

Camp Hill School District Planned Course Document Cover Page

Subject: ELA Grade Level(s): 4th

Development/Revision Date: June/July 2021 _____

“The Camp Hill School Community strives to prepare every student with the skills and knowledge necessary to thrive in a global society.”



CAMP HILL SCHOOL DISTRICT

Reading Standards for Literature

Big Ideas:

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.
7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
10. Read and comprehend complex literary and informational texts independently and proficiently.

<u>Essential Question</u>	<u>Focus for Instruction</u> (What students should be able to do?) (STANDARD)	Essential Vocabulary	<u>Planned Learning Experiences and Instructional Strategies</u> (How will you adjust instruction to meet the needs of diverse learners?)	<u>Assessments</u> (How will you know if students have learned? List Summative [S], Formative [F], Benchmark [B], Diagnostic [D])	<u>Technology, Materials and Resources</u>	Suggested Timeframe (If applicable)
1: How does using evidence while reading assist the reader in understanding the text, including when we are drawing conclusions?	1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	1: Synthesize Analyze Connect Infer Interpret Context clues	1: Read Aloud- Use Think Aloud strategy to model orally Shared Reading – oral (discussion) Graphic Organizers provided by Storyworks after reading text whole group	1: Quizzes Comprehension questions (Formal and Informal) PSSAs TDA Writing Prompts	1: Scholastic Literacy Place Storyworks TDA bookmarks Guided Reading Novels	1: All year

			<p>Guided Reading- oral (discussion) or written (graphic organizer) response to teacher initiated questions citing evidence from text; culminating projects</p> <p>Independent Reading- student reading journal to respond to prompt citing evidence from text</p>			
<p>2:</p> <p>What is the author trying to tell us? How do I know?</p>	<p>2:</p> <p>Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p>	<p>2:</p> <p>Infer Summarize Context clues Interpret Draw conclusions</p>	<p>2:</p> <p>Read Aloud- Use Think Aloud strategy to model orally; Students respond orally to teacher questions</p> <p>Shared Reading – Graphic Organizers provided by Storyworks after reading text whole group</p> <p>Guided Reading – Oral (discussion) and written</p>	<p>2:</p> <p>Guided Reading Performance assessments; Comprehension questions (Formal and Informal)</p>	<p>2:</p> <p>Storyworks Scholastic Literacy Place Guided Reading Novels</p>	<p>2:</p> <p>All year</p>
<p>3:</p> <p>Why is knowing the character traits of the main characters important in understanding the story?</p> <p>How can we use clues the author gives to determine the character traits of the main characters?</p> <p>Why does knowing where and when the</p>	<p>3:</p> <p>Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).</p>	<p>3:</p> <p>Context clues Theme Compare/ Contrast Setting Relate Recognize</p>	<p>3:</p> <p>Read Aloud- Use Think Aloud strategy to model orally</p> <p>Shared Reading – oral (discussion) Graphic Organizers provided by Storyworks after reading text whole group</p> <p>Guided Reading- oral (discussion) or written (graphic organizer) response to teacher initiated questions citing</p>	<p>3:</p> <p>Guided Reading Performance assessments; Comprehension Questions (Formal and Informal)</p>	<p>3:</p> <p>Scholastic Literacy Place Women's History Unit Black History Unit Storyworks Character Trait handout</p>	<p>3:</p> <p>All year</p>

story takes place help us understand the theme and events?			evidence from text; culminating projects Independent Reading- student reading journal to respond to prompt citing evidence from text		Guided Reading Novels	
4: How do authors use figurative language to make their reading more interesting?	4: Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).	4: Simile Metaphor Personification Alliteration Hyperbole Onomatopoeia Allusion Idiom	4: Read Aloud- Use Think Aloud strategy to model orally Shared Reading – Graphic Organizers provided by Storyworks after reading text whole group Guided Reading- oral (discussion) and written	4: Written Responses Informal Discussion Guided Reading response journals	4: Storyworks Figurative language posters Hercules story Guided Reading Novels	4: All year
5: How do texts differ and how should I read different types of texts? How do authors use different sound techniques in different text structures?	5: Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.	5: Differentiate Paired Text Interpret Compare/ Contrast Classify	5: Read Aloud- Use Think Aloud strategy to model orally; Include poetry and informal discussion Shared Reading – oral (discussion) provided by Storyworks before, during and after reading text whole group Guided Reading- reading of poetry and drama; oral (discussion) and Reader's Theater	5: Storyworks assessments Class Discussion Writing Guided Reading responses	5: Paired texts from Storyworks Reading texts about two famous people and comparing and contrasting them Guided Reading Novels	5: All year
6: How will knowing the point of view help us understand the story?	6: Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person	6: First Person Third Person Compare/ Contrast	6: Read Aloud- Use Think Aloud strategy to model orally Shared Reading – Graphic Organizers provided by Storyworks	6: Quizzes TDA (Text Dependent Analysis) Writing Prompts Guided Reading Informal Discussion	6: Storyworks Guided Reading Novels	6: All year

	narrations.		after reading text whole group Guided Reading - oral (discussion) and written	Storyworks assessments		
7: How does an author use descriptive language to help a reader visualize a movie or picture in their mind?	7: Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	7: Figurative Language Connection	7: Read Aloud - Use Think Aloud strategy to model orally Shared Reading – Oral (discussion) before, during and after reading text whole group Guided Reading - oral (discussion) or written response to teacher initiated questions citing evidence from text; Culminating projects Independent Reading - student reading journal to respond to prompt citing evidence from text	7: Storyworks and Guided Reading Informal Discussions; Storyworks assessments Guided Reading written response	7: Storyworks Guided Reading Novels	7: All Year
8: N/A	8: N/A	8: N/A	8: N/A	8: N/A	8: N/A	8: N/A
9: How do stories from different times and cultures compare and contrast?	9: Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature	9: Compare/ Contrast	9: Read Aloud - Use Think Aloud strategy to model orally Shared Reading – Oral discussion before, during and after reading text whole group	9: Storyworks assessments	9: Storyworks Story A-Z Women's History Unit Black History Unit	9: All year
10: What do good readers do to understand different types of literature?	10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band	10: Genre Realistic Fiction Historical Fiction Fantasy Fiction Non-Fiction	10: Read Aloud - Use Think Aloud strategy to model orally Shared Reading - Use Storyworks magazine to read fiction, non-fiction,	10: Storyworks assessments Guided reading written responses	10: Storyworks Seesaw activities Guided reading novels	10: All year

	proficiently, with scaffolding as needed at the high end of the range.		readers theatre, and poems Guided Reading- Fiction, Realistic Fiction, Fantasy, Historical Fiction, and Non-Fiction chapter books Independent Reading- student reading journal to respond to prompt citing evidence from text			
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CAMP HILL SCHOOL DISTRICT
Reading Standards for Informational Text

Big Ideas:

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.
7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
10. Read and comprehend complex literary and informational texts independently and proficiently.

<u>Essential Question</u>	<u>Focus for Instruction</u> (What students should be able to do?) (STANDARD)	Essential Vocabulary	<u>Planned Learning Experiences and Instructional Strategies</u> (How will you adjust instruction to meet the needs of diverse learners?)	<u>Assessments</u> (How will you know if students have learned? List Summative [S], Formative [F], Benchmark [B], Diagnostic [D])	<u>Technology, Materials and Resources</u>	Suggested Timeframe (If applicable)
1: How does using evidence while reading assist the reader in understanding the text, including when we are drawing conclusions?	1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	1: Draw Conclusions Explicit Implicit Inferencing	1: Shared Reading – oral (discussion) Graphic Organizers provided by Storyworks after reading text whole group Guided Reading - oral (discussion) or written response to teacher initiated questions citing evidence from text; Independent Reading - student reading journal to respond to prompt citing evidence from text	1: Written Response for Storyworks story PSSA style writing prompts for guided reading; Comprehension questions (Formal and Informal) PSSAs	1: Scholastic Literacy Place Storyworks	1: All year
2: What is the main idea of the story and what evidence supports the	2: Determine the main idea of a text and explain how it is	2: Main Idea Summarize	2: Shared Reading – oral (discussion) Graphic Organizers provided by	2: Guided Reading written responses	2: Storyworks	2: All year

summary of the main idea?	supported by key details; summarize the text.		Storyworks after reading text whole group Guided Reading - oral (discussion) or written response to teacher initiated questions citing evidence from text; Independent Reading - student reading journal to respond to prompt citing evidence from text	Storyworks assessments	Scholastic Literacy Book	
3: How does using evidence from the text develop the summary and assist the reader in understanding what happened and why?	3: Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	3: Cite Evidence Text Evidence Analysis Prove	3: Shared Reading – oral (discussion) Graphic Organizers provided by Scholastic Literacy Place after reading text whole group Guided Reading - oral (discussion) or written response to teacher initiated questions citing evidence from text; Independent Reading - student reading journal to respond to prompt citing evidence from text	3: Storyworks Assessments PSSA style prompts Guided Reading written responses	3: Storyworks TDA bookmark	3: All year
4: How can we use context clues to determine the meaning of unknown words or phrases?	4: Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i> .	4: Context Clues Academic Vocab Words	4: Shared Reading – oral (discussion) Graphic Organizers provided by Storyworks after reading text whole group Guided Reading - oral (discussion) or written response to teacher initiated vocabulary	4: Guided Reading Informal Discussion Guided Reading written responses Academic Vocabulary Assessments	4: Storyworks Academic Vocabulary slideshow	4: All year
5: How does the organization and the	5: Describe the overall structure (e.g.,	5: Cause/Effect Problem/solution	5: Shared Reading – oral (discussion) Graphic	5: Storyworks Assessments	5: Storyworks	5: All year

formatting of the text help the reader to understand the text?	chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.		Organizers provided by Storyworks after reading text whole group Guided Reading - oral (discussion) or written response to teacher initiated vocabulary			
6: How and why is nonfiction presented from different points of view?	6: Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	6: First Person Third Person Point of View	6: Shared Reading – oral (discussion) before, during and after reading Storyworks text whole group. Use paired texts or poems	6: PSSA style writing prompt Storyworks assessment Social Studies Informal Discussions	6: Pennsylvania: Our People, Places, and Past Storyworks	6: All year
7: How do readers interpret reader’s aids and make connections between texts?	7: Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	7: Graphic organizer Graphs Timeline Diagrams	7: Shared Reading – oral (discussion) before, during and after Storyworks articles and Social Studies reading	7: Storyworks assessment Social Studies Informal Discussions	7 Pennsylvania: Our People, Places, and Past Storyworks Text Features notebook	7: All year
8: What is the author saying and how do you know?	8: Explain how an author uses reasons and evidence to support particular points in a text.	8: Text evidence Analysis	8: Shared Reading – oral (discussion) before, during and after Storyworks and Social Studies/Science reading	8: Storyworks Assessments PSSA writing prompts Social Studies/Science Informal Discussions	8: Storyworks Pennsylvania: Our People, Places, and Past Science Textbooks	8: All year
9:	9: Integrate information	9: Paired texts	9: Independent Reading –	9: Extended Written Products	9: Storyworks	9:

How do I combine information from several resources and present the information?	from two texts on the same topic in order to write or speak about the subject knowledgeably.		Students reading teacher chooses materials and creates an extended written product	Genius Hour		All year
10: What do good readers do to understand different types of informational texts?	10: By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	10: Text evidence Analysis	10: Shared Reading- oral (discussion) before, during and after reading Storyworks or Textbooks Guided Reading- oral (discussion) or written response to teacher initiated vocabulary Independent Reading- student reading journal to respond to prompt citing evidence from text	10: Acadience PSSAs	10: Pennsylvania: Our People, Places, and Past Storyworks Science Textbooks	10: All year



CAMP HILL SCHOOL DISTRICT Reading Standards for Foundational Skills

Big Ideas:

1. Phonics & Word Recognition
2. Fluency

<u>Essential Question</u>	<u>Focus for Instruction</u> (What students should be able to do?) (STANDARD)	Essential Vocabulary	<u>Planned Learning Experiences and Instructional Strategies</u> (How will you adjust instruction to meet the needs of diverse learners?)	<u>Assessments</u> (How will you know if students have learned? List Summative [S], Formative [F], Benchmark [B], Diagnostic [D])	<u>Technology, Materials and Resources</u>	Suggested Timeframe (If applicable)
1: What strategies do we use to read unknown words?	1: Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots	1: Root Prefix Suffix Syllable	1: Shared Reading – oral (discussion) Graphic Organizers provided by Storyworks after reading text whole group Word Study - Learn a grammar skill and apply it to words. Be able to read and spell words correctly Guided Reading - oral (discussion)	1: Word Study weekly tests Guided Reading Informal Discussions and Formal Written Responses	1: Word study lesson and packet Multisyllabic Routine	1: All year

	and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.					
2: What does a good reader sound like?	<p>2: Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding.</p> <p>b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition.</p>	<p>2: Fluency Accuracy</p>	<p>2: Read Aloud- Use Think Aloud strategy to model orally Shared Reading – oral (discussion) during reading text whole group Guided Reading- oral (discussion) Independent Reading- Reading Calendars</p>	<p>2: Acadience</p> <p>Each marking period there is a fluency passage check</p>	<p>2: Pennsylvania: Our People, Places and Past Selected Poetry Storyworks Acadience passages</p>	<p>2: All year</p>



CAMP HILL SCHOOL DISTRICT

Writing

Big Ideas:

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using elective technique, well-chosen details, and well-structured event sequences.
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

<u>Essential Question</u>	<u>Focus for Instruction</u> (What students should be able to do?) (STANDARD)	Essential Vocabulary	<u>Planned Learning Experiences and Instructional Strategies</u> (How will you adjust instruction to meet the needs of diverse learners?)	<u>Assessments</u> (How will you know if students have learned? List Summative [S], Formative [F], Benchmark [B], Diagnostic [D])	<u>Technology, Materials and Resources</u>	Suggested Timeframe (If applicable)
<p>1: How do we persuade our audience to understand our point of view and think or act in a certain way?</p>	<p>1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.</p> <p>b. Provide reasons that are supported by facts and details.</p> <p>c. Link opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i>).</p> <p>d. Provide a concluding statement or section related to the opinion presented.</p>	<p>1: Graphic organizer Transition words</p>	<p>1: Demonstration – model format and expectations to include introduction/conclusion, transition words and 5 paragraph format Shared Demonstration – group evaluation of sample papers to show poor/quality writing pieces, group brainstorming, create group graphic organizers and writing samples Guided Practice – peer and teacher conferencing Independent Practice – independent writing</p>	<p>1: Grade specific persuasive writing piece/project</p>	<p>1: -4th grade persuasive writing rubric</p> <p>-Graphic organizers</p> <p>-Collins Writing</p>	<p>1: All year</p>
<p>2: How do we clearly inform our audience about a chosen topic or idea?</p>	<p>2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic clearly and group related information in paragraphs and</p>	<p>2: Graphic organizer Transition words</p>	<p>2: Demonstration – model format and expectations to include introduction/conclusion, transition words and 5 paragraph format Shared Demonstration– group evaluation of sample papers to show poor/quality writing</p>	<p>2: Grade specific informational writing piece/project</p>	<p>2: -4th grade informational writing rubric</p> <p>-Graphic organizers</p> <p>- Collins Writing</p>	<p>2: All year</p>

	<p>sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>c. Link ideas within categories of information using words and phrases (e.g., <i>another</i>, <i>for example</i>, <i>also</i>, <i>because</i>).</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Provide a concluding statement or section related to the information or explanation presented.</p>		<p>pieces, group brainstorming, create group graphic organizers and writing samples</p> <p>Guided Practice – peer and teacher conferencing</p> <p>Independent Practice – independent writing</p>			
<p>3:</p> <p>How do we develop a story so the audience can be entertained through the characters, setting and plot?</p>	<p>3:</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. Orient the reader by</p>	<p>3:</p> <p>Transition words Vocabulary Figurative Language</p>	<p>3:</p> <p>Demonstration – model format and expectations to include beginning, middle and end, dialogue, transitional words, sequencing, word/sentence elaboration</p>	<p>3:</p> <p>Grade specific narrative writing piece/ project</p>	<p>3:</p> <p>-4th grade narrative writing rubric</p> <p>-Graphic organizers</p> <p>- Collins Writing</p>	<p>3:</p> <p>All year</p>

	<p>establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p> <p>c. Use a variety of transitional words and phrases to manage the sequence of events.</p> <p>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p>		<p>Shared Demonstration – group evaluation of sample papers to show poor/quality writing pieces, group brainstorming, create group graphic organizers and writing samples</p> <p>Guided Practice – peer and teacher conferencing</p> <p>Independent Practice – independent writing</p>			
<p>4: How do we develop and organize our ideas to match the purpose of the writing topic?</p>	<p>4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	<p>4: Graphic Organizers</p>	<p>4: Demonstration – model format and expectations Shared Demonstration– group evaluation of anchor papers, group brainstorming, create group graphic organizers and writing samples Guided Practice – peer and teacher conferencing Independent Practice – independent writing</p>	<p>4: Grade level specific writing piece/project</p>	<p>4: 4th grade writing rubrics, Collins Writing</p>	<p>4: All year</p>
<p>5:</p>	<p>5: With guidance and support from peers and</p>	<p>5: Graphic Organizers</p>	<p>5: Demonstration – model format and expectations</p>	<p>5: Grade level specific writing piece/project</p>	<p>5:</p>	<p>5: All year</p>

<p>How do we strengthen our writing by using the writing process?</p>	<p>adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4 on pages 28 and 29.)</p>		<p>Shared Demonstration– group evaluation of anchor papers, group brainstorming, create group graphic organizers and writing samples Guided Practice – peer and teacher conferencing Independent Practice – independent writing</p>		<p>4th grade writing rubrics, Collins Writing</p>	
<p>6: How do we publish and share our writing?</p>	<p>6: With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p>	<p>6: Self edit Peer edit Revise</p>	<p>6: Demonstration – model format and expectations Shared Demonstration – group evaluation of anchor papers, group brainstorming, create group graphic organizers and writing samples, share final products Guided Practice – peer and teacher conferencing Independent Practice – Independent writing, “Custom Typing” (online typing skill building website)</p>	<p>6: Grade level specific writing piece/project</p>	<p>6: -4th grade writing rubrics -Collins Writing - Macbook cart</p>	<p>6: All year</p>
<p>7: Using a variety of sources, how do we find and present information on a specific topic?</p>	<p>7: Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p>	<p>7: Research Safe sites</p>	<p>7: Demonstration – model format and expectations to include finding and citing sources, summarizing and paraphrasing information, taking notes while researching, organizing information into an outline, and using</p>	<p>7: Grade level specific research writing piece/project</p>	<p>7: -4th grade writing rubrics and graphic organizers -Collins Writing -Research sources</p>	<p>7: All year</p>

			<p>text evidence to analyze and reflect</p> <p>Shared Demonstration– group evaluation of sample projects, group brainstorming, share final products</p> <p>Guided Practice – teacher conferencing</p> <p>Independent Practice – independent writing</p>			
<p>8:</p> <p>How do we summarize and paraphrase information while giving credit to the source?</p>	<p>8:</p> <p>Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p>	<p>8:</p> <p>Prior Knowledge Bibliography</p>	<p>8:</p> <p>Demonstration – model format and expectations to include finding and citing sources, summarizing and paraphrasing information, taking notes while researching, organizing information into an outline, and using text evidence to analyze and reflect</p> <p>Shared Demonstration– group evaluation of sample projects, group brainstorming, share final products</p> <p>Guided Practice – teacher conferencing</p> <p>Independent Practice – independent writing</p>	<p>8:</p> <p>Grade level specific research writing piece/project</p>	<p>8:</p> <p>-4th grade writing rubrics and graphic organizers -Collins Writing -Research sources</p>	<p>8:</p> <p>All year</p>
<p>9:</p> <p>How do we support our opinions or explanations using text evidence?</p>	<p>9:</p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply <i>grade 4</i></p>	<p>9:</p> <p>Text evidence Analysis</p>	<p>9:</p> <p>Demonstration – model format and expectations to include finding and citing sources, summarizing and paraphrasing information, taking notes</p>	<p>9:</p> <p>PSSA style Reading prompts</p>	<p>9:</p> <p>PSSA reading rubric</p>	<p>9:</p> <p>All year</p>

	<p><i>Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).</i></p> <p>b. Apply <i>grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).</i></p>		<p>while researching, organizing information into an outline, and using text evidence to analyze and reflect</p> <p>Shared Demonstration – group evaluation of sample projects, group brainstorming, share final products</p> <p>Guided Practice – teacher conferencing</p> <p>Independent Practice – independent writing</p>			
<p>10: How do good writers match their writing to the task being asked?</p>	<p>10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>10: -Self edit -Peer edit -Revise</p>	<p>10: Demonstration – model format and expectations Shared Demonstration – group evaluation of sample projects, group brainstorming, share final products Guided Practice – teacher conferencing Independent Practice – independent writing</p>	<p>10: -Grade level specific writing piece/ project/ prompt -Guided reading responses -PSSA Writing and Reading Prompts</p>	<p>10: -Grade level rubric or project specific checklist/rubric -Graphic organizers -Collins Writing</p>	<p>10: All year</p>



CAMP HILL SCHOOL DISTRICT

Speaking and Listening

Big Ideas:

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence in rhetoric.
4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

<u>Essential Question</u>	<u>Focus for Instruction</u> (What students should be able to do?) (STANDARD)	<u>Essential Vocabulary</u>	<u>Planned Learning Experiences and Instructional Strategies</u> (How will you adjust instruction to meet the needs of diverse learners?)	<u>Assessments</u> (How will you know if students have learned? List Summative [S], Formative [F], Benchmark [B], Diagnostic [D])	<u>Technology, Materials and Resources</u>	<u>Suggested Timeframe</u> (If applicable)
1: How do we effectively participate in a conversation?	1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners	1: Voice level Eye contact Raising hand Partners	1: Demonstration – Model and provide clear expectations to include preparation and etiquette of conversational skills	1: Informal observation	1: -Writing textbook -Teacher Created Materials -Collins Writing -Storyworks	1: All year

	<p>on <i>grade topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p> <p>d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p>		<p>Shared Demonstration and Guided Practice– Discussions in a class setting</p> <p>Independent Practice – Application of skills to daily conversations</p>			
<p>2: How do we give a verbal summary of information?</p>	<p>2: Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>2: Diagrams Graphic organizers Discussion</p>	<p>2: Demonstration – Model and provide clear expectations Shared Demonstration and Guided Practice– Discussions in a class setting</p>	<p>2: Informal observation</p>	<p>2: -Writing textbook -Teacher Created Materials -Collins Writing -Storyworks</p>	<p>2: All year</p>

			Independent Practice – Application of skills to daily conversations			
3: How do we give a verbal summary of information?	3: Identify the reasons and evidence a speaker provides to support particular points	3: Diagrams Graphic organizers Discussion	3: Demonstration – Model and provide clear expectations Shared Demonstration and Guided Practice – Discussions in a class setting Independent Practice – Application of skills to daily conversations	3: Informal observation	3: -Writing textbook -Teacher Created Materials -Collins Writing -Storyworks	3: All year
4: How does a speaker effectively prepare and present ideas to an audience?	4: Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	4: Diagrams Graphic organizers Discussion	4: Demonstration – Model and demonstrate; provide clear expectations including use of visual aides Shared Demonstration and Guided Practice – Group discussion of samples Independent Practice – Application of skills to an independent creation of an speech with visual aides	4: Speech following a rubric	4: -Collins Writing -Teacher Created Materials -Storyworks	4: All year
5: Why would we want to create an audio recording with visuals? How does a storyteller effectively keep their audience’s attention?	5: Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.	5: Inflection Tone	5: Demonstration – Model and demonstrate an audio/visual story; provide clear expectations including use of technology Shared Demonstration and Guided Practice – Partner creation of an audio/visual story	5: Composition of an audio/visual story following a rubric	5: -Audio Recorder -PowerPoint -SmartBoard -Macbook/IPad	5: All year

			Independent Practice – Application of skills to an independent creation of an audio/visual story			
6: How do we effectively participate in a conversation?	6: Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 on pages 28 and 29 for specific expectations.)	6: Inflection Tone	6: Demonstration – Model and provide clear expectations to include preparation and etiquette of conversational skills Shared Demonstration and Guided Practice – Discussions in a class setting Independent Practice – Application of skills to daily conversations	6: Informal Observation	6: -Collins Writing -Teacher Created Materials	6: All year