

# Martensdale-St.Marys Community School

## Reading/Language Arts Curriculum

**Standard 1: Students will use multiple strategies to read a variety of texts.**  
**4<sup>th</sup> Grade:**

<b>Benchmark: The student will</b>	<b>Grade Level Objectives</b>	<b>Instructional Strategies</b>	<b>Assessments</b>	<b>Instructional Timeline</b>
<b>A. identify the characteristics of a variety of literary genres.</b>	1.A.4.1: independently reads a significant number of books and text each year in a variety of genres (fiction and non-fiction). <b>(C, MCGF, T, G)</b>	Guided Reading Whole Group Reading Teacher Modeling Read Alouds Think Alouds Shared Reading Class discussion	Book projects Anecdotal records Teacher observation Reading Journals	
<b>B. identify similarities and differences in terms of setting, character, events, and recurring theme.</b>	1.B.4.1: apply a variety of strategies to understand various story elements	Teacher Modeling Whole Group Reading Guided Reading Read Alouds	Book projects Anecdotal records Teacher observation Reading Journals	
<b>C. make inferences by drawing conclusions, predicting outcomes from text and prior knowledge.</b>	1.C.4.1: develop a variety of strategies and skills to comprehend and interpret complex literature	Teacher Modeling Whole Group Reading Guided Reading Read Alouds Think Alouds	Book Projects Anecdotal records Teacher observation Reading Journals	
<b>D. summarize, paraphrase and sequence text to identify main idea and details.</b>	1.D.4.1: practice sequencing events leading to clear and understandable text	Whole Group Reading Guided Reading Teacher Modeling	Book Projects Anecdotal records Teacher observation Reading Journals GISTS	

<p><b><i>E. Scan and survey to get meaning from text.</i></b></p>	<p>1.E.4.1: demonstrate scanning and surveying to quickly locate specific information</p>	<p>Story Mapping Teacher Modeling Whole Group Reading Guided Reading</p>	<p>Book Projects Anecdotal records Teacher observation Reading Journals</p>	
<p><b><i>F. apply prior knowledge and relate it to new text.</i></b></p>	<p>1.F.4.1: use schema and information gained from discussions to interpret new text or theme</p>	<p>Teacher Modeling Whole Group Instruction Guided Reading Shared Reading</p>	<p>Book Projects Anecdotal records Teacher observation Reading Journals</p>	
<p><b><i>G. identify author's point of view and/or purpose.</i></b></p>	<p>1.G.4.1: apply knowledge of purpose, audience, format, and medium in developing written communication (C, MCGF, T, G)</p>	<p>Teacher Modeling Whole Group Reading Guided Reading Shared Reading</p>	<p>Book Projects Anecdotal Records Teacher Observation Reading Journals</p>	

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**Standard 2: Students will read for fluency, comprehension, and purpose in content areas.**

**4<sup>th</sup> Grade:**

<b>Benchmark: The student will:</b>	<b>Grade Level Objectives</b>	<b>Instructional Strategies</b>	<b>Assessments</b>	<b>Instructional Timeline</b>
<b>A. monitor own reading fluency strategies.</b>	2.A.4.1: demonstrate his/her reading fluency by reading fiction and non-fiction text silently and aloud with appropriate pacing, intonation and expression to support comprehension. (C, MCGF, T, G)	Choral Reading Partner Reading Reader's Theater Fluency Activities	Progress monitoring DIBELS Partner Reading	
<b>B. demonstrate consistently pre-reading skill of previewing text, establishing a purpose for reading, and making simple predictions.</b>	2.B.4.1: practice the pre-reading strategies of browsing, observing, asking questions, making comments and predictions to establish the purpose for reading across the content areas	Guided Reading Class Discussion	Teacher Lead Discussion Reading Journals Observation	
<b>C. decode words.</b>	2.C.4.1: write, decode, and identify the meaning of unfamiliar multi-syllabic words	Daily Oral Language Spelling Activities Guided Reading Whole Class Reading	Modeling and practicing chunking Model decoding of prefix, suffix and root words	
<b>D. make explicit mental pictures of concrete information.</b>	2.D.4.1: identify the 5Ws (who, what, where, when and why) in fiction and non-fiction material (C, MCGF, T, G)	Guided Reading Whole Group Reading	Class discussions Mental Imaging Assignments	
<b>E. determine meaning of unknown words.</b>	2.E.4.1: use context clues, dictionaries, and words in sentences to determine meaning	Guided Reading Whole Group Reading Daily Oral Language Class Discussion Reading Journals	Modeling Vocabulary Games/Centers Vocabulary Worksheets	

		Spelling Activities		
<b><i>F. demonstrates competence in vocabulary usage and word recognition.</i></b>	2.F.4.1: practice a variety of strategies to develop and expand reading vocabulary	Guided Reading Whole Class Reading Daily Vocabulary Activities Reading Journals	Reading Journals Class Discussions Graphic Organizers	
<b><i>G. consistently confirm and revise simple predictions about the text.</i></b>	2.G.4.1: evaluate and revise predictions as new knowledge is understood (C, MCGF, T, G)	Guided Reading Whole Group Reading Reading Journals Class Discussions	Graphic Organizers Class Discussions Reading Journals	

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**Standard 3: Students will demonstrate knowledge of process, audience, purpose, and format in written work.**

**4<sup>th</sup> grade:**

<b>Benchmark: The student will:</b>	<b>Grade Level Objectives</b>	<b>Instructional Strategies</b>	<b>Assessments</b>	<b>Instructional Timeline</b>
<b>A. demonstrate the ability to use descriptive language.</b>	3.A.4.1: use writing as a tool for learning by identifying descriptive nouns, verbs, adjectives, and adverbs (C, MCGF, T, G)  3.A.4.2: is able to write on demand	Teacher modeling Quick Writes Guided Practice Independent Practice	Writing projects Rubrics Writing samples Journals	
<b>B. draft, revise, edit, and publish a written composition conveying intended purpose.</b>	3.B.4.1: use an effective writing process and apply writing skills and strategies to effectively communicate in a variety of genres with various audiences  3.B.4.2: engages in the information literacy process: accesses, evaluates, and communicates information and ideas	Teacher modeling Quick Writes Guided Practice Independent Practice Peer Editing	Writing projects Rubrics Writing samples	

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**Standard 4: Students will use correct grammar, mechanics, spelling, and usage in written work.**

**4<sup>th</sup> Grade:**

<b>Benchmark: The student will:</b>	<b>Grade Level Objectives</b>	<b>Instructional Strategies</b>	<b>Assessments</b>	<b>Instructional Timeline</b>
<b>A. Use conventions of print in writing.</b>	4.A.4.1: incorporates technology as a tool to enhance writing (various resources) (T, G)	Teacher lead discussion Teacher modeling Independent Practice Guided Practice	Writing projects Reading journals Teacher observation	
<b>B. Coordinate convention in written composition.</b>	4.B.4.1: demonstrates knowledge of the correct use of English conventions in his/her writing (spelling, punctuation, grammar, usage, syntax, and style appropriate to genre and writing situations)	Teacher lead discussion Teacher modeling Independent Practice Guided Practice	Writing projects Reading journals Teacher observation	

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**Standard 5: Students will consider purpose, audience, and roles in spoken communication.**

**4<sup>th</sup> Grade:**

<b>Benchmark: The student will:</b>	<b>Grade Level Objectives</b>	<b>Instructional Strategies</b>	<b>Assessments</b>	<b>Instructional Timeline</b>
<b>A. communicate ideas clearly.</b>	5.A.4.1: speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation (various situations) <b>(C, MCGF, T, G)</b>	Teacher modeling Guided Practice Independent Practice	Book projects Reading journals Corrective feedback	
<b>B. use appropriate delivery skills when listening or speaking.</b>	5.B.4.1: practice appropriate body language  5.B.4.2: participate appropriately in one-on-one situations and group settings  5.B.4.3: recognize the role of evaluation in oral communication  5.B.4.4: recognize the role of response in oral communication <b>(C, MCGF, T, G)</b>	Teacher modeling Guided Practice Independent Practice	Book projects Reading journals Corrective feedback	

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**Standard 6: Students will use listening skills for interpretation, feedback, and analysis.**

**4<sup>th</sup> Grade:**

<b>Benchmark: The student will:</b>	<b>Grade Level Objectives</b>	<b>Instructional Strategies</b>	<b>Assessments</b>	<b>Instructional Timeline</b>
<b>A. participate in discussions</b>	6.4.A.1: practice responding appropriately to oral communications (C, MCGF, T, G)  6.4.A.2: listens to establish, maintain, and enhance relationships (C, MCGF, T, G)	Pair sharing Author's Chair Teacher modeling	Book Projects Rubrics Observation	
<b>B. use questions as a problem solving technique</b>	6.4.B.1: participates in a variety of communication  6.4.B.2: listens for information and understanding. Ask questions to clarify understanding.	Teacher modeling Speeches	Book Projects Rubrics Observation	

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**Standard 7: Students will use multiple strategies for interpreting, analyzing, and applying media.**

**4<sup>th</sup> Grade:**

<b>Benchmark: The student will:</b>	<b>Grade Level Objectives</b>	<b>Instructional Strategies</b>	<b>Assessments</b>	<b>Instructional Timeline</b>
<b>A. interpret connections between viewed media and course content.</b>	7.A.4.1: describe the effects of visual media on society and culture (T)	Compare and contrast (Venn Diagram) movies vs. books	Oral/Written Lists Group discussions	
<b>B. apply technology to aid in comprehending viewed media.</b>	7.B.4.1: use a range of strategies to interpret and analyze visual media, and its effects on society and culture (C, MCGF, G)	Viewing literature on VHS/DVDs Listening to books on tape	Discussion Observation Venn diagrams	
<b>C. demonstrate his/her understanding of viewed media as a narrative form and evaluate.</b>	7.C.4.1: apply a variety of criteria to evaluate informational media and explain how literary forms can be represented in visual narratives (T)	Brainstorming lists	Oral Participation	

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**Standard 8: Students will consider purpose, ethical concerns, and evaluative processes in research activities.**

**4<sup>th</sup> Grade:**

<b>Benchmark: The student will:</b>	<b>Grade Level Objectives</b>	<b>Instructional Strategies</b>	<b>Assessments</b>	<b>Instructional Timeline</b>
<b>A. use a wide variety of strategies to identify topics to investigate.</b>	8.A.4.1: create a list of topics of interest to write about (C, MCGF, T, G)	Brainstorming Interest Inventory Teacher modeling Guided Practice Independent Practice	Reading Projects Teacher Observation Content Area Projects	
<b>B. use multiple resources to find information for research topics.</b>	8.B.4.1: incorporate technology as a tool to enhance writing by using various resources to find information such as technology, libraries, community, home, and classroom (T)	Internet use Teacher modeling Guided Practice Independent Practice	Teacher observation	
<b>C. compile information into a well written report or summary.</b>	8.C.4.1: engage in the information literacy process: accesses, evaluates, and communicates information and ideas (C,T,G)	Reading journals Model Guided Reading Classroom Reading		