

**Halifax Area School District  
Course Plan  
Grade 4 Communication Arts**

Course Name: Grade 4 Communication Arts

Unit: Characteristics and Functions of the English Language

Time Line: Year

***BIG Ideas***

Students understand that English is a constantly changing language.

<b>Essential Content/ Essential Questions</b>	<b>Performance Objectives</b>	<b>Assessment</b>	<b>Teacher Resources</b>	<b>Standards</b>
Many English words come from other languages	Identify words from other languages that are commonly used English words	Informal assessments Worksheets Quizzes/tests Student conferences Graphic organizers	Student text Teachers' Edition Teacher created materials Guided reading books Independent reading books Internet web sites Writer's Express page 258-259	1.7.5.A
There are differences between format and informal speech	Identify differences between formal and informal speech (e.g., dialect, slang, jargon)	Informal assessments Worksheets Quizzes/tests Student conferences Graphic organizers	Student text Teachers' Edition Teacher created materials Guided reading books Independent reading books Internet web sites	1.7.5.B
English word meanings can change over time	Identify word meanings that have changed over time (e.g., cool, mouse)	Informal assessments Worksheets Quizzes/tests Student conferences	Student text Teachers' Edition Teacher created materials Guided reading books Independent reading books Internet web sites	1.7.5.C

**Halifax Area School District  
Course Plan  
Grade 4 Communication Arts**

Course Name: Grade 4 Communication Arts  
Unit: Reading/ Learning to Read Independently

Time Line: Year

***BIG Ideas***

Students are able to read independently

<b>Essential Content/ Essential Questions</b>	<b>Performance Objectives</b>	<b>Assessment</b>	<b>Teacher Resources</b>	<b>Standards</b>
Identify the meaning of vocabulary.	Identify meaning of a multiple meaning words used in text.  Identify a synonym or antonym of a word used in text.	Informal assessments Worksheets Quizzes/tests Student conferences Writing samples Graphic organizers	Student text Teachers' Edition Teacher created materials Guided reading books Independent reading books Internet web sites	1.1.5.E
Apply word recognition skills.	Identify the meaning of an unfamiliar word through context clues and knowledge of root words; identify how the meaning of a word is changed when an affix is added; identify the meaning of a word from the text with an affix.  Define words or phrases from context clues given in explanatory sentences and/or the use of examples within text.	Informal assessments Worksheets Quizzes/tests Student conferences Checklists	Student text Teachers' Edition Teacher created materials Guided reading books Independent reading books Internet web sites	1.1.5.E

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Grade 4 Communication Arts**

Course Name: Grade 4 Communication Arts  
Unit: Reading/ Learning to Read Independently

Time Line: Year

***BIG Ideas***

Students are able to read independently

<b>Essential Content/ Essential Questions</b>	<b>Performance Objectives</b>	<b>Assessment</b>	<b>Teacher Resources</b>	<b>Standards</b>
Retell or summarize the main ideas of the text.	Summarize the main ideas and important details of text.	Informal assessments Worksheets Quizzes/tests Student conferences Rubrics Self evaluations DRA test Graphic organizers Checklists Response journals	Student text Teachers' Edition Teacher created materials Guided reading books Independent reading books Internet web sites Trade books	1.1.5.G, H
Connect the new information or ideas in the text to known information	Make text-to-text, text-to-self, and text to world connections from text	Graphic organizers Checklists Response journals Informal assessments Worksheets Student conferences Rubrics Self evaluations	Student text Teachers' Edition Teacher created materials Guided reading books Independent reading books Internet web sites Trade books	1.1.5.G
Identify the meaning of vocabulary from various subject areas.	Identify the meaning of multiple-meaning words in text.  Identify the meaning of content specific words used in text.	Informal assessments Worksheets Quizzes/tests Student conferences Writing samples	Student text Teachers' Edition Teacher created materials Guided reading books Independent reading books Internet web sites Trade books	1.1.5.F

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Course Name: Grade 4 Communication Arts  
Unit: Reading/ Learning to Read Independently

Time Line: Year

***BIG Ideas***

Students are able to read independently

<b>Essential Content/ Essential Questions</b>	<b>Performance Objectives</b>	<b>Assessment</b>	<b>Teacher Resources</b>	<b>Standards</b>
Apply word recognition skills.	Identify the meaning of an unfamiliar word through knowledge of root words; identify how the meaning of a word is changed when an affix is added; identify the meaning of a word from the text with an affix.  Define words or phrases from context clues given in explanatory sentences and/or the use of examples within text.	Informal assessments Worksheets Quizzes/tests Student conferences Checklists	Student text Teachers' Edition Teacher created materials Guided reading books Independent reading books Internet web sites Trade books	1.1.5.C
Identify main ideas and relevant details.	Identify stated or implied main ideas and relevant supporting details from the text.	Informal assessments Worksheets Quizzes/tests Student conferences Rubrics DRA test Graphic organizers Response journals	Student text Teachers' Edition Teacher created materials Guided reading books Independent reading books Internet web sites Trade books	1.1.5.G, H
Read a variety of genres and types of text	Read 25 books per year	Reading journals Reading logs Book talks Informal book shares	Novels Internet sites on reading journals Trade books	1.1.5.H

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Unit: Reading/ Learning to Read Independently

Time Line: Year

***BIG Ideas***

Students are able to read independently

<b>Essential Content/ Essential Questions</b>	<b>Performance Objectives</b>	<b>Assessment</b>	<b>Teacher Resources</b>	<b>Standards</b>
Identify and use text organization.	<p>Identify text organization, including sequence, question/answer, comparison/contrast, cause/effect, or problem/solution.</p> <p>Use headings to locate information in a passage, or identify content that would best fit in a specific section of text.</p> <p>Interpret graphics and charts, and make connections between text and the content of graphics and charts</p>	<p>Informal assessments Worksheets Quizzes/tests Student conferences DRA test Graphic organizers</p>	<p>Student text Teachers' Edition Teacher created materials Guided reading books Independent reading books Internet web sites Trade books</p>	1.1.5.D, H
Set a purpose for reading a text	Establish a purpose for reading fiction and non-fiction texts	<p>Informal assessments Worksheets Student conferences DRA test Checklists Self evaluations</p>	<p>Student text Teachers' Edition Teacher created materials Guided reading books Independent reading books Internet web sites Trade books</p>	1.1.5.A, H

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Course Plan  
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Course Name: Grade 4 Communication Arts  
Unit: Reading/ Learning to Read Independently

Time Line: Year

***BIG Ideas***

Students are able to read independently

<b>Essential Content/ Essential Questions</b>	<b>Performance Objectives</b>	<b>Assessment</b>	<b>Teacher Resources</b>	<b>Standards</b>
<p>Demonstrate fluency and comprehension in reading</p>	<p>Read familiar texts aloud with accuracy</p> <p>Self-correct mistakes</p> <p>Use appropriate rhythm, flow, meter, and pronunciation</p> <p>Clarify ideas and understandings through rereading and discussion</p> <p>Make responsible assertions about the ideas from the text by citing evidence</p> <p>Extend ideas found in the text</p>	<p>Informal assessments Worksheets DRA test Student conferences Rubrics Self evaluations Response journals</p>	<p>Student text Teachers' Edition Teacher created materials Guided reading books Independent reading books Internet web sites Trade books</p>	<p>1.1.5.H 1.1.5.G</p>
<p>Selecting appropriate texts</p>	<p>Select texts for a particular purpose using the format of the text as a guide</p>	<p>Informal assessments Student conferences Self evaluations Response journals</p>	<p>Teacher created materials Guided reading books Independent reading books Trade books</p>	<p>1.1.5.B</p>

**Halifax Area School District  
Course Plan  
Grade 4 Communication Arts**

Course Name: Grade 4 Communication Arts

Unit: Reading/ Reading Critically in All Content Areas

Time Line: Year

***BIG Ideas***

Students are able to use reading skills in all academic content areas

<b>Essential Content/ Essential Questions</b>	<b>Performance Objectives</b>	<b>Assessment</b>	<b>Teacher Resources</b>	<b>Standards</b>
Make inferences and draw conclusions based on text.	Make inferences and draw conclusions based on information from text.	Informal assessments Worksheets Quizzes/tests Student conferences DRA test Graphic organizers Response journals	Student text Teachers' Edition Teacher created materials Guided reading books Independent reading books Internet web sites Trade books	1.2.5.A 1.1.5.H
Identify the main idea and relevant details.	Identify stated or implied main ideas and relevant details from text.	Informal assessments Worksheets Quizzes/tests Student conferences DRA test Graphic organizers Response journals	Student text Teachers' Edition Teacher created materials Guided reading books Independent reading books Internet web sites Trade books	1.2.5.A 1.1.5.H
Identify text as informational or persuasive.	Identify text as informational or persuasive based on the author's intended purpose for writing.	Informal assessments Worksheets Quizzes/tests Student conferences DRA test Response journals	Student text Teachers' Edition Teacher created materials Guided reading books Independent reading books Internet web sites Trade books	1.2.5.A 1.1.5.H
Evaluate text organization and content to determine the author's purpose and effectiveness	Evaluate text to determine if the author was effective in his intended purpose for writing	Informal assessments Worksheets Student conferences Graphic organizers Response journals	Student text Teachers' Edition Teacher created materials Guided reading books Independent reading books Internet web sites Trade books	1.2.5.A

Board Approved: July 17, 2006

**Halifax Area School District  
Course Plan  
Grade 4 Communication Arts**

Course Name: Grade 4 Communication Arts

Unit: Reading/ Reading Critically in All Content Areas

Time Line: Year

***BIG Ideas***

Students are able to use reading skills in all academic content areas

<b>Essential Content/ Essential Questions</b>	<b>Performance Objectives</b>	<b>Assessment</b>	<b>Teacher Resources</b>	<b>Standards</b>
Differentiate fact from opinion in text.	Identify statements of fact and opinion in text.	Informal assessments Worksheets Quizzes/tests Student conferences Graphic organizers Response journals	Student text Teachers' Edition Teacher created materials Guided reading books Independent reading books Internet web sites Trade books	1.2.5.A 1.1.5.H
Distinguish between essential and nonessential information within text.	Identify exaggeration where present.	Informal assessments Worksheets Quizzes/tests Student conferences Graphic organizers	Student text Teachers' Edition Teacher created materials Guided reading books Independent reading books Internet web sites Trade books	1.2.5.A 1.1.5.H



**Halifax Area School District  
Course Plan  
Grade 4 Communication Arts**

Course Name: Grade 4 Communication Arts

Unit: Reading/ Reading, Analyzing, and Interpreting Literature

Time Line: Year

***BIG Ideas***

Students understand the structure of the texts they read				
<b>Essential Content/ Essential Questions</b>	<b>Performance Objectives</b>	<b>Assessment</b>	<b>Teacher Resources</b>	<b>Standards</b>
Identify whether a text tells a story or is a poem.	Identify the author's purpose for writing text.  Identify the type of text at a broad level, e.g., fiction.	Informal assessments Worksheets Student conferences Graphic organizers Checklists	Student text Teachers' Edition Teacher created materials Guided reading books Independent reading books Internet web sites Trade books	1.3.5.A
Identify the components of fiction texts.	Identify the following in fiction and literary nonfiction texts:  <u>Character</u>  Identify character actions, motives, dialogue, emotions/feelings, traits, and relationships among characters within fiction or literary nonfiction text.  Identify the relationship between characters and other components of text  <u>Setting</u>  Identify the setting (when or where a story or personal narrative takes place);  <u>Plot</u>  Identify elements of the plot (conflict/problem, sequence of events, cause and effect relationships in the plot, how the problem was solved);	Informal assessments Worksheets Quizzes/tests Student conferences DRA test Graphic organizers Response journals	Student text Teachers' Edition Teacher created materials Guided reading books Independent reading books Internet web sites Trade books	1.3.5.B 1.1.5.H

Board Approved: July 17, 2006

	<p><u>Topic:</u> <b>Identify the topic of literary nonfiction text.</b></p>			
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**Halifax Area School District  
Course Plan  
Grade 4 Communication Arts**

Course Name: Grade 4 Communication Arts

Unit: Reading/ Reading, Analyzing, and Interpreting Literature

Time Line: Year

***BIG Ideas***

<b>Students understand the structure of the texts they read</b>				
<b>Essential Content/ Essential Questions</b>	<b>Performance Objectives</b>	<b>Assessment</b>	<b>Teacher Resources</b>	<b>Standards</b>
Identify the components of nonfiction texts.	<p>Identify the following in nonfiction:</p> <p><u>Text:</u></p> <p><u>Content:</u></p> <p>Identify differing viewpoints in nonfiction text;</p> <p><u>Topic:</u></p> <p>Identify the topic or subtopics in nonfiction text.</p>	Informal assessments Worksheets Quizzes/tests Student conferences DRA test Graphic organizers	Student text Teachers' Edition Teacher created materials Guided reading books Independent reading books Internet web sites Trade books	1.3.5.B 1.1.5.H
Identify sound techniques.	<p>Identify examples of alliteration when the use is both apparent and presumed intentional.</p> <p>Identify lines from a poem where a definite meter is discernable.</p>	Informal assessments Worksheets Quizzes/tests Student conferences Graphic organizers	Student text Teachers' Edition Teacher created materials Guided reading books Independent reading books Internet web sites Trade books	1.3.5.C 1.3.5.D
Identify figurative language in text.	<p>Identify examples of personification in text.</p> <p>Identify examples of similes in text.</p>	Informal assessments Worksheets Quizzes/tests Student conferences Response journals	Student text Teachers' Edition Teacher created materials Guided reading books Independent reading books Internet web sites Trade books	1.3.5.C 1.1.5.H
Respond to all genres of literature	<p>Respond orally or in writing to make connections between the text and other texts, self, and the world.</p>	Informal assessments Worksheets Quizzes/tests Student conferences DRA test	Student text Teachers' Edition Teacher created materials Guided reading books Independent reading books	1.3.5.F 1.1.5.H

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		<b>Practice PSSA prompts</b> <b>Graphic organizers</b> <b>Self evaluations</b> <b>Response journals</b>	<b>Internet web sites</b> <b>Trade books</b>	
<b>Analyze drama</b>	<b>Differentiate between drama used to entertain, persuade, and transmit culture</b>	<b>Informal assessments</b> <b>Student conferences</b> <b>Response journals</b>	<b>Teacher created materials</b> <b>DVD's/Videos</b> <b>Internet web sites</b> <b>Trade books</b>	<b>1.3.5.E</b> <b>1.1.5.H</b>

**Halifax Area School District  
Course Plan  
Grade 4 Communication Arts**

Course Name: Grade 4 Communication Arts  
Unit: Research

Time Line: Year

***BIG Ideas***

Students can locate information on a variety of topics in a variety of ways

<b>Essential Content/ Essential Questions</b>	<b>Performance Objectives</b>	<b>Assessment</b>	<b>Teacher Resources</b>	<b>Standards</b>
Choosing a topic	Select and refine a topic for research	Informal assessments Worksheets Quizzes/tests Student conferences Graphic organizers Self evaluations Rubrics	Writers' Express pages 200-233 Teacher created materials Internet web sites	1.8.5.A
Finding information	Evaluate the usefulness of a source  Use appropriate sources,  Use tables of contents, indices, and appendices to find information  Use both traditional and electronic search tools	Informal assessments Worksheets Quizzes/tests Student conferences Graphic organizers Self evaluations Rubrics	Writers' Express pages 200-233 Teacher created materials Internet web sites	1.8.5.B
Present the research	Take notes using a structured format  Credit sources  Write a report using informational text structure (see writing)	Informal assessments Worksheets Quizzes/tests Student conferences Graphic organizers Self evaluations Peer assessments Rubrics	Writers' Express pages 200-233 Teacher created materials Internet web sites	1.8.5.C

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**Halifax Area School District  
Course Plan  
Grade 4 Communication Arts**

Course Name: Grade 4 Communication Arts

Unit: Speaking and Listening

Time Line: Year

***BIG Ideas***

Students are able to communicate effectively through oral language and listen to and appreciate the ideas and work of others.

<b>Essential Content/ Essential Questions</b>	<b>Performance Objectives</b>	<b>Assessment</b>	<b>Teacher Resources</b>	<b>Standards</b>
Listen to others	Ask good questions  Demonstrate listening behaviors (looking at speaker, taking notes, etc..)	Teacher observation Informal assessment Self evaluations	Internet sources Writers' Express pages 292-293	1.6.5.A
Listen to a selection of literature	Make predictions about what will happen next  Retell the story orally or in writing  Identify and define new words and concepts  Summarize the selection	Informal assessments Worksheets Quizzes/tests Student conferences Practice PSSA prompts Graphic organizers Rubrics Self evaluations	Student text Guided reading books Independent reading books Internet web sites	1.6.5.B
Speak using skills appropriate to formal speech situations.	Use complete sentences  Pronounce words correctly  Use appropriate volume  Pace speech so that it is understandable  Adjust content for different audiences  Speak with a purpose in	Informal assessments Worksheets Quizzes/tests Student conferences Practice PSSA prompts Graphic organizers Rubrics Self evaluations	Writers' Express page 280 Internet resources	1.6.5.C

	<b>mind</b>			
<b>Contribute to discussions</b>	<b>Respond with relevant questions and relevant information or opinions</b>  <b>Listen to and acknowledge contributions of others</b>  <b>Adjust involvement to encourage equitable participation.</b>  <b>Give reasons for opinions</b>  <b>Summarize, if prompted</b>	<b>Informal assessments</b> <b>Rubric</b> <b>Self evaluations</b>	<b>Internet resources</b>	<b>1.6.5.D</b>



**Halifax Area School District  
Course Plan  
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Course Name: Grade 4 Communication Arts

Unit: Speaking and Listening

Time Line: Year

***BIG Ideas***

Students are able to communicate effectively through oral language and listen to and appreciate the ideas and work of others.

<b>Essential Content/ Essential Questions</b>	<b>Performance Objectives</b>	<b>Assessment</b>	<b>Teacher Resources</b>	<b>Standards</b>
Participate in small and large group discussions and presentations	Deliver research reports or book talks  Prepare and present an oral reading  Plan and participate in group presentations	Informal assessments Student conferences Self evaluations Peer assessments Rubrics	Internet resources Teacher created materials	1.6.5.E
Use media for learning purposes	Access information on the Internet  Explain how film can represent either accurate versions or fictional versions of the same event.  Discuss the reliability of information received on the Internet  Explain the role of advertisers in the media  Use a variety of images and sounds to create an effective presentation on a topic	Informal assessments Quizzes/tests Student conferences Graphic organizers Self evaluations Rubrics	Internet resources Videos/DVD's Teacher created materials	1.6.5.F

**Halifax Area School District  
Course Plan  
Grade 4 Communication Arts**

Course Name: Grade 4 Communication Arts  
Unit: Writing/Types of Writing

Time Line: Year

***BIG Ideas***

Students are able to write in various genre.

<b>Essential Content/ Essential Questions</b>	<b>Performance Objectives</b>	<b>Assessment</b>	<b>Teacher Resources</b>	<b>Standards</b>
Poems, plays, multi-paragraph stories	Include detailed descriptions of people, places, and things.  Use relevant illustrations  Apply literary conflict  Include literary elements (see standard 1.3.5.C)  Include literary devices (see standard 1.3.5.C)	Specific rubric for this type of writing added on to the general fourth grade writing rubric Student conferences Self evaluations	Writer's Express "Writing Poems, Plays and Songs" pages 176-197 Writer's Express "Writing Personal Narratives" pages 110-115 Writer's Express "Writing Realistic stories" pages 164-169 Writer's Express "Writing Fantasies" pages 153-159	1.4.5.A 1.2.5.C

<b>Informational writing</b>	<b>Write multi-paragraph pieces</b>  <b>Use relevant graphics (e.g., maps, charts, graphs, tables, illustrations, photographs)</b>  <b>Include cause and effect</b>  <b>Develop a problem and solution when appropriate to the topic</b>	<b>Specific rubric for this type of writing added on to the general fourth grade writing rubric</b> <b>Student conferences</b> <b>Self evaluations</b>	<b>Writer's Express "Writing Paragraphs" pages 59-71</b> <b>Writer's Express "Writing Essays" pages 72-77</b>	<b>1.4.5.B</b>
<b>Persuasive writing</b>	<b>Clearly state position</b>  <b>Include supporting details for stated opinion</b>  <b>Cite sources when necessary</b>	<b>Specific rubric for this type of writing added on to the general fourth grade writing rubric</b> <b>Student conferences</b> <b>Self evaluations</b>	<b>Writer's Express "Persuasive Paragraph" page 64</b>	<b>1.4.5.C</b>

**Halifax Area School District  
Course Plan  
Grade 4 Communication Arts**

Course Name: Grade 4 Communication Arts

Unit: Writing Quality of writing

Time Line: Year

***BIG Ideas***

Students are able to create quality writing projects

<b>Essential Content/ Essential Questions</b>	<b>Performance Objectives</b>	<b>Assessment</b>	<b>Teacher Resources</b>	<b>Standards</b>
Focus	Focus on a narrow topic  Use specific details	Writing samples Fourth Grade writing rubric Practice worksheets Checklists Self evaluations	Writers' Express pages 31-32 and page 13 Teacher created materials Internet web sites	1.5.5.A
Content	Write paragraphs that have a topic sentence and supporting details  Gather, organize, and select the most effective information appropriate for the topic, task, and audience	Writing samples Fourth Grade writing rubric Practice worksheets Checklists Self evaluations	Writer's Express "Writing Paragraphs" pages 59-71 Teacher created materials Internet web sites	1.5.5.B
Organization	Use transition words  Organize details logically (time order, by subject, etc..)  Include introduction, body, and conclusion	Writing samples Fourth Grade writing rubric Practice worksheets Checklists Self evaluations	in Writers' Express page 69 —Transition word list Writers' Express page 68—Putting Things in Order Writers' Express—specific sections on types of writing show good introductions and conclusions Teacher created materials Internet web sites	1.5.5.C
Style	Use complete sentences.  Use a variety of sentence lengths, types and beginnings.  Use descriptive adjectives, action verbs and adverbs.	Writing samples Fourth Grade writing rubric Practice worksheets Checklists Self evaluations	Writers' Express pages 86-93 Teacher created materials Internet web sites	1.5.5.D

**Halifax Area School District  
Course Plan  
Grade 4 Communication Arts**

Course Name: Grade 4 Communication Arts

Unit: Writing Quality of writing

Time Line: Year

***BIG Ideas***

Students are able to create quality writing projects

<b>Essential Content/ Essential Questions</b>	<b>Performance Objectives</b>	<b>Assessment</b>	<b>Teacher Resources</b>	<b>Standards</b>
Revising	Add, remove, move, or substitute words or ideas to improve organization.	Writing samples Student conferences Checklists Self evaluations	Writers' Express pages 37-41 Teacher created materials Internet web sites	1.5.5.E
Editing	<p>Capitalize where appropriate</p> <p>Use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions, and interjections properly</p> <p>Punctuate correctly using periods, commas, quotation marks, question marks, exclamation points, and apostrophes.</p> <p>Spell priority and other important story words correctly.</p> <p>Use complete sentences (simple, compound, declarative, interrogative, exclamatory, and imperative)</p>	Writing samples Student conferences Fourth Grade writing rubric Checklists Self evaluations	Writers' Express pages 50-53 Teacher created materials Internet web sites Daily language practice	1.5.5.F
Publishing	Incorporate changes made during the revising and editing process to publish a piece of writing.	Writing samples Fourth Grade writing rubric Specific genre rubric Checklists Self evaluations	Teacher created materials Internet web sites	1.5.5.G

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