual aids. 	<ul style="list-style-type: none"> • Teacher-made assessment • Theme test • Workbook pages • Graphic organizers 	<ul style="list-style-type: none"> • Differentiated instruction • Flexible grouping • Cooperative learning • Learning centers • Individualized instruction • Graphic organizers • Outlining • Leveled reference materials • Illustrated reference materials • Extended time • Adapted material • Audio/visual materials • Small group instruction • Study guides 	<ul style="list-style-type: none"> • Enrichment packet • Independent projects • Learning log • Instructional games • Peer tutoring • Research projects • Real-life application • Learning centers • Flexible grouping • Technology software • Enriched curriculum • Accelerated materials

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PA Academic Standards Student must be able to do	Objective Content or process student will be able to know and do	Instructional Methods	Materials/Resources Textbooks, trade books, workbooks, software, hardware, etc.	*Assessment Procedures *Additional adaptations, modifications, accommodations, and enrichment/ acceleration will be provided per IEP	*Additional Learning Opportunities for students who do not meet basic standards *Additional adaptations, modifications, and accommodations will be provided per IEP	*Extended Learning Opportunities for students who can go beyond the basic standards. *Additional enrichment/acceleration will be provided per IEP
1.8.5 Research						
<ul style="list-style-type: none"> •Use tables of contents indices, key words, cross-references and appendices. •Use traditional and electronic search tools. 	<ul style="list-style-type: none"> • Apply a map scale to figure out distances. • Apply a table of contents to obtain information. • Recognize that sources other than books can be used as reference skills, such as videos, museums, computer databases, and interviews with experts. • Locate information in textbooks. • Evaluate sources of information for their reliability. • Model the use of a timeline to locate information. 					

**WEST JEFFERSON HILLS SCHOOL DISTRICT
LANGUAGE ARTS CURRICULUM**

GRADE 4

<p>PA Academic Standards Student must be able to do</p>	<p>Objective Content or process student will be able to know and do</p>	<p>Instructional Methods</p>	<p>Materials/Resources Textbooks, trade books, workbooks, software, hardware, etc.</p>	<p>*Assessment Procedures *Additional adaptations, modifications, accommodations, and enrichment/ acceleration will be provided per IEP</p>	<p>*Additional Learning Opportunities for students who do not meet basic standards *Additional adaptations, modifications, and accommodations will be provided per IEP</p>	<p>*Extended Learning Opportunities for students who can go beyond the basic standards. *Additional enrichment/acceleration will be provided per IEP</p>
<p>1.8.5 Research</p>						
<p>C. Organize and present the main ideas from research.</p> <ul style="list-style-type: none"> • Take notes from sources using a structured format. • Present the topic using relevant information. • Credit sources using a structured format (e.g., author, title). 	<ul style="list-style-type: none"> •Apply note-taking techniques to gather information. •Present research to an audience. •Use graphic organizer to organize his/her research. •Develop 3-paragraph informational paper. •Use graphic organizer. 	<ul style="list-style-type: none"> • Direct instruction • Modeling • Guided practice • Computer-based learning • Structured note-taking • Library collaboration • Representing information graphically: ex. outlining, mind mapping 	<ul style="list-style-type: none"> • Transparencies • Audio visual materials • Graphic organizers • Technology • Teacher created materials. • Instructional games • Supplemental reading materials: ex. trade books, magazines, newspapers, visual aids. 	<ul style="list-style-type: none"> • Work sample analysis • Presentations • Rubric • Self-assessment • Graphic organizers • Teacher/peer conference 	<ul style="list-style-type: none"> • Flexible grouping • Cooperative learning • Individualized instruction • Graphic organizers • Outlining • Leveled reference materials • Illustrated reference materials • Extended time • Adapted material • Audio/visual materials • Small group instruction • Study guides • Teacher conference. 	<ul style="list-style-type: none"> • Independent projects • Learning log • Peer tutoring • Research projects • Real-life application • Learning centers • Flexible grouping • Technology software • Enriched curriculum • Accelerated materials