

Language Arts: Grade Four

Adams County/Ohio Valley
Course of Study

Content Standard: Phonemic Awareness, Word Recognition and Fluency			
Proficiency Test Alignment:			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
<i>Fluency continues to develop past the primary grades. Readers increase their rate of oral reading to near conversational pace. They show by their appropriate use of pauses, pitch, stress and intonation that they are reading in clauses and sentence units to support comprehension. They gain control over a wider, complex sight vocabulary and over longer syntactic structures, so that they are able to read progressively more demanding texts with greater ease. Silent reading becomes considerably faster than oral reading and becomes the preferred, more efficient way to process everyday texts.</i>			

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Content Standard: Acquisition of Vocabulary			
Proficiency Test Alignment: # 4, 14 <i>Contextual Understanding</i>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
1. Determine the meaning of unknown words by using a variety of context clues, including word, sentence and paragraph clues.	1. Distinguish words in crossword puzzles, word searches, jumbles, activity sheets, visual aids. 2. Teacher will read aloud books eliciting the meaning of unknown words through the context.	1. OPT for Success – Kamico Instructional Media Pg. 53-63; (Developmental Book) Pg. 157-169 2 A. Read Aloud Books and adopted basal text 2 B. Crossword puzzles, word searches (teacher – made or computer generated).	1. OPT Assessment book. 2. Teacher observation through guided reading group.

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Content Standard: Acquisition of Vocabulary			
Proficiency Test Alignment: # 4, 14 <i>Contextual Understanding</i>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
2. Use context clues to determine the meaning of synonyms, antonyms, homophones, homonyms and homographs.	1. Students will create sentences using teacher list of synonyms, antonyms, etc. 2. Students will compile personal dictionaries, charts, etc.	Writer's Express Handbook Pg. 402-411	Student written sentences from teacher generated word list. Writer's Express Program Guide Pg. 384 Daily Oral Vocabulary Book Teacher made test Student writing samples

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Content Standard: Acquisition of Vocabulary			
Proficiency Test Alignment: 4, 14 <i>Conceptual Understanding</i>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
3. Recognize the difference between the meanings of connotation and denotation.	1. Mini Lesson to define connotation and denotation. 2. Chart words as connotation and denotation as appropriate 3. Through classroom discussion, and read alouds- students will discriminate differences between connotation and denotation. .	1. Pg. 300 in Academic Standards Book (Definition of connotation and denotation given) 2. Thesaurus Dictionary 3. Teacher Read Alouds and adopted basal text.	Teacher observation

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Proficiency Test Alignment: 4, 14 <i>Conceptual Understanding</i>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
4. Identify and apply the meaning of the terms synonym, antonym, homophone and homograph.	<ol style="list-style-type: none"> 1. Mini lesson on terms. 2. Word Charts 3. Given a passage and teacher made list of words, students will generate a list of synonyms, antonyms, homophones and homographs. 	<ol style="list-style-type: none"> 1. Writer's Express Pg. 290-293, 402-411 2. Content Reading 3. Dictionary, Thesaurus 	<p>3 A. Student work:</p> <ul style="list-style-type: none"> • matching • using in sentences • explaining/defining terns <p>3 B. Writer's Express Program Guide Pg. 255, 384, 385</p>

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Proficiency Test Alignment: 4, 14 <i>Conceptual Understanding</i>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
5. Identify and understand new uses of words and phrases in text, such as similes and metaphors.	<p>1. Students will categorize similes and metaphors from printed text including poetry.</p> <p>2. Identify and discriminate similes and metaphors in the given text through charts and journals.</p> <p>Author Study: Polacco- <u>Thank You, Mr. Falker</u></p> <p>Phrase used to determine theme</p> <p>Visit Patricia Polacco's Website</p>	<p>1. Poetry Anthology</p> <p>2. Writer's Express Handbook Pg. 126-127, 241; 245, 252</p> <p>3. Adopted basal text</p> <p>4. Article by Patricia Polacco</p> <p>Appalachia Study Proficiency Task Cards</p>	<p>Charts and Journals</p> <p>Student Illustrations</p> <p>Writer's Express Program Guide Pg. 125</p> <p>Explain: "And he reached into the lonely darkness and brought me into the sunlight...sat me upon a shoot star..."</p> <p>Agee, Rylant phrases-define meaning</p>

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Content Standard: Acquisition of Vocabulary			
Proficiency Test Alignment: 4, 14 <i>Structural Understanding</i>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
6. Identify word origins to determine the meaning of unknown words and phrases.	1. Teachers will model and demonstrate mini-lessons in which the students explain unknown words by identifying common word origins.	1 A Dictionary 1 B Guiding Readers and Writers, Chapter 22, 1 C Writer's Express Pg. 294-304	Teacher observation in Guided Reading Groups. Skill Sheet

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Content Standard: Acquisition of Vocabulary			
Proficiency Test Alignment: 4, 14 <i>Structural Understanding</i>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
7. Identify the meanings of prefixes, suffixes and roots and their various forms to determine the meanings of words.	1. Mini-lesson on root words 2. Given a phrase containing root words with prefixes and suffixes, students will correctly identify meaning of phrase. Ex: re-writing your paper = to write over. 3. Students will write root words with suffixes and prefixes.	1. Writers Express Teacher’s Guide 2. Writer’s Express Handbook Pg. 294-304 3 A. Writer’s Express Program Guide Pg. 256 3 B. Writer’s Express Program Guide Pg. 382	1. Writers Express Teacher’s Guide Pg. 244 2. Daily Oral Language Book. 3. Writer’s Express Program Guide Worksheet Pg. 382

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Content Standard: Acquisition of Vocabulary			
Proficiency Test Alignment: 4, 14 <i>Tools and Resources</i>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
8. Identify the meanings of abbreviations.	1. Mini-lesson on abbreviations. 2. Students will identify abbreviations in a sentence.	1. A. Writer's Express Program Guide. Pg. 514 1. B Writer's Express Handbook Pg. 396-397 2. Daily Oral Language Book	1. Writers Express Program Guide Pg. 371 2. Daily Oral Language Sentences

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Content Standard: Acquisition of Vocabulary			
Proficiency Test Alignment: 4, 14 <i>Tools and Resources</i>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
9. Determine the meanings and pronunciations of unknown words by using dictionaries, glossaries, technology and textual features, such as definitional footnotes or sidebars.	1. Select the important words in a passage and define by using dictionary and/or glossaries.	1. Content Area Reading 2. Dictionaries 3. Internet Resources 4. Classroom Software 5. Adopted basal text	1. Content Area Tests 2. Vocabulary Tests

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Content Standard: Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies			
Proficiency Test Alignment: 5, 16 <i>Comprehension Strategies</i>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
1. Establish and adjust purposes for reading, including to find out, to understand, to interpret, to enjoy and to solve problems.	1. Student self select Accelerated Reader books and take tests with 80% comprehension. 2. Mini Lesson - Classroom discussion to establish different purposes for reading (e.g. pleasure, finding information, solving problems) 3. Daily sustained silent reading 4. Teacher reads short passage and students identify author's purpose. Read aloud Complete Topic Map Use: Double Entry Journal Structured Indexing Reflective Chart Collaborative Talk In an unstructured format, students discuss a work of literature in order to clarify	1. Accelerated Reader Books Computer 2. Content Area Textbooks Newspapers 3. Tradebooks 4. Read alouds: <u>The Wednesday Surprise</u>	1. A.R. Tests 2. Student work identify author's purpose for text. 4. Skill sheet identifying author's purpose.

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Proficiency Test Alignment: 5, 16 <i>Comprehension Strategies</i>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
Continued from page 11.	<p>meaning. This strategy works well after the text has been read and allows participants to learn from and relate to others through the text.</p> <p>Grand Conversation A group leader encourages students to join in a discussion of the text. The leader records topics and issues discussed. At the conclusion of the grand conversation, the leader looks for any patterns that appear in the recorded responses and reports them to the group. This strategy encourages shared responses, expansion, inquiry, and exploration of the text. The leader's role is to facilitate and encourage comments to a higher level of thinking. The teacher may begin: "What did you think of the story?" Teacher probes; students contribute. Everyone's contributions are accepted. The discussion is freewheeling and is NOT</p>		

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<p>Continued from page 11</p>	<p>guided by the teacher. The teacher asks for clarification, elaboration, and explanation and keeps a record of the main ideas discussed. The teacher shares the record with the group for closure.</p> <p>With each read aloud on Ohio outline</p> <ul style="list-style-type: none">• genre• important words, character, setting• sketches• main idea statements• opinion statements• author/illustrator• author's purpose		
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Content Standard: Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies			
Proficiency Test Alignment: # 10, 20 <i>Comprehension Strategies</i>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
2. Predict and support predictions using an awareness of new vocabulary, text structures and familiar plot patterns.	<p>1. Students will make predictions (from read alouds, guided reading groups, independent reading) and cite specific examples to support answers.</p> <p>2. Response Journals – students write predictions and supporting details.</p>	<p>1. Read Alouds</p> <p>2. Journals</p>	<p>1. Teacher observation.</p> <p>2. Journal entries</p>

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Content Standard: Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies			
Proficiency Test Alignment:# 7, 16 <i>Comprehension Strategies</i>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
3. Compare and contrast information on a single topic or theme across different text and non-text resources.	1. Organize information on a Venn Diagram. 2. Card Activities – compare and contrast. Resource # 3 3. Students will analyze a non-fictional text for comparison and contrast.	1. Guiding Readers and Writers Appendix Pg. 18 and 39 Mastering Ohio’s Fourth Grade Proficiency Tests in Reading and Writing 2. OPT Pg. 86-88 (Developmental) 3. O.P.T. Developmental Pg. Pg. 181-183	1. Students will complete a Venn diagram. Students will construct a Venn diagram. 3. Student work from OPT Developmental Book Pg. 181-183 4. Student-written comparison/contrast

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Proficiency Test Alignment:# 1, 11 <i>Comprehension Strategies</i>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
4. Summarize important information in texts to demonstrate comprehension.	<p>1. Mini-lesson – Teacher will demonstrate how to write a summary.</p> <p>2. *Summarize fictional texts and non-fictional texts from independent reading and content area reading.</p> <p>3. Remembering and Retelling *READ: Text is read by the students *WRITE: Without looking back at the text, students have ONE minute to write everything they can remember about the text. *SHARE: Students share responses with a partner or the teacher. *ASSESS: Teacher determines whether the student is able to remember important information.</p> <p>STRATEGY: Reflecting on what has been read STORY REFLECTIONS DRAW a picture about the story</p>	<p>1. A Mastering Ohio’s Fourth Grade Proficiency Tests in Reading and Writing. Pg. 54</p> <p>1. B Guiding Readers and writers, Chapter 19</p> <p>2. OPT Pg. 9-14 (Developmental) OPT Pg. 125-129 (Developmental)</p>	Student written summaries scored by OPT rubric

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<p>Continued from page 16</p>	<p>ONE word about the main character TWO words describing the setting THREE words telling the problem FOUR words about an event FIVE words about the solution</p> <p>STRATEGY: summarizing Teachers may introduce summarizing by asking individuals to describe briefly what was said or written. They may do this individually or in groups, orally, or written Students: *brainstorm ideas about what they have read or discussed *delete irrelevant or unnecessary information *organize remaining content into a summary</p> <p>TWO WORD STRATEGY *fold paper into Hatfield fold *write title of book on top line after heading *draw two blocks word 1 word 2 I chose these words because.....</p> <p>SUMMARIZING Briefly describe what was said</p>		
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<p>Continued from page 17</p>	<p>or written. May do this individually or in groups orally, or written. Students: * brainstorm ideas about what they have read or discussed *delete irrelevant or unnecessary information *organize remaining content into a summary Summary helps to recall major elements/literature or major points/text</p>		
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Content Standard: Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies			
Proficiency Test Alignment: # 6, 17 <i>Comprehension Strategies</i>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
5. Make inferences or draw conclusions about what has been read and support those conclusions with textual evidence.	<p>1. Mini lesson on inferences</p> <p>2. Students will write inferences from fictional and non-fictional texts with supporting details from text.</p> <p>FOUND POEM *Shaped from a collections of words or phrases found in one text. Poem may be created by students after a text has been read, in part or in whole. *Groups select no more than EIGHT interesting words or short phrases. After selections, groups read one word or phrase at a time without interruption and in succession. *This activity enables the class or an individual to return to the text to focus on it's ideas or it's language.</p>	<p>1. Mastering Ohio's Fourth Grade Proficiency Tests in Reading and Writing. Pg. 44-46</p> <p>2. OPT Developmental book P. 196-198</p>	<p>1. OPT Assessment Book</p> <p>2. OPT pg. 83-85 199-201 (Developmental)</p>

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Content Standard: Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies			
Proficiency Test Alignment: # 2, 12 <i>Comprehension Strategies</i>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
6. Select, create and use graphic organizers to interpret textual information.	<p>1 & 2. Students will organize information using graphic aids and explain in written form.</p> <p>3. Students will use graphic aids to locate or interpret information.</p> <p>Double Entry Journal Reflective Chart</p> <p>DOUBLE ENTRY JOURNAL Allows students to record their responses to text as they read. In the left-hand page or column, the student copies or summarizes text which is intriguing, puzzling, or moving, or which connects to a previous entry or situation. In the right-hand page or column, the student reacts to the quotation or summary. The entry may include a comment, a questions, a connection made, an analysis. Entries are made whenever a natural pause in the reading occurs, so that the flow is not</p>	<p>1. Writers Express Handbook Pg. 333-337 and Program Guide Pg. 277-280, 661-668</p> <p>2. A. Mastering Ohio's Fourth Grade Proficiency Tests in Reading and Writing. Writers Express OPT P. 134-141</p> <p>2. B. Guiding Readers and Writers Appendix Pg. 17-45</p> <p>3. OPT Developmental Book Pg. 134-141</p>	<p>2. OPT Pg. 142-146 (Developmental)</p> <p>3. Graphic aids completed by students.</p>

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<p>Continued from page 20</p>	<p>interrupted constantly. *fold paper into hot-dog fold *on left side, copy a quotation from text (teacher or student selected) *right side, reader response— questions, make personal connections, evaluates, reflects, analyzes, or interprets DOUBLE ENTRY JOURNAL Quotation a phrase or sentence I like My thoughts about the quotation</p>		
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Content Standard: Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies			
Proficiency Test Alignment: # 5, 6, 16, 17 <i>Comprehension Strategies</i>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
7. Answer literal, inferential and evaluative questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.	1. The student will answer literal questions on Accelerated Reader 2. Students will answer inferential/evaluative questions on teacher made tests/worksheets. 3. Students will work at computer on “Show What You Know” CD Rom or other software. 4. Inference card Games – See Resource # 4	1. AR 2. Guiding Readers and Writers P. 290-298 Mastering Ohio’s Fourth Grade Proficiency tests in Reading and Writing. Pg. 44-47 3. Computer software on Reading Comprehension 4. OPT developmental book Pg. 74-82; 196-197	1. AR Tests 2. Teacher made tests. 3. OPT Assessment Book 4. OPT Developmental book Pg. 83-85; 199-201

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Content Standard: Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies			
Proficiency Test Alignment: # 8, 18 <i>Self-Monitoring Strategies</i>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
8. Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on or looking back.	<p>1. Students will participate in guided reading groups and independent reading.</p> <p>REFLECTIVE JOURNAL Student identifies the activity, then reflects on the material learned</p> <p>REFLECTIVE JOURNAL What happened? How do I feel about it? What did I learn?</p> <p>DIALECTICAL JOURNAL *double-entry note taking which students use while reading literature *in the two columns students take notes that dialog with one another, thereby developing critical reading and reflective questioning</p> <p>DIALECTICAL JOURNAL Quotation Page Why do I find this quotation interesting or important?</p>	<p>1. AR 2. Guiding Readers and Writers Chapters 19-21</p>	<p>1. Teacher observation.</p>

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Content Standard: Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies			
Proficiency Test Alignment: # 5, 16 <i>Self-Monitoring Strategies</i>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
9. List questions and search for answers within the text to construct meaning.	1. Students participate in guided reading group and generate questions to be answered from text. STRATEGY: Reading for information- READING FOR INFORMATION CHART Topic: Important Facts Key Words My Thoughts STRATEGY: Show similarities and difference Compare/Contrast What are being compared? How are they similar/ How are they different? Name 1 Name 2 Attribute 1 Attribute 2 Attribute 3	1. Guiding Readers and Writers Gr 3-6 Chapter 17	1. Student/teacher made questions and answers.

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Content Standard: Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies			
Proficiency Test Alignment: # 9, 19 <i>Independent Reading</i>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
10. Use criteria to choose independent reading materials (e.g., personal interest, knowledge of authors and genres or recommendations from others).	1. Students will select a book and prepare a book report to share with the class.	1. Trade Books 2. Library Books 3. Adopted basal text	1. Book Reports

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Content Standard: Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies			
Proficiency Test Alignment: # 9, 19 <i>Independent Reading</i>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
11. Independently read books for various purposes (e.g., enjoyment, for literary experience, to gain information or to perform a task).	1. AR Independent reading. 2. Students will maintain a reading log. 3. Students will independently read books to gain information for oral/written presentations.	1. AR 2. Trade Books, Content Books 3. Reading log	1. AR Tests 2. Student logs 3. Presentations

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Content Standard: Reading Applications: Informational, Technical and Persuasive Text			
Proficiency Test Alignment: # 6, 17			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
1. Make inferences about informational text from the title page, table of contents and chapter headings.	1. Students will make inferences in guided reading groups using table of content in tradebooks and/or textbooks.	1. Trade Books/textbooks. 2. Adopted reading basal	1. Teacher observation.

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Content Standard: Reading Applications: Informational, Technical and Persuasive Text			
Proficiency Test Alignment: # 1, 11			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
<p>2. Summarize main ideas in informational text, using supporting details as appropriate. Refer to : III 4 (1, 11)</p>	<p>1. Teacher will model task by writing a summary.</p> <p>2. Students organize main idea and supporting details using graphic aid.</p> <p>3. *Students write a non-fictional summary.</p> <p>4. Report writing</p> <p>*Students must also write a <u>retelling</u> as shown on proficiency test.</p>	<p>1. A. Guiding Readers and Writers Pg. 362</p> <p>1. B. Writer’s Express Handbook Pg. 186-187</p> <p>1. C. Mastering Ohio’s Fourth Grade Proficiency Tests in Reading and Writing Pg. 54-61</p> <p>2. Guiding Readers and Writers Appendix Pg. 35</p> <p>3. OPT Developmental Book Pg. 125, 130</p> <p>4. Writer’s Express Program Guide Pg. 231</p>	<p>2. Graphic aids completed by students.</p> <p>3. Student written summaries.</p> <p>3. Writer’s Express Program Guide Pg. 177-178</p> <p>*All summaries scored by 4 point Rubric used on actual proficiency tests.</p>

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Proficiency Test Alignment: # 9, 19			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
3. Locate important details about a topic using different sources of information including books, magazines, newspapers and online resources.	1. Students will create reports synthesizing information from books, magazines, newspapers and on-line resources. 2. Students answer detail questions using different resources.	1. Computer 2. Encyclopedias 3. Books 4. Magazines 5. Newspapers	1. Reports 2. Questions answered by students

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Content Standard: Reading Applications: Informational, Technical and Persuasive Text			
Proficiency Test Alignment: # 16			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
4. Identify examples of cause and effect used in informational text.	<p>1. Mini lesson cause and effect.</p> <p>2. Students will analyze a non-fictional text, identifying cause and effect.</p> <p>3. Students will chart cause and effect from a given story.</p> <p>4. Given an effect, student will write and explain the cause.</p> <p>STRATEGY: Cause and effect Speculation about effects journal Student examines events and speculates about the possible long-term effects resulting from such events. This type of journaling encourages the student to anticipate the effects of the event(s) experienced.</p> <p>SPECULATION ABOUT EFFECTS JOURNAL What happened What could happen because of this</p>	<p>1. A. Guided Readers and Writers, Pg. 402, 404, 451, Appendix 41, 42</p> <p>1. B. Strategies That Work Pg. 285</p> <p>2. OPT Developmental Book Pg. 181-189</p> <p>3. Guiding Reader and Writers Appendix 41-42 Writer's Express Program Guide Pg. 667</p>	<p>2. Student work:</p> <ul style="list-style-type: none"> • charting, and listing cause and effect. <p>3. Graphic aid on cause and effect.</p>

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<p>Continued from page 30</p>	<p>STRATEGY: Cause and effect- identify problem/find solution Cause/Effect Cause Effect</p> <p>Problem/Solution *Identify a problem and consider multiple solutions and possible results Who Problem What Why Solution Attempted Solutions Results</p> <p>End Results</p>		
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Content Standard: Reading Applications: Informational, Technical and Persuasive Text			
Proficiency Test Alignment: # 2, 12			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
5. Draw conclusion from information in maps, charts, graphs and diagrams.	1. Mini lesson drawing conclusions. 2. Given maps, charts, graphs, and/or diagrams, student will answer questions and draw conclusions. 3. Weekly Reader/Scholastic activities on maps, charts, graphs, diagrams.	1. Guiding Readers and Writers Pg. 17-45 2. A. Content area textbooks and resources (ie., social studies, science, maps, charts, etc.) 2. B. OPT Developmental Book Pg. 134-146 3. Weekly Reader/Scholastic Magazine	2. Map worksheets 3. Student work on Weekly Reader/Scholastic.

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Content Standard: Reading Applications: Informational, Technical and Persuasive Text			
Proficiency Test Alignment: # 3, 13			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
6. Clarify steps in a set of instructions or procedures for completeness.	1. Students will write a set of directions in sequential order (ex: steps in making a peanut-butter sandwich). 2. Students listen to story and rewrite story in proper sequence. 3. Students will give oral and written directions to a specific destination.	1. Mastering Ohio's 4 th Grade Proficiency Test in Reading and Writing Pg. 142-143 2. Trade Books 3. OPT Developmental Pg. 265-267 4. Adopted basal text	1. Student writing 3. A. Student written directions 3. B. OPT Assessment book.

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Course of Study**

Content Standard: Reading Applications: Informational, Technical and Persuasive Text			
Proficiency Test Alignment: # 16			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
7. Distinguish fact from opinion.	<p>1. Mini lesson to explain meaning and difference on fact/opinion.</p> <p>2. Students will compile a list of opinion words Ex: Should Best Worst I Think I Feel Pretty Smart I Believe</p> <p>3. Students play a game <u>“Is That A Fact?”</u> See Resource # 3</p>	<p>1. Writer’s Express Handbook Pg. 347</p> <p>3. OPT P. 190-191 Developmental Book</p>	3. OPT P. 193-195 Developmental book.

Language Arts: Grade Four

**Adams County/Ohio Valley
Course of Study**

Content Standard: Reading Applications: Literary Text			
Proficiency Test Alignment: # 5, 7			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
1. Describe the thoughts, words and interactions of characters.	1. Students generate list of attributes for characters in text. 2. Student create “chart of characters” 3. Students complete character web and grids. 4. Descriptive writing assignment of a character.	1. OPT (Developmental) Pg. 64 2. A. Trade Books 2. B. Writer’s Express Pg. 221 2. C. Guiding Readers and Writers Appendix 20 3. Guiding Readers and Writers Appendix 17, 21, 22, 23	1. Student completed assignment – OPT Pg. 64 2. Student completed character chart. 3. Completed webs. 4. Student writing.

Language Arts: Grade Four

**Adams County/Ohio Valley
Course of Study**

Content Standard: Reading Applications: Literary Text			
Proficiency Test Alignment: # 7			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
2. Identify the influence of setting on the selection.	1. Teacher will read descriptive passage to class. Students draw and color picture of setting. 2. OPEN/ENDED questions Ex. How would this story be different if it happened somewhere else? 3. Response Journal – Students will write to explain how setting influences story.	1. Read aloud 2. Adopted basal text. 3. Teacher generated questions	1. Student drawing. 2. Teacher made open/ended questions skills sheet 3. Response Journals

Language Arts: Grade Four

**Adams County/Ohio Valley
Course of Study**

Content Standard: Reading Applications: Literary Text			
Proficiency Test Alignment: # 5, 16			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
3. Identify the main incidents of a plot sequence, identifying the major conflict and its resolution.	1. Mini lesson plot. 2. Comic strip activity in OPT Resource # 2 3. Student will complete a plot line. 4. Identify problem and solution with graphic aid. 5. Students use graphic aids to identify and explain plot. 6. Students will write a retelling of a story. STORYBOARD A storyboard is a graphic, sequential depiction of a narrative. Students recall major events of the story, then illustrate the events in the squares. Title _____ Who: _____ Where: _____ When: _____	1. A. Mastering Ohio’s 4 th Grade Proficiency Tests in Reading and Writing Pg. 97 1. B. Guiding Readers and Writers P. 396-397 2. OPT developmental book Pg. 68 3. Writers Express Pg. 276-278 5. OPT Developmental book Pg. 67	2. OPT Developmental book P. 70-73 3. Graphic Aide/plot line 4. OPT Assessment book P. 20-25 5. Graphic aid completed by student. 6. Student retelling

Language Arts: Grade Four

Adams County/Ohio Valley
Course of Study

<p>Continued from page 37</p>	<p>What is the problem? _____ What Happened? First _____ Next _____ Then _____ Finally: _____</p>		
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Language Arts: Grade Four

**Adams County/Ohio Valley
Course of Study**

Content Standard: Reading Applications: Literary Text			
Proficiency Test Alignment: # 5			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
4. Identify the speaker and recognize the difference between first- and third-person narration.	1. Mini lesson to define and explain first and third person. 2. Teacher reads part of a story and students identify point of view and explain why. 3. Students will write stories told from 1 st person and 3 rd person point of view.	1. Guiding Readers and Writers P. 397 2. Read Alouds 3. Adopted basal text	2. Teacher observation. 3. Student written stories

Language Arts: Grade Four

**Adams County/Ohio Valley
Course of Study**

Content Standard: Reading Applications: Literary Text			
Proficiency Test Alignment: # 6, 17			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
5. Determine the theme and whether it is implied or stated directly.	1. Students analyze a familiar story to determine theme (i.e., Charlotte’s Web) and support their answer with details from the story. 2. Students will identify a theme (ex: immigration) from a book study. Students will cite details to support theme. 3. Response Journal	1. Guiding Readers and Writers Pg. 405 2. Trade book – fiction and non-fiction 3. Content Reading text	3. A. Student writing 3. B. Response Journal

Language Arts: Grade Four

**Adams County/Ohio Valley
Course of Study**

Content Standard: Reading Applications: Literary Text												
Proficiency Test Alignment: NONE												
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>									
6. Identify and explain the defining characteristics of literary forms and genres, including poetry, drama, fables, fantasies, chapter books, fiction and non-fiction.	1. Mini lesson to define characteristics of genre 2. Provide variety of genre for student selection 3. Students will record genre of books read in reading log or journal and/or keep a schema chart.	1. Guiding Readers and Writers Pg. 71-75, 86, 134 2. A. Library 2. B. Literacy collaborative collection 2. C. Teacher read-alouds 2. D. AR 3. A. Student Reading Log 3. B. Schema – See Guided Readers and Writers Pg. 357-368 ex. schema chart <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>Text to self</td> <td>Text to Text</td> <td>Text to Word</td> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> </table>	Text to self	Text to Text	Text to Word							1. Definition/vocabulary test of genre terms. 2. Student journal/log
Text to self	Text to Text	Text to Word										

Language Arts: Grade Four

**Adams County/Ohio Valley
Course of Study**

Content Standard: Reading Applications: Literary Text			
Proficiency Test Alignment: # 5			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
7. Explain how an author’s choice of words appeals to the senses and suggests mood.	1. Teacher reads selected poetry (ie., Langston Hughes: Coming Home) to determine mood. 2. Author study 3. Visualization – students read article or other passage and then write what they saw, smelled, tasted, felt and heard.	1. Guiding Readers and Writers Pg. 398 2. Books of Patricia Polacco Ohio authors/illustrators Article or reading passage 3. A. Strategies that work Pg. 104-105 3. B. Mastering Ohio’s Fourth Grade Proficiency Test in Reading and Writing Pg. 4-5	3. Student writing.

Language Arts: Grade Four

**Adams County/Ohio Valley
Course of Study**

Content Standard: Reading Applications: Literary Text			
Proficiency Test Alignment: # 4, 14			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
8. Identify figurative language in literary works, including idioms, similes and metaphors.	1. Mini lesson to define terms. 2. Students will locate similes, metaphors, and idioms in selected passages. 3. Students will identify, interpret and illustrate similes, and metaphors in poetry and other genre. Ex: “March came in like a lion”... Student illustrate and explain meaning.	1. Writer’s Express Handbook Pg. 127, 241, 245 2. A. Shel Silberstein’s 2. B. <u>Light in the Attic</u> 2. C. <u>Where the Sidewalk Ends</u>	2. Writer’s Express Program Pg. 125 3. Student illustrations and explanations.

Language Arts: Grade Four

**Adams County/Ohio Valley
Course of Study**

Content Standard: Writing Processes			
Proficiency Test Alignment: NONE <i>Prewriting</i>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
1. Generate writing ideas through discussions with others and from printed material.	<p>1. Students will generate a topic through discussion and content area (e.g. social studies, science)</p> <p>2. Students complete a personal interest survey to be kept in portfolios, journals etc.</p>	<p>1. A. Writer's Express Handbook Pg. 35-38</p> <p>1. B. Writer's Express Teachers Guide Pg. 43-44; 228</p> <p>1. C. Writer's Express Program Guide Pg. 57-60; 221</p> <p>2. Guided Readers and Writers Appendix Pg. 24, 25, 30, 36</p> <p>3. Writers Express Teacher's Guide Pg. 165</p>	1. Teacher observation

Language Arts: Grade Four

Adams County/Ohio Valley
Course of Study

Content Standard: Writing Processes			
Proficiency Test Alignment: # 1 Prewriting			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
2. State and develop a clear main idea for writing.	1. Brainstorm topic ideas/lists	1. A. Mastering Ohio's Fourth Grade Proficiency Tests in Reading and Writing Pg. 85-94 1. B. Writer's Express Handbook Pg. 36-38	Student writing samples.

Language Arts: Grade Four

**Adams County/Ohio Valley
Course of Study**

Content Standard: Writing Processes			
Proficiency Test Alignment: # 1 Prewriting			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
3. Develop a purpose and audience for writing.	<p>1. Mini lesson to explain purpose and audience. Ex. Letter to editor, reports, book study, current events etc.</p> <p>2. Students identify author's purpose and audience through a read aloud.</p>	<p>1. A. Writer's Express Handbook Pg. 36-37 75-106 Writers Express Handbook P. 133-250 Also see Index: Descriptive P 492 Expository P. 493 Persuasive P. 198 Narrative P. 497</p> <p>1. B. Mastering Ohio's Fourth Grade Proficiency Tests in Reading and Writing Chapter 7, 11</p> <p>2. Read alouds</p>	<p>1. A. Teacher made tests: Given a passage, students will identify and explain purpose and audience for writing. EX: The author is writing this passage to A - entertain B - persuade C - inform</p> <p>1. B. Writers Express Teacher's Guide P. 178</p>

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**Adams County/Ohio Valley
Course of Study**

Content Standard: Writing Processes			
Proficiency Test Alignment: NONE <i>Prewriting</i>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
4. Use organizational strategies (e.g., brainstorming, lists, webs and Venn diagrams) to plan writing.	1. Use graphic organizers/aids provided in resources listed.	1. A. Guiding Readers and Writers Appendix 17-42 1. B. Writers Express Handbook Pg. 333-336 Also see index Pg. 494 1. C. Writer's Express Program Guide. Appendix Pg. 662-668	Completed graphic organizers/aids

Language Arts: Grade Four

Adams County/Ohio Valley Course of Study

Content Standard: Writing Processes			
Proficiency Test Alignment: # 1 <i>Drafting, Revising, and Editing</i>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
<p>5. Organize writing, beginning with an introduction, body and a resolution of plot, followed by a closing statement or a summary of important ideas and details.</p>	<p>1. Teacher models writing outlines with three parts: A. Introduction B. Body C. Conclusion</p> <p>2. Given a writing prompt, students will compose a writing piece.</p>	<p>1. A. Writer’s Express Pg. 504-Index</p> <p>1. B. Writer’s Express Program Guide Pg. 69-70</p> <p>1. C. Mastering Ohio’s Fourth Grade Proficiency Testing in Reading and Writing Pg. 89-94</p> <p>2. A. Writers Express Daily Language Workouts Pg. 113-144</p> <p>2. B. OPT Developmental Pg. 238-242</p>	<p>1. Student completed work – See # 1C in Resources.</p> <p>2. OPT Assessment Book Pg. 126-127; 141-144</p> <p>* All writing to be scored with 4 point Rubric as used on Ohio Proficiency Test. Also see page 148 OPT Assessment book.</p>

Language Arts: Grade Four

**Adams County/Ohio Valley
Course of Study**

Content Standard: Writing Processes			
Proficiency Test Alignment: # 1 <i>Drafting, Revising, and Editing</i>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
6. Vary simple, compound and complex sentence structures.	1. Mini lesson 2. Through editing, students will reconstruct sentences to show simple, compound and complex sentences. 3. Daily Oral Language Activities	1. A. Writer's Express Handbook Pg. 113-122, 415 1. B. Writer's Express Teacher's Guide Pg. 256 1. C. Writer's Express Skill book Pg. 81-82 2. Writer's Express Program guide Pg. 115-120 3. Daily Oral Language Book	2. A. Student writing samples scored with rubric. 2. B. Writer's Express Program Guide Pg. 117, 121 3. Daily Oral Language sentences.

Language Arts: Grade Four

**Adams County/Ohio Valley
Course of Study**

Content Standard: Writing Processes			
Proficiency Test Alignment: # 1 <i>Drafting, Revising, and Editing</i>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
7. Create paragraphs with topic sentences and supporting sentences that are marked by indentation) and are linked by transitional words and phrases.	1. Mini Lesson: Teacher model writing a paragraph properly. 2. Using colored pencils or markers, student will highlight topic sentence in one color and supporting sentences in another of a given paragraph. 3. Students will choose a topic and compose a paragraph with supporting sentences. 4. Students will use graphic aids to create paragraphs.	1. A. Writers Express Handbook Pg. 75-87 1. B. Writer's Express Program Guide Pg. 93-94 2. Teacher selected paragraph 4. Guiding Readers and writers Appendix 35	2. Work sample. 3. A. Student writing samples scored with rubric. 3. B. Writer's Express Program Guide Pg. 95-96 4. Student completed graphic aids.

Language Arts: Grade Four

**Adams County/Ohio Valley
Course of Study**

Content Standard: Writing Processes			
Proficiency Test Alignment: # 1 <i>Drafting, Revising, and Editing</i>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
8. Vary language and style as appropriate to audience and purpose.	1. Given a writing prompt for a specific audience, students will demonstrate appropriate language and style through their writing.	1. A. Writer’s Express: Handbook Pg. 122-131 1. B. Guiding Readers and Writers Pg. 397-401	1. Writing samples scored with rubric.

Language Arts: Grade Four

**Adams County/Ohio Valley
Course of Study**

Content Standard: Writing Processes			
Proficiency Test Alignment: NONE <i>Drafting, Revising, and Editing</i>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
9. Use available technology to compose text.	1. Using available software (ex: student writing center) students will produce a piece of writing. 2. Using internet, students will research information to compose text.	1. A. Computer 1. B. Writer's Express Handbook Pg. 24-27 2. A. Internet 2. B. Writer's Express: Handbook P. 264-269 2. C. Writer's Express Program Guide Pg. 241-242	1, 2 Teacher observation 1, 2 Final copy from computer

Language Arts: Grade Four

Adams County/Ohio Valley Course of Study

Content Standard: Writing Processes			
Proficiency Test Alignment: NONE <i>Drafting, Revising, and Editing</i>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
<p>10. Reread and assess writing for clarity, using a variety of methods (e.g., writer’s circle or author’s chair).</p> <p>11. Add descriptive words and details and delete extraneous information.</p> <p>12. Rearrange words, sentences and paragraphs to clarify meaning.</p>	<p>1. Mini Lesson: Using overhead of a writing sample, teacher and students will suggest revisions.</p> <p>2. Teacher selects a page from a read aloud, or Daily Oral Language Book, removes punctuation on overhead and students revise.</p> <p>3. Peer editing</p> <p>4. Teacher/student writing conferences.</p>	<p>1. A. Chapter 7 in Mastering Ohio’s Fourth Grade Proficiency Tests in Reading</p> <p>1. B. . Writer’s Express Handbook Pg. 56-59</p> <p>2. A. Writer’s Express Daily Language Workouts P. 78-112</p> <p>2. B. D.O.L Book and Writing.</p> <p>3. Writers Express Handbook Pg. 60-67</p> <p>4. A. Writer’s Express Program Guide Pg. 559-560</p> <p>4. B. Guiding Readers and Writers Pg. 496-499</p>	<p>Daily Oral Language sentences.</p> <p>Student writing samples.</p>

Language Arts: Grade Four

**Adams County/Ohio Valley
Course of Study**

Content Standard: Writing Processes			
Proficiency Test Alignment: # 1 <i>Drafting, Revising, and Editing</i>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
13. Use resources and reference materials, including dictionaries, to select more effective vocabulary.	1. Using a thesaurus and/or dictionary students will select more effective vocabulary. 2. Students will keep a personal dictionary.	1. A. Thesaurus 1. B. Dictionary 1. C. Writer’s Express Handbook Pg. 288-305. 1. D. Writers Express Teacher’s Guide P. 217	1. Student writing sample.

Language Arts: Grade Four

Adams County/Ohio Valley Course of Study

Content Standard: Writing Processes			
Proficiency Test Alignment: # 1 <i>Drafting, Revising, and Editing</i>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
14 Proofread writing and edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization) and identify and correct fragments and run-ons.	<ol style="list-style-type: none"> 1. Students will use a checklist to revise and edit. 2. Students will identify and correct sentence fragments, spelling, grammar and punctuation errors. 3. Daily Oral Language activities. 	<ol style="list-style-type: none"> 1. A. Writers Express Handbook P. 115, 64-67 1. B. Writer's Express Teacher Guide Pg. 193-194 2. A. Writer's Express Program Guide Pg. 425-428 2. B. Mastering Ohio's Fourth Grade Proficiency Tests in Reading and Writing Pg. 185-199 3. Daily Oral Language Book. 	<ol style="list-style-type: none"> 1. Student written work with checklist 2. Writer's Express Program Guide Pg. 611-612 3. Daily oral language student work.

Language Arts: Grade Four

**Adams County/Ohio Valley
Course of Study**

Content Standard: Writing Processes			
Proficiency Test Alignment: NONE <i>Drafting, Revising, and Editing</i>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
15. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing.	<p>1. Mini Lesson: Teacher explains rubric and steps to scoring 1-4. Teacher will model scoring a student</p> <p>2. Students will see a checklist to revise and edit.</p> <p>3. Students will score their own or a student sample using a rubric. sample.</p>	<p>1. A. Writers Express Handbook Pg. 64-67, 115</p> <p>1. B. OPT Assessment book P. 118</p> <p>1. C. Guiding Readers and Writers Pg. 64-65</p> <p>1. D. Writer’s Express Program Guide Pg. 557-626</p> <p>2. Writer’s Express Handbook Pg. 67 *(checklist will vary assignment to assignment)</p> <p>3. A. OPT Assessment Book Pg. 118</p> <p>3. B. Rubric from Ohio Proficiency State Test</p>	<p>OPT Assessment Book</p> <p>OPT Rubric Pg. 148</p> <p>Student Writing Samples</p>

Language Arts: Grade Four

**Adams County/Ohio Valley
Course of Study**

Content Standard: Writing Processes			
Proficiency Test Alignment: NONE <i>Publishing</i>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
16. Prepare for publication (e.g., for display or for sharing with others) writing that follows a format appropriate to the purpose using techniques such as electronic resources and graphics to enhance the final product.	1. Students prepare a final copy of a particular writing project (ie., pen pals, display on wall, compile in booklet). 2. Publishing on the web.	1. A. Writer’s Express Handbook Pg. 68-73; 269 1. B. Guiding Readers and Writers Pg. 66-68 1. C. Writer’s Express Program Guide Pg. 89-92 2. Writer’s Express Handbook Pg. 269	Final copy of student work.

Language Arts: Grade Four

Adams County/Ohio Valley Course of Study

Content Standard: Writing Applications			
Proficiency Test Alignment: # 1			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
1. Write narratives that sequence events, including descriptive details and vivid language to develop plot, characters and setting and to establish a point of view.	1. Given a writing prompt students will compose a narrative (ie., fictional, personal experience). 2. Writing assignment prompted by teacher Read Alouds 3. Students write a retelling as seen on proficiency test.	1. A. Writer's Express Handbook Pg. 206-232 1. B. Mastering Ohio's Fourth Grade Proficiency in Reading and Writing Pg. 95-104 1. C. Writers Express Program Guide Pg. 145-148 2. A. Writer's Express Program Guide Pg. 629-647 2. B. Read Alouds	1. A. Assessment Book P. 111, 141-144 1. B. OPT Developmental Book Pg. 238-245 1. C. Teacher made writing prompts 2. Student writing sample

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**Adams County/Ohio Valley
Course of Study**

Content Standard: Writing Applications			
Proficiency Test Alignment: NONE			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
2. Write responses to novels, stories and poems that include simple interpretations of literary work and support judgments with specific references to the original text and to prior knowledge.	1. Students will complete journal entries. 2. Students will respond to text citing specific details from text to support answer. 3. Students write a retelling.	1. A. Writer’s Express Handbook Pg. 171 1. B. Mastering Ohio’s Fourth Grade Proficiency in Reading and Writing Pg. 140-141 Guiding Readers and Writers P. 40 2. A. OPT Developmental Book P. 98-103, 202-205	1. Journal Entry 2. OPT Assessment Book 2. B. Guiding Readers and Writers Appendix 35 2. C. OPT Developmental Book Pg. 104-106; 206-209 3. Student writing sample

Language Arts: Grade Four

Adams County/Ohio Valley Course of Study

Content Standard: Writing Applications			
Proficiency Test Alignment: # 1			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
<p>3. Write formal and informal letters (e.g., thank you notes, letters of request) that follow letter format (e.g., date, proper salutation, body, closing and signature), include important information and demonstrate a sense of closure.</p>	<p>1. Mini lesson on writing letters.</p> <p>2. Students will write letters (ie., friendly, thank-you, letter to editor, invitation, author, pen pal)</p>	<p>1. A. Writer’s Express Handbook Pg. 144-149; 164-165; 176-179; 180-183</p> <p>1. B. Writer’s Express Program Guide. P. 149-150</p> <p>2. A. OPT Developmental book P. 248-265</p>	<p>2. A. OPT Assessment Book P. 115-118, 135-138</p> <p>2. B. Student written letters Writer’s Express Program Guide P. 151-152</p>

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Content Standard: Writing Applications			
Proficiency Test Alignment: # 1			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
4. Write informational reports that include facts and examples and present important details in a logical order.	1. Students will complete informational web. 2. Students will organize reports for specific topics in all curriculum areas.	2. A. Writer's Express Handbook Pg. 500 Index Writers Express Handbook Pg. 188-207 2. B. Mastering Ohio's Fourth Grade Proficiency Test in Reading and Writing Pg. 117-124 2. C. OPT Developmental Book Pg. 245-247	2. A. Mastering Ohio's Fourth Grade Proficiency Tests in Reading and Writing Pg. 125-130 2. B. OPT Assessment Book P. 121-122, 126-128 2. C. Student written reports

Language Arts: Grade Four

**Adams County/Ohio Valley
Course of Study**

Content Standard: Writing Applications			
Proficiency Test Alignment: # 1			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
5. Produce informal writings (e.g., messages, journals, notes and poems) for various purposes.	Students will write daily (ie., journals, notetaking, poetry, written responses) in all areas of curriculum	<ol style="list-style-type: none"> 1. Journals 2. Content area reading 3. Poetry anthology 	<ol style="list-style-type: none"> 1. Journal Writing 2. Student writing samples

Language Arts: Grade Four

**Adams County/Ohio Valley
Course of Study**

Content Standard: Writing Conventions			
Proficiency Test Alignment: # 1 <i>Handwriting</i>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
1. Write legibly in cursive, spacing letters, words, and sentences appropriately.	1. Daily writing activities.	Writers Express Handbook Pg. 441	1. Teacher observation 2. Teacher conferences 3. Daily Writing Samples

Language Arts: Grade Four

**Adams County/Ohio Valley
Course of Study**

Content Standard: Writing Conventions			
Proficiency Test Alignment: # 1 <i>Spelling</i>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
2. Spell high-frequency words correctly.	<p>Students will maintain a personal word list.</p> <p>Use reading strategy graphic aids (i.e., structured indexing relate words to areas of study poetry</p>	<p>1. Writers Express Handbook Pg. 398-401</p> <p>2. Guiding Readers and Writers Pg. 374-380 and Appendix 4</p>	<p>1. Weekly Tests</p> <p>2. Writer’s Express Program Guide P. 379-386</p> <p>3. Student Writing Samples</p>

Language Arts: Grade Four

**Adams County/Ohio Valley
Course of Study**

Content Standard: Writing Conventions			
Proficiency Test Alignment: # 1 <i>Spelling</i>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
3. Spell plurals and inflectional endings correctly.	1. Mini lesson on plurals 2. Students will maintain a personal word list. 3. Students will edit words in their writings.	1. A. Writer's Express Handbook P. 385, 395 1. B. Writer's Express Teacher's Guide Pg. 252	1. A. Writers Express Program Guide Pg. 375-376; 601 1. B. Writer's Express Daily Language Workouts Pg. 88. 3. Student Writing Samples

Language Arts: Grade Four

**Adams County/Ohio Valley
Course of Study**

Content Standard: Writing Conventions			
Proficiency Test Alignment: # 1 <i>Spelling</i>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
4. Spell roots, suffixes and prefixes correctly.	1. Mini lesson on root words. 2. Students will maintain a personal word list 3. Students will correctly spell root words with pre-fixes and suffixes in writing assignments	1. A. Writer's Express Handbook Pg. 295-304 1. B. Writer's Express Teacher's Guide Pg. 124	1. Writer's Express Program Guide Pg. 256; 382 3. Student writing samples

Language Arts: Grade Four

Adams County/Ohio Valley Course of Study

Content Standard: Writing Conventions			
Proficiency Test Alignment: # 1 <i>Punctuation and Capitalization</i>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
5. Use commas, end marks, apostrophes and quotation marks correctly.	1. Students will correctly edit sentences, paragraphs, writing. 2. Daily Oral Language (DOL) assignments	1. A. Writer's Express Handbook Pg. 377-388 1. B. Writers Express – Daily Language Workout Pg. 4-13 Pg. 16-19 2. Daily Oral Language	1. A. Writer's Express Daily Language Workouts Pg. 78-82 P. 85, 97, 99, 100-112 1. B. Student writing samples.

Language Arts: Grade Four

**Adams County/Ohio Valley
Course of Study**

Content Standard: Writing Conventions			
Proficiency Test Alignment: # 1 Punctuation and Capitalization			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
6. Use correct capitalization.	1. Mini lesson on capitalization. 2. Students will correctly edit sentences for proper capitalization in Daily Oral Language sentences. 3. Self-correcting writing samples.	1. A. Writers Express Handbook P. 389-392 1. B. Writer's Express Teacher's Guide Pg. 251 2. A. Writers Express Daily Workout Pg. 20-23 2. B. DOL Book	2. A. Writers Express Daily Language Workouts Pg. 86-87, 97, 100, 102, 106, 108 2. B Daily Oral Language Student Writing Samples 3. A. Student writing samples. 3. B. Writer's Express Program Guide Pg. 367-368

Language Arts: Grade Four

Adams County/Ohio Valley Course of Study

Content Standard: Writing Conventions			
Proficiency Test Alignment: # 1 <i>Grammar and Usage</i>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
<p>7. Use various parts of speech such as nouns, pronouns and verbs (e.g., regular and irregular, past, present and future).</p>	<p>1. Mini lesson parts of speech.</p> <p>2. Students distinguish various parts of speech from: - independent reading lists - guided reading groups</p> <p>3. Teacher reads passage and students label parts of speech on post-it notes. Post it notes can be arranged on a class chart.</p> <p>4. Independent writing</p> <p>Create poetry</p>	<p>1. A. Writers Express Handbook Pg. 417-435</p> <p>1. B. Mastering Ohio's Fourth Grade Proficiency Tests in Reading and Writing P. 185-195</p> <p>1. C. Writer's Express Teacher's Guide Pg. 256-259</p> <p>2. A. Writers Express Daily Workout Pg. 96-98</p> <p>2. B. Writer's Express Skills book Pg. 121-171</p> <p>Schoolhouse Grammar Rock video</p> <p>Grammar software</p>	<p>2. A. Writer's Express Program Guide P. 443-508</p> <p>2. B. Writer's Express Daily Language Workouts P. 96-98, 104, 106, 107, 110</p> <p>2. C. Student Writing Samples</p>

Language Arts: Grade Four

**Adams County/Ohio Valley
Course of Study**

Content Standard: Writing Conventions			
Proficiency Test Alignment: NONE <i>Grammar and Usage</i>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
8. Use conjunctions and interjections.	<p>1. Mini lesson on conjunctions and interjections.</p> <p>2. Students will edit sentences for correct usage of conjunctions and interjections.</p>	<p>1. A. Writers Express Handbook P. 433</p> <p>Schoolhouse Grammar Rock video</p> <p>2. A. Writer’s Express Skills book Pg. 173-179</p> <p>2. B. Writers Express Daily Workout P. 64-65, 44-45</p> <p>2. C. Daily Oral Language Book</p> <p>Specific text pages that are suitable (i.e., <u>Home Place</u>)</p>	<p>2. A. Writer’s Express Daily Language Workouts P. 497-503</p> <p>2. B. Daily Oral Language Sentences</p> <p>2. C. Student Writing Samples</p> <p>2. D. Writer’s Express Program Guide Pg. 173-174</p>

Language Arts: Grade Four

**Adams County/Ohio Valley
Course of Study**

Content Standard: Writing Conventions			
Proficiency Test Alignment: # 1 <i>Grammar and Usage</i>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
9. Use adverbs and adjectives	1. Mini lesson on adverbs and adjectives. 2. Edit writing to extend meaning with the use of adverbs and adjectives. 3. Student/teacher conferences	1. Writer's Express Handbook Pg. 66, 119, 432-433 2. A. Writer's Express Program Guide Pg. 489-494 2. B. Writer's Express Daily Language Workout Pg. 104; 107-108	2. Writer's Express Program Guide Pg. 485-487 3. Student writing samples

Language Arts: Grade Four

**Adams County/Ohio Valley
Course of Study**

Content Standard: Writing Conventions			
Proficiency Test Alignment: NONE <i>Grammar and Usage</i>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
10. Use prepositions and prepositional phrases.	1. Mini Lesson to explain meaning of prepositions and prepositional phrases. 2. Identify prepositions and prepositional phrases in a given passage/sentence.	1. A. Writer's Express Handbook Pg. 120, 414, 434 1. B. Writer's Express Skills book Pg. 171 1. C. Mastering Ohio's Fourth Grade Proficiency Test in Reading and Writing. Pg. 195 1. D. Writer's Express Teacher's Guide Pg. 259	2. A. Writer's Express Program guide P. 495-496 2. B. Daily Oral Language Sentences 2. C. Student writing samples

Language Arts: Grade Four

**Adams County/Ohio Valley
Course of Study**

Content Standard: Writing Conventions			
Proficiency Test Alignment: # 1 <i>Grammar and Usage</i>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
11. Use objective and nominative case pronouns.	1. Mini lesson to define and demonstrate use of nominative case pronouns 2. Students will locate and identify in reading passages/sentences 3. Students will use objective and nominative case pronouns in daily writing activities.	1. A. Writer’s Express Handbook . 421-424 1. B. Writer’s Express Teacher’s Guide Pg. 257 2. Daily Oral Language Book	2. A. Daily Oral Language Book Student writing samples 2. B. Writer’s Express Program Guide Pg. 455-465 3. Student writing samples.

Language Arts: Grade Four

**Adams County/Ohio Valley
Course of Study**

Content Standard: Writing Conventions			
Proficiency Test Alignment: # 1 <i>Grammar and Usage</i>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
12. Use subjects and verbs that are in agreement.	1. Students will edit their stories for subject/verb agreement. 2. Daily oral language sentences/paragraphs	2. A. Writer’s Express Daily Workout P. 28-31 1. Writers Express Handbook P. 116, 413 2. B. Daily Oral Language Book 2. C. Writer’s Express Skills book Pg. 155-159	1. A. Student writing samples 2. A. Writer’s Express Daily Oral Language Workouts P. 90-91, 97, 112 2. B. Daily Oral Language Book 2. C. Writer’s Express Program Guide P. 479-483

Language Arts: Grade Four

**Adams County/Ohio Valley
Course of Study**

Content Standard: Writing Conventions			
Proficiency Test Alignment: # 1 <i>Grammar and Usage</i>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
13. Use irregular plural nouns.	1. Mini lesson plural nouns 2. Given a list of singular nouns, students will identify the correct irregular plural noun form. 3. Students will use plural nouns correctly in writing assignments and daily oral language sentences.	1. A. Writers Express Handbook P. 395 3. Daily oral language book.	2. Writer’s Express Program Guide P. 601-602 3. A. Daily Oral Language Book 3. B. Writer’s Express Daily Language Workouts P. 88, 107, 110, 111 3. C. Student writing samples

Language Arts: Grade Four

Adams County/Ohio Valley Course of Study

Content Standard: Research			
Proficiency Test Alignment: NONE			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
1. Identify a topic and questions for research and develop a plan for gathering information.	1. Teacher/student brainstorm topics for reports. 2. Student will research and write reports across curriculum. 3. Students will do research on internet (ex: www.ohiohistorycentral.org) (www.authors living in ohio.com) (www.brainpop.com) (www.infohio.com) 4. Students will complete graphic aids to organize reports. Serpent Mound informational report (Social Studies) 1-2-9-11-12-19	1. Mastering Ohio's Fourth Grade Proficiency Tests in Reading and Writing Chapter 10 2. A. OPT Developmental P. 245-247 Internet 2. B. Writer's Express Teacher's Guide P. 47-48 2. C. Writer Express Handbook P. 35-39, 44-49, 192-203 3. Computer/internet	2. A. Mastering Ohio's Fourth Grade Proficiency Test in Reading and Writing Pg. 127-128 2. B. Student Reports 4. Guiding Readers and Writers Appendix 33-37

Language Arts: Grade Four

**Adams County/Ohio Valley
Course of Study**

Content Standard: Research			
Proficiency Test Alignment: # 9, 19 in Reading			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
2. Locate sources and collect relevant information from multiple sources (e.g., school library catalogs, online databases, electronic resources and Internet-based resources).	<p>1. Students will do a scavenger hunt/webquest to locate information on-line.</p> <p>2. Students will use encyclopedias, biographies, nonfiction books, and resource people to research information for reports.</p> <p>Serpent Mound informational report</p>	<p>1. A. Grolier encyclopedia CD – or other available software.</p> <p>1. B. Internet – teacher approved sites</p> <p>1. C. Ohio History Central on line.</p> <p>2. Encyclopedias, Biographies</p>	Teacher observation.

Language Arts: Grade Four

**Adams County/Ohio Valley
Course of Study**

Content Standard: Research			
Proficiency Test Alignment: # 1, 11, 9, 19 in Reading			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
3. Identify important information found in the sources and summarize important findings.	<p>1. Mini lesson to demonstrate note taking.</p> <p>2. Students will organize and paraphrase information on notecards and/or graphic aids.</p> <p>Using graphic aids, students will organize information</p> <p>Serpent Mound informational report</p>	<p>1. Writer’s Express Handbook Pg. 333-336</p> <p>2. A. OPT Developmental Pg. 245-247</p> <p>2. B. Guiding Readers and Writers Appendix 32-34 & 35-37</p> <p>OPT Developmental P. 245-247</p> <p>Guiding Readers and Writers Appendix 32-34, 35-37</p> <p>Writer’s Express P. 48-49, 188-191, 192-203, 333-336</p>	<p>2. A. Guiding Readers and writers Appendix 33-37</p> <p>2. B. Notecards</p> <p>Completed graphic aids</p>

Language Arts: Grade Four

**Adams County/Ohio Valley
Course of Study**

Content Standard: Research			
Proficiency Test Alignment: # 2, 12 in Reading			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
4. Create categories to sort and organize relevant information charts, tables or graphic organizers.	Using graphic aids, students will organize information.	OPT Developmental P. 245-247 Guiding Readers and Writers Appendix 32-34, 35-37 Writer's Express P. 48-49, 188-191, 192-203, 333-336	Completed graphic aids

Language Arts: Grade Four

Adams County/Ohio Valley
Course of Study

Content Standard: Research			
Proficiency Test Alignment: NONE			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
5. Discuss the meaning of plagiarism and create a list of sources.	Students will participate in teacher directed classroom discussion.		Teacher observation.

Language Arts: Grade Four

**Adams County/Ohio Valley
Course of Study**

Content Standard: Research			
Proficiency Test Alignment: NONE			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
6. Use a variety of communication techniques, including oral, visual, written or multimedia reports, to present information gathered.	Students present a written or multimedia report to peers.	Writer's Express Handbook P. 204-207, P. 311-329 Writer's Express Program Guide P. 189-192	Student Reports - oral - written - poster reports (Scored by rubric)

Language Arts: Grade Four

**Adams County/Ohio Valley
Course of Study**

Content Standard: Communication: Oral and Visual			
Proficiency Test Alignment: NONE <i>Listening and Viewing</i>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
1. Demonstrate active listening strategies (e.g., asking focused questions, responding to cues, making visual contact).	Students will demonstrate appropriate listening during classroom presentations.	Teacher Read Alouds Guest Speakers Video	Teacher observation

Language Arts: Grade Four

Adams County/Ohio Valley
Course of Study

Content Standard: Communication: Oral and Visual			
Proficiency Test Alignment: NONE <i>Listening and Viewing</i>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
2. Recall the main idea, including relevant supporting details, and identify the purpose of presentations and visual media.	1. Students view videos, listen to student reports, and summarize main idea of presentation.	Teacher read alouds Videos	Teacher observation

Language Arts: Grade Four

**Adams County/Ohio Valley
Course of Study**

Content Standard: Communication: Oral and Visual			
Proficiency Test Alignment: NONE <i>Listening and Viewing</i>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
3. Distinguish between a speaker's opinions and verifiable facts.	Chart – students can classify statements as facts or opinions and give a supporting reason. Classroom discussion Debates with peers Group presentations Read alouds	TV news Video	Teacher observation

Language Arts: Grade Four

Adams County/Ohio Valley
Course of Study

Content Standard: Communication: Oral and Visual			
Proficiency Test Alignment: NONE <i>Speaking Skills and Strategies</i>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
4. Demonstrate an understanding of the rules of the English language.	Students will participate in oral presentations to demonstrate their understanding of the rules of the English language.		Teacher observation

Language Arts: Grade Four

Adams County/Ohio Valley
Course of Study

Content Standard: Communication: Oral and Visual			
Proficiency Test Alignment: NONE <i>Speaking Skills and Strategies</i>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
5. Select language appropriate to purpose and audience.	Students will participate in oral presentations to demonstrate their understanding of the rules of the English language.		Teacher observation

Language Arts: Grade Four

Adams County/Ohio Valley
Course of Study

Content Standard: Communication: Oral and Visual			
Proficiency Test Alignment: NONE <i>Speaking Skills and Strategies</i>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
6. Use clear diction and tone, and adjust volume and tempo to stress important ideas.	Students will participate in oral presentations to demonstrate their understanding of the rules of the English language.		Teacher observation

Language Arts: Grade Four

Adams County/Ohio Valley
Course of Study

Content Standard: Communication: Oral and Visual			
Proficiency Test Alignment: NONE <i>Speaking Skills and Strategies</i>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
7. Adjust speaking content according to the needs of the audience.	Students will participate in oral presentations to demonstrate their understanding of the rules of the English language.		Teacher observation

Language Arts: Grade Four

**Adams County/Ohio Valley
Course of Study**

Content Standard: Communication: <u>Oral</u> and Visual			
Proficiency Test Alignment: <i>Speaking Applications</i>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
<p>8. Deliver informational presentations (e.g., expository, research) that:</p> <ul style="list-style-type: none"> a. present events or ideas in a logical sequence and maintain a clear focus; b. demonstrate an understanding of the topic; c. include relevant facts, details, examples, quotations, statistics, stories and anecdotes to clarify and explain information; d. organize information to include a clear introduction, body and conclusion; e. use appropriate visual materials (e.g., diagrams, charts, illustrations) and available technology; and f. draw from several sources and identify sources used. 	<p>Students will present oral reports to class.</p>		<p>Teacher made checklist using a-f in indicator 8</p> <p>Teacher observation</p>

Language Arts: Grade Four

**Adams County/Ohio Valley
Course of Study**

Content Standard: Communication: <u>Oral</u> and Visual			
Proficiency Test Alignment: NONE <i>Speaking Applications</i>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
9. Deliver formal and informal descriptive presentations recalling an event or personal experience that convey relevant information and descriptive details.	Students will present oral reports to class.		Teacher observation