

Key Information about the Reading Language Arts Program/Harcourt Brace Collections – Fourth Grade

The Lakewood City Schools Language Arts Program is aligned with the Ohio Academic Content Standards, K –12 English Language Arts.

I. Lakewood City Schools Course of Study

- Arranged by 10 mandated Standards (general statement of what all students should know and be able to do)
- Each Standard coordinated with Benchmarks (Benchmarks are used to measure a student’s progress toward meeting the standard)
4-7 Reading, 3-4 Writing, Research and Communication
- Each Benchmark coordinated with Grade Level Indicators (checkpoints that measure knowledge all students demonstrate at each grade level)
- Grade 4 OPT and grade 10 OGT outcomes referenced in Grade Level Indicators (bold parentheses)
- Grade 4 OPT and grade 10 OGT outcomes and assessments listed at the end of each Standard
- Harcourt Brace teaching resources and suggested practices have been aligned with Indicators (story titles in bold print)
- Teacher’s Notes section included for personal ideas

II. Connections to Harcourt Brace

- Matrix–style document provides Reading and Grammar Focus Skills, Focus Reading Strategy, Writing Strategy, and Spelling/Phonics Strategy for each story
- Assists in determining which stories best teach the Grade Level Indicators
- Includes Companion selections with titles, genre and focus skill

III. Collections: Harcourt Brace Teacher’s Editions

- Six manuals (one per theme): one student book
- Provides a comprehensive overview
- Introductory pages at the beginning of each story include 5-day lesson plans and essential strategies and information
- Instructional strategies offered throughout the lesson/story
- Management options and extension of skills and strategies offered at the end of the story
- Two tabbed sections at end of each manual (Theme Resources and Additional Resources) include Comprehension and Activity cards, Rubrics, IRI, etc.

IV. Collections: Additional Reading Texts

- *Bright Voices* Intervention Reader
- Guided Reading Library

Lakewood City Schools Language Arts Course of Study – Fourth Grade

Phonemic Awareness, Word Recognition, and Fluency Standard

Students in the primary grades learn to recognize and decode printed words, developing the skills that are the foundations for independent reading. They discover the alphabetic principle (sound-symbol match) and learn to use it in figuring out new words. They build a stock of sight words that helps them to read quickly and accurately with comprehension. By the end of third grade they demonstrate fluent oral reading, varying their intonation and timing as appropriate for the text.

Grades Four – Eight

Fluency continues to develop past the primary grades. Readers increase their rate of oral reading to near conversational pitch. They plan control over a wider, complex sight vocabulary and over complex, 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.

Lakewood City Schools Language Arts Course of Study – Fourth Grade

Acquisition of Vocabulary Standard

Students acquire vocabulary through exposure to language-rich situations, such as reading books and other texts and conversing with adults and peers. They use context clues, as well as direct explanations provided by others, to gain new words. They learn to apply word analysis skills to build and extend their own vocabulary. As students progress through the grades, they become more proficient in applying their knowledge or words (origins, parts, relationships, meanings) to acquire specialized vocabulary that aids comprehension.

4-7 Benchmarks	Grade Level Indicators	Teaching Resources
<p>A) Use context clues and text structures to determine the meaning of new vocabulary.</p> <p>B) Infer word meaning through identification and analysis of analogies and other word relationships.</p>	<p>By the end of Grade 4, the student will:</p> <p><i>Contextual Understanding</i></p> <ol style="list-style-type: none"> 1. Determine the meaning of unknown words by using a variety of context clues including word, sentence and paragraph clues. (R4.4, R4.14)* 2. Use context clues to determine the meaning of synonyms, antonyms, homophones, homonyms and homographs. (R4.4, R4.14)* 	<p>Indicator 1: Theme 1 “My Name is Maria Isabel” Theme 1 “Lou Gehrig” Theme 3 “Stealing Home” Theme 4 “Red Writing Hood” Theme 5 “In My Family” Theme 6 “I Have Heard of a Land”</p> <p>Indicator 2: Theme 3 “Stealing Home” Theme 5 “Blue Willow”</p>
<p>C) Apply knowledge of connotation and denotation to learn the meaning of words.</p> <p>D) Use knowledge of symbols, acronyms, word origins and derivations to determine the meaning of unknown words.</p>	<p><i>Conceptual Understanding</i></p> <ol style="list-style-type: none"> 3. Recognize the difference between the meanings of connotation and denotation. 4. Identify and apply the meaning of the terms synonym, antonym, homophone and homograph. 5. Identify and understand new uses of words and phrases in text, such as similes and metaphors. 6. Identify word origins to determine the meaning of unknown words and phrases. 	<p>Indicator 3: <i>No HB focus skill/strategy for this indicators</i></p> <p>Indicator 4: Theme 5 “Blue Willow”</p> <p>Indicator 5: Theme 2 Companion selection to “Stealing Home”</p> <p>Indicator 6: Theme 1 My Name is Maria Isabel Theme 4 Red Writing Hood</p>

<p>E) Use knowledge of roots and affixes to determine the meaning of complex words.</p>	<p><i>Structural Understanding</i></p> <p>7. Identify the meaning of roots and their various forms, prefixes and suffixes to determine the meanings of words.</p> <p>8. Identify the meaning of abbreviations.</p>	<p>Indicator 7: Theme 1 “My Name is Maria Isabel” Theme 4 “Red Writing Hood”</p> <p>Indicator 8: Theme 3 “Look to the North”</p>
<p>F) Use multiple resources to enhance comprehension of vocabulary.</p>	<p><i>Tools and Resources</i></p> <p>9. Determine the meanings and pronunciations of unknown words by using dictionaries, glossaries, technology and textual features such as definitional footnotes or sidebars.</p>	<p>Indicator 9: Dictionary / Glossary SuccessMaker software Harcourt Brace glossary</p>

<p>*Related Proficiency Outcomes/ Related Assessments</p> <p>*R4.4 & R4.14 Identify and interpret vocabulary (words, phrases, or expressions) critical to the meaning of the text.</p> <p>Assessments:</p> <ul style="list-style-type: none"> • Harcourt Brace – comprehension selection tests • Harcourt Brace – Holistic Reading/Writing Assessment • Harcourt Brace – Proficiency Based Assessment • District developed reading assessment • District diagnostic reading test found in Rigby PM Benchmark Kit • Binders of past OPT tests • OPT Practice Proficiency Test • OPT for Success – assessment tests • Blast Off Reading – assessment tests 	<p>Teacher Notes:</p> <ul style="list-style-type: none"> • Pat Clayton’s work – identify and understand meaning of content-specific vocabulary • Identify and explain meaning of qualifiers within questions <p>Suggested Pages in HB:</p> <p>Indic. 1: T1208-1209, T1238-1239, R122 Indic. 2: T1107-1108, T1130-1131, R102 Indic. 3: T1133, T1413 Indic. 4: T851, T1108-1109, T1130-1131, R102 Indic. 5: T572-573 Indic. 6: T114, T147, T356, T423, T638, T912 Indic. 7: T118, T142-143, R4-5 Indic. 8: T676, T697 Indic. 9: T814-815, T851</p>
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Lakewood City Schools Language Arts Course of Study – Fourth Grade

Reading Process: Concepts of Print, Comprehension Strategies, and Self-Monitoring Strategies Standard

Students develop and learn to apply strategies, such as predicting and recalling, that help them to comprehend and interpret informational and literary texts. Reading and learning to read are problem solving processes that require strategies for the reader to make sense of written language and remain engaged with texts. Beginners develop basic concepts about print (e.g., that print holds meaning) and how books work (e.g., text organization). As strategic readers, students learn to analyze and evaluate texts to demonstrate their understanding of text. Additionally, students learn to self monitor their own comprehension by asking and answering questions about the text, self-correcting errors and assessing their own understanding. They apply these strategies effectively to assigned and self-selected texts read in and out of the classroom.

4-7 Benchmarks	Grade Level Indicators	Teaching Resources
<p>A) Determine a purpose for reading and use a range of reading comprehension strategies to better understand text.</p> <p>B) Apply effective reading comprehension strategies, including summarizing, and making predictions and comparisons using information in text, between text and across subject areas. (R6.2, R6.5, R6.10, R6.11, R6.14)*</p>	<p>By the end of Grade 4, the student will:</p> <p><i>Comprehension Strategies</i></p> <ol style="list-style-type: none"> 1. Establish and adjust purposes for reading including to find out, to understand, to interpret, to enjoy and to solve problems. 2. Predict and support predictions using an awareness of new vocabulary, text structures and familiar plot patterns. (R4.10, R4.20)* 3. Compare and contrast information on a single topic or theme across different text and non-text resources. (R4.7, R4.16) * 4. Summarize important information in texts to demonstrate comprehension. (R4.1, R4.11)* 	<p>Indicator 1: Theme 5 “In My Family” Purpose set in <i>Prereading Strategies</i> for each selection</p> <p>Indicator 2: Theme 2 “The Garden of Happiness” KWL/prediction charts in HB Practice book</p> <p>Indicator 3: Theme 3 “Stealing Home” <i>Companion selections</i> in Themes 1, 3, 4, 5, 6</p> <p>Indicator 4: Theme 2 “The Seven Children” Theme 4 “In the Days of King Adobe” Theme 5 “Blue Willow”</p>

<p>gC) Make meaning through asking and responding to a variety of questions related to text</p>	<p>5. Make inference or draw conclusions about what has been read, and support those conclusions with textual evidence. (R4.5, R4.6, R4.17)*</p> <p>6. Select, create and use graphic organizers to interpret textual information.</p> <p>7. Answer literal, inferential and evaluative questions to demonstrate comprehension of grade-appropriate print texts, electronic and visual media. (R4.5, R4.6, R4.8, R4.17, R4.18)*</p>	<p>Indicator 5: Theme 3 “Sarah, Plain and Tall” Theme 5 “A Very Important Day” Theme 6 “Paul Bunyan”</p> <p>Indicator 6: Theme 6 “Fly Traps!” <i>Companion selections in Themes 1, 3, 4, 5, 6</i> Inspiration software (graphic organizers) Formula Writing</p> <p>Indicator 7: Theme 3 “Sarah, Plain and Tall” Theme 4 “One Grain of Rice” Theme 5 “A Very Important Day” Theme 6 “Paul Bunyan” Harcourt Brace selection comprehension text questions and SuccessMaker software</p>
<p>D) Apply self-monitoring strategies to clarify confusion about text and to monitor comprehension.</p>	<p><i>Self-Monitoring Strategies</i></p> <p>8. Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on or looking back.</p> <p>9. List questions and search for answers within the text to construct meaning.</p>	<p>Indicator 8: Theme 1 “Lou Gehrig” Theme 1 “On the Banks of Plum Creek” Theme 2 “How to Babysit an Orangutan” Theme 3 “Sarah, Plain and Tall” Theme 4 “The Kids’ Invention Book” Theme 4 “The Case of Pablo’s Nose” Theme 4 “In the Days of King Adobe” Theme 5 “A Very Important Day” Theme 5 “House, House” Theme 5 “In My Family” Theme 6 “The Down and Up Fall”</p> <p>Indicator 9: HB <i>Pre-reading Strategies</i> for each selection; KWL charts; <i>“Think About It”</i> questions at end of each selection</p>

	<p><i>Independent Reading</i></p> <p>10. Use criteria to choose independent reading materials (e.g., personal interest, knowledge of authors and genres or recommendations from others).</p> <p>11. Independently read books for various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task).</p>	<p>Accelerated Reader (not all buildings) RTL books Harcourt Brace Book Collections – Readers Choice Library Brown Bag Book Club Right to Read Week Lakewood Library Pathfinders</p>
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<p>*Related Proficiency Outcomes/ Related Assessments</p> <p>R4.5 Analyze the text, examining, for example, actions of characters, problem/solution, plot, or point of view.</p> <p>R4.6 & R4.17 Infer from the text.</p> <p>R4.7 Compare and/or contrast elements such as characters, settings, or events.</p> <p>R4.9 Choose materials related to purposes, as evidenced in part by the capacity to:</p> <ol style="list-style-type: none"> choose or identify library resources to locate specific information; select fiction and nonfiction materials in response to a topic or theme; choose appropriate resources and materials to solve problems and made decisions. <p>R4.10 & R4.20 Demonstrate an understanding of text by predicting outcomes and actions.</p> <p>R4.11 Summarize the text.</p> <p>R4.18 Respond to the text.</p>	<p>Teacher Notes:</p> <ul style="list-style-type: none"> Apply test-taking strategies to analyze the intent of given questions and to break down questions to determine needed parts to thoroughly answer short and extended response questions. (Additional Comprehension Strategy) Instruct students in identifying qualifiers within questions. <p>Suggested Pages in HB:</p> <p>Indic. 2: T272-273, T288-289, R26</p> <p>Indic. 4: T849, T1022-1023, T1044-1045, R100</p> <p>Indic. 5: T512-513, T532-533, T1022-1023, T1044-1045, T1258-1259, T 1280-1281, R50, R100, R123</p> <p>Indic. 6: T1300-1301, T1322-1323, R124</p> <p>Indic. 8: T207, T227, T1150-1151, T1170-1171, R103</p>
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Lakewood City Schools Language Arts Course of Study – Fourth Grade

Reading Applications: Informational, Technical, and Persuasive Text Standard

Students gain information from reading for purposes of learning about a subject, doing a job, forming an opinion and accomplishing a task. Students need to apply the reading process to various types of informational texts, including essays, magazines, newspapers, textbooks, instruction manuals, consumer and workplace documents, reference materials, multimedia and electronic resources. They learn to attend to text features, such as titles, subtitles and visual aids, to make predictions and build text knowledge. They learn to read diagrams, charts, graphs, maps, and displays in text as sources of additional information. Students use their knowledge of text structure to organize content information, analyze it and draw inferences from it. Strategic readers learn to recognize arguments, bias, stereotyping and propaganda in informational text sources.

4-7 Benchmarks	Grade Level Indicators	Teaching Resources
<p>A) Use text features and graphics to organize, analyze and draw inferences from content and to gain additional information.</p> <p>B) Recognize the difference between cause and effect and fact and opinion to analyze text. (R6.10)*</p>	<p>By the end of Grade 4, the student will:</p> <ol style="list-style-type: none"> 1. Make inferences about informational text from the title page, table of contents and chapter headings. (R4.17)* 2. Summarize main ideas in informational text, using supporting details as appropriate. (R4.13, R4.15)* 3. Locate important details about a topic using different sources of information including books, magazines, newspapers and online resources. 4. Identify examples of cause and effect used in informational text. (R4.16)* 	<p>Indicator 1: Theme 3 “Saguaro Cactus” Theme 5 “A Very Important Day” Content area reading OPT for Success (some buildings) Harcourt Brace Theme Books</p> <p>Indicator 2: Theme 4 “The Kids’ Invention Book” Content area reading – Social Studies and Science texts</p> <p>Indicator 3: Theme 2 “Nights of the Pufflings Theme 2 “How to Babysit an Orangutan” Theme 3 “Saguaro Cactus” Theme 6 “Two Lands, One Heart” Theme 6 “Fly Traps!” Content area reading Search techniques on-line</p> <p>Indicator 4: Theme 2 “Nights of the Pufflings” Blast Off workbooks (only some buildings) OPT for Success (only some buildings)</p>

<p>C) Explain how main ideas connect to each other in a variety of sources.</p> <p>D) Identify arguments and persuasive techniques used in informational text. (R6.15)*</p>	<p>5. Draw conclusions from information in maps, charts, graphs and diagrams. (R4.2, R4.12, R4.17)*</p> <p>6. Clarify steps in a set of instructions or procedures for completeness.</p>	<p>Indicator 5: Theme 6 “Two Lands, One Heart” Theme 6 “Fly Traps!”</p> <p>Indicator 6: Theme 2 “Garden of Happiness” OPT for Success (some buildings) Blast Off (some buildings)</p>
<p>A) Use text features and graphics to organize, analyze and draw inferences from content and to gain additional information.</p> <p>B) Recognize the difference between cause and effect and fact and opinion to analyze text.</p>	<p>7. Distinguish fact from opinion. (R4.16)*</p>	<p>Indicator 7: Theme 5 “Fire!” Social Studies text OPT for Success (some buildings) Blast Off (some buildings)</p>
<p>E) Explain the treatment, scope and organization of ideas from different texts to draw conclusions about a topic. (R6.15)*</p> <p>F) Determine the extent to which a summary accurately reflects the main idea, critical details and underlying meaning of original text. (R6.11)*</p>	<p><u>*Distinguish attributes required of a retelling <i>in contrast to summarizing.</i></u> (Critical for 4th Grade)</p>	<p>Blast Off Reading OPT for Success Past OPT Assessments HB Comprehension cards 7 & 8</p>

<p align="center">*Related Proficiency Outcomes/ Related Assessments</p>	<p align="center">Teacher Notes:</p>
<p>R4.2 and R4.12 Use graphic aids (for example, a table or graph) or illustrations to locate or interpret information.</p> <p>R4.13 Demonstrate an understanding of text by retelling the story or poem, in writing, in own words.</p> <p>R4.15 Discern major ideas and supporting ideas.</p> <p>R4.16 Analyze the text, examining, for example, comparison and contrast, cause and effect, or fact and opinion.</p> <p>R4.17 Infer from the text.</p> <p>R6.9 Explain how an author uses contents of a text to support his/her purpose for writing.</p> <p>R6.10 Analyze the text, examining, for example, author's use of comparison and contrast, cause and effect, or fact and opinion.</p> <p>R6.11 Summarize the text.</p> <p>R6.15 Critique and evaluate the text for such elements as organizational structure and logical reasoning</p>	<p>Suggested Pages in HB:</p> <p>Indic. 3: T370-371, T1002-1003, R99</p> <p>Indic. 4: T350-351, T368-369, R28</p> <p>Indic. 5: T1300-1301, T1322-1323, R124</p> <p>Indic. 7: T980-981, T1000-1001, R98</p>

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Reading Applications: Literary Text Standard

Students enhance their understanding of the human story by reading literary texts that represent a variety of authors, cultures and eras. They learn to apply the reading process to the various genres of literature, including fables, tales, short stories, novels, poetry and drama. They demonstrate their comprehension by describing and discussing the elements of literature (e.g., setting, character and plot), analyzing the author’s use of language (e.g., word choice and figurative language), comparing and contrasting texts, inferring theme and meaning and responding to text in critical and creative ways. Strategic readers learn to explain, analyze and critique literary text to achieve deep understanding.

4-7 Benchmarks	Grade Level Indicators	Teaching Resources
	By the end of Grade 4, the student will:	
A) Describe and analyze the elements of character development. (R6.1, R6.5)*	1. Describe the thoughts, words and interactions of characters. (R4.5, R4.7)*	Indicators 1 and 2: Theme 1 “The Gardener” Theme 1 “Donavan’s Word Jar” HB Comprehension cards 1 & 1
B) Analyze the importance of setting. (R6.1, R6.5)*	2. Identify the influence of setting on the selection.	
C) Identify the elements of plot, and establish a connection between an element and a future event. (R6.1)*	3. Identify the main incidents of a plot sequence, identifying the major conflict and its resolution. (R4.3, R4.5, R4.7)*	Indicator 3: Theme 1 “The Gardener” Theme 3 “A Cricket in Times Square” HB Comprehension cards 3 & 4
D) Differentiate between the points of view in narrative text. (R6.1, R6.6)*	4. Identify the speaker and recognize the difference between first- and third-person narration.	Indicator 4: Theme 1 “On the Banks of Plum Creek” Harcourt Brace Grammar Practice Book
E) Demonstrate comprehension by inferring themes, patterns and symbols.	5. Determine the theme and whether it is implied or stated directly.	Indicator 5: Theme 2 “Charlotte’s Web” HB Comprehension card 4

F) Identify similarities and differences of various literary forms and genres.	6. Identify and explain the defining characteristics of literary forms and genres including poetry, drama, fables, fantasies, chapter books, fiction and non-fiction.	Indicator 6: Ongoing - found throughout all themes in HB, especially in <i>Companion Selections</i>
G) Explain how figurative language expresses ideas and conveys mood. (R6.6)*	7. Explain how an author’s choice of words appeals to the senses and suggests mood. 8. Identify figurative language in literary works including idiom, simile, metaphor.	Indicator 7: Ongoing - found throughout all themes in HB Grammar Practice Book Comprehension cards 4, 5, & 6 Indicator 8: Theme 2 “The Garden of Happiness”

*Related Proficiency Outcomes/ Related Assessments	Teacher Notes:
<p>R4.3 Demonstrate an understanding of text by retelling the story or poem, in writing in own words.</p> <p>R4.5 Analyze the text, examining, for example, actions or characters, problem/solution, plot, or point of view.</p> <p>R4.7 Compare and/or contrast elements such as characters, settings, or events.</p> <p>R6.1 Analyze aspects of the text, examining, for example, characters, setting, plot, problem/solution, point of view, or theme.</p> <p>R6.5 Compare and contrast aspects of the text, for example, characters or setting.</p> <p>R6.6 Critique and evaluate the text.</p>	<p>Suggested Pages in HB: Indic. 1 & 2: T50-51, T70-71, R2-3</p> <p>Indic. 3: T50-51, T20-21, R2, T598-599, T622-623</p> <p>Indic. 4: T206-207, T228-229, R7</p> <p>Indic. 5: T390-391, T420-421, R29</p> <p>Indic. 8: T308-309, T330-331, R27</p>

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Writing Processes Standard

Students’ writing develops when they regularly engage in the major phases of the writing process. The writing process includes the phases of prewriting, drafting, revising and editing. They learn to plan their writing for different purposes and audiences. They learn to apply their writing skills in increasingly sophisticated ways to create and produce compositions that reflect effective word and grammatical choices. Students develop revision strategies to improve the content, organization and language of their writing. Students also develop editing skills to improve writing conventions.

3-4 Benchmarks	Grade Level Indicators	Teaching Resources
<p>A) Generate ideas and determine a topic suitable to the writing.</p> <p>B) Determine audience and purpose for self-selected and assigned writing tasks.</p> <p>C) Apply knowledge of graphic or other organizers to clarify ideas of writing assessments.</p>	<p>By the end of Grade 4, the student will:</p> <p><i>Prewriting</i></p> <ol style="list-style-type: none"> 1. Generate writing ideas through discussions with others and from printed material. 2. State and develop a clear main idea for writing. 3. Develop a purpose and audience for writing. 4. Use organizational strategies (e.g., brainstorming, lists, webs and Venn diagrams) to plan writing. 	<p>Ongoing throughout Harcourt Brace units Formula Writing Blast Off Writing OPT for Success (reading/writing) Harcourt Brace writing lessons</p> <p>Indicators 1 & 2: Theme 5 “Fire!”</p> <p>Indicators 3, 4, & 5: Theme 5 “A Very Important Day</p> <p>Indicator 4: Inspiration software</p>

<p>D) Spend the necessary amount of time to revisit, rework and refine pieces of writing.</p> <p>E) Use revision strategies to improve the coherence of ideas, clarity of sentence structure and effectiveness of word choices. (W4.3, W4.4, W4.6)*</p> <p>F) Use a variety of resources and reference materials to select more effective vocabulary when editing.</p> <p>G) Edit to improve sentence fluency, grammar and usage. (W4.6)*</p> <p>H) Apply tools to judge the quality of writing.</p>	<p><i>Drafting, Revising and Editing</i></p> <ol style="list-style-type: none"> 5. Organize writing beginning with an introduction and concluding with a resolution of plot, closing statement or a summary of important ideas and details. (W4.4)* 6. Vary simple, compound and complex sentence structures. (W4.5)* 7. Create paragraphs with topic sentences and supporting sentences that are marked by indentation and are linked by transitional words and phrases. 8. Vary language and style as appropriate to audience and purpose. (W4.4)* 9. Use available technology to compose text. 10. Reread and assess writing for clarity, using a variety of methods (e.g., writer’s circle or author’s chair). 11. Add descriptive words and details and delete extraneous information. (W4.2, W4.4, W4.6)* 12. Rearrange words, sentences and paragraphs to clarify meaning. 13. Use resources and reference materials, including dictionaries, to select more effective vocabulary. 14. Proofread writing and edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization) and identify and correct fragments and run-ons. (W4.6)* 15. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing. 	<p>Ongoing throughout Harcourt Brace units Formula Writing Blast Off Writing OPT for Success (reading/writing) Harcourt Brace writing lessons</p> <p>Indicators 5 – 9: Theme 5 “House, House”</p> <p>Indicators 10 – 15: Theme 5 “Blue Willow”</p>
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<p>I) Prepare writing for publication that is legible, follows an appropriate format, and uses techniques such as electronic resources and graphics. (W4.8)*</p>	<p>Publishing</p> <p>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 resource and graphics to enhance the final product.</p>	<p>Ongoing throughout Harcourt Brace units Formula Writing Blast Off Writing OPT for Success (reading/writing) Harcourt Brace writing lessons</p> <p>Indicator 16: Theme 5 “In My Family”</p>
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<p>*Related Proficiency Outcomes/ Related Assessments</p> <p>W4.2 The use of details to support the topic. W4.3 An organized and logical response that flows naturally and has a beginning, middle and end. W4.4 The use of a variety of words. W4.5 The use of a variety of sentence patterns. W4.6 A response that shows an awareness of word usage (vocabulary, homonyms, and words in context). W4.7 A response that shows an awareness of spelling patterns for commonly used words. W4.8 Legible writing in print or cursive.</p>	<p>Teacher Notes:</p> <p>Software resources:</p> <ul style="list-style-type: none"> • Write Outloud (Hayes) • Co-Writer • Amazing Writing Machine • Inspiration • Hyper Studio • Alpha Smarts • SuccessMaker software – writing program
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Lakewood City Schools Language Arts Course of Study – Fourth Grade

Writing Applications Standard

Students need to understand that various types of writing require different language, formatting and special vocabulary. Writing serves many purposes across the curriculum and takes various forms. Beginning writers learn about the many purposes of writing; they attempt and use a small range of familiar forms (e.g., letters). Developing writers are able to select text forms to suit purpose and audience. They can explain why some text forms are more suited to a purpose than others and begin to use content-specific vocabulary to achieve their communication goals. Proficient writers control effectively the language and structural features of a large repertoire of text forms. They deliberately choose vocabulary to enhance text and structure in their writing according to audience and purpose.

3-4 Benchmarks	Grade Level Indicators	Teachings Resources
<p>A) Write <u>narrative accounts</u> that develop character, setting and plot. (W4.1, W4.2)*</p>	<p>By the end of Grade 4, the student will:</p> <p>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.</p>	<p>Indicator 1: Theme 1 <i>all selections</i></p> <p>Expressive Writing Story Formula Writing Blast Off Writing</p>
<p>B) Write <u>responses to literature</u> that <u>summarize</u> main ideas and significant details and support interpretations with references to the text. (W4.1, W4.2)*</p>	<p>2. Write responses to novels, stories and poems that include a simple interpretation of a literary work and support judgments with specific references to the original text, and to prior knowledge. (R4.3)*</p>	<p>Indicator 2: Theme 2 “The Seven Children”</p> <p>Ongoing throughout Harcourt Brace comprehension selections</p>
<p>C) Write <u>formal and informal letters</u> that include important details and follow correct letter format. (W4.1, W4.2)*</p>	<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>Indicator 3: Theme 3 “A Cricket in Times Square” Theme 6 “Two Lands, One Heart”</p> <p>Blast Off Writing Formula Writing</p>

<p>D) Write <u>informational reports</u> that include facts, details and examples that illustrate an important idea. (W4.1, W4.2)*</p>	<p>4. Write informational reports that include facts and examples, and present important details in a logical order.</p> <p>5. Produce informal writing (e.g., messages, journals, notes, poems) for various purposes.</p>	<p>Indicator 4: Theme 2 all selections Theme 4 all selections Theme 5 all selections Formula Writing Blast Off Writing Lakewood Library Pathfinders – Internet Science & Social Studies Units</p> <p>Indicator 5: Independent writing time Content areas</p>
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<p>*Related Proficiency Outcomes/ Related Assessments</p> <p>W4.1 A response that stays on topic. W4.2 The use of details to support the topic.</p>	<p>Teacher Notes:</p>
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Lakewood City Schools Language Arts Course of Study – Fourth Grade

Writing Conventions Standard

Students learn to master writing conventions through exposure to good models and opportunities for practice. Writing conventions include spelling, punctuation, grammar and other conventions associated with forms of written text. They learn the purposes of punctuation: to clarify sentence meaning and help readers know how writing might sound aloud. They develop and extend their understanding of the spelling system, using a range of strategies for spelling words correctly and using newly learned vocabulary in their writing. They grow more skillful at using the grammatical structures of English to effectively communicate ideas in writing and to express themselves.

3-4 Benchmarks	Grade Level Indicators	Teaching Resources
A) Write legibly in finished drafts.	<p>By the end of Grade 4, the student will:</p> <p><i>Handwriting</i></p> <ol style="list-style-type: none"> Write legibly in cursive, spacing letters, words and sentences appropriately. (W4.8)* 	
B) Spell grade-appropriate words correctly. (W4.6, W4.7)*	<p><i>Spelling</i></p> <ol style="list-style-type: none"> Spell high-frequency words correctly. (W4.7)* Spell plurals and inflectional endings correctly. Spell roots, suffixes and prefixes correctly. 	Harcourt Brace Spelling Daily Edit Software: Spelling Tool Kit (Hayes) Theme 5
C) Use conventions of punctuation and capitalization in written work.	<p><i>Punctuation and Capitalization</i></p> <ol style="list-style-type: none"> Use commas, end marks, apostrophes and quotation marks correctly when writing. (W4.6)* Use correct capitalization. 	Harcourt Brace Language Book Daily Edit

<p>D) Use grammatical structures to effectively communicate ideas in writing.</p>	<p><i>Grammar and Usage</i></p> <ol style="list-style-type: none"> 7. Use various parts of speech such as nouns, pronouns and verbs (e.g., regular and irregular, past, present and future). 8. Use conjunctions and interjections. 9. Use adverbs. 10. Use prepositions and prepositional phrases. 11. Use objective and nominative case pronouns. 12. Use subject and verbs that are in agreement. 13. Use irregular plural nouns. 	<p>Harcourt Brace Language Book Daily Edit Formula Writing</p> <p>Grammar Lessons with each selection Theme 3, 4 & 5 - all selections</p> <p>Theme 6 – <u>Paul Bunyon, Fly Traps!, The Down & Up Fall</u> Theme 3 – <u>Saguaro Cactus</u>; Theme 4 – <u>Kids Invention Book, The Case of Pablo’s Nose</u> Theme 5 – All selections</p> <p>Theme 3 – <u>Stealing Home</u></p>
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<p style="text-align: center;">*Related Proficiency Outcomes/ Related Assessments</p> <p>W4.6 A response that shows an awareness of word usage (vocabulary, homonyms, and words in context).</p> <p>W4.7 A response that shows an awareness of spelling patterns for commonly used words.</p> <p>W4.8 Legible writing in print or cursive.</p> <p>Assessments:</p> <ul style="list-style-type: none"> • Blast Off Writing workbooks • Harcourt Brace – Holistic Reading/Writing Assessment • OPT for Success assessment writing book • OPT Practice Test • District wide quarterly writing samples 	<p style="text-align: center;">Teacher Notes:</p>
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Lakewood City Schools Language Arts Course of Study – Fourth Grade

Research Standard

Students define and investigate self-selected or assigned issues, topics and problems. They locate, select and make use of relevant information from a variety of media, reference and technological sources. Students use an appropriate form to communicate their findings.

3-4 Benchmarks	Grade Level Indicators	Teaching Resources
A) Identify a topic of study, construct questions and determine appropriate sources for gathering information.	<p>By the end of Grade 4, the student will:</p> <ol style="list-style-type: none"> 1. Identify a topic and questions for research and develop a plan for gathering information. (R4.9, R4.19)* 2. Locate sources, and collect relevant information from multiple sources (e.g., school library catalogs, online databases, electronic resources and Internet-based resources). (R4.9, R4.19)* 	<p>Indicators 1 and 2: Big 6 – Steps for research projects Harcourt web site – www.Harcourtschool.com Online – web quests, Lakewood Library Pathfinders</p>
B) Select and summarize important information, and sort key findings into categories about a topic.	<ol style="list-style-type: none"> 3. Identify important information found in the sources and summarize important findings. 	<p>Indicator 3: Theme 4(?) Atlas Almanac Encyclopedias</p>
C) Create a list of sources used for oral, visual, written or multimedia reports.	<ol style="list-style-type: none"> 4. Create categories to sort and organize relevant information charts, tables, or graphic organizers. 5. Discuss the meaning of plagiarism and create a list of sources. 	<p>Indicator 4: Theme 6</p> <p>Indicator 5: Software (Graph Club, Hyper Studio, Inspiration, Kidpix, Student Writing)</p>
D) Communicate findings orally, visually and in writing or through multimedia.	<ol style="list-style-type: none"> 6. Use a variety of communication techniques including oral, visual, written or multimedia reports to present information gathered. 	<p>Indicator 6: Student Writing Center</p>

*Related Proficiency Outcomes/ Related Assessments	Teacher Notes:
<p>R4.9 and R4.19</p> <p>Choose materials related to purposes, as evidenced in part by the capacity to:</p> <ul style="list-style-type: none">a. choose or identify library resources to locate specific information;b. select fiction and nonfiction materials in response to a topic or theme;c. choose appropriate resources and materials to solve problems and make decisions.	<p>Suggested Pages: T1342-1343, 1366-1367, R125</p>

Lakewood City Schools Language Arts Course of Study – Fourth Grade

Communication: Oral and Visual Standard

Students learn to communicate effectively through exposure to good models and opportunities for practice. By speaking, listening and providing and interpreting visual images, they learn to apply their communication skills in increasingly sophisticated ways. Students learn to deliver presentations that effectively convey information and persuade or entertain audiences. Proficient speakers control language and deliberately choose vocabulary to clarify points and adjust presentations according to audience and purpose.

3-4 Benchmarks	Grade Level Indicators	Teaching Resources
<p>A) Demonstrate active listening strategies by asking clarifying questions and responding to questions with appropriate elaboration.</p> <p>B) Respond to presentations and media messages by stating the purpose and summarizing main ideas.</p>	<p>By the end of Grade 4, the student will:</p> <p><i>Listening and Viewing</i></p> <ol style="list-style-type: none"> 1. Demonstrate active listening strategies (e.g., asking focused questions, responding to cues, making visual contact). 2. Recall the main idea, including relevant supporting details, and identify the purpose of presentations and visual media. 3. Distinguish between a speaker’s opinions and verifiable facts. 	<p>Listening to Literature selection at beginning of each theme Indicators 2 and 3: Educational programming WVIZ Assemblies (per building) Speakers</p>
<p>C) Use clear and specific vocabulary to communicate ideas and establish tone appropriate to the topic, audience and purpose.</p> <p>D) Identify examples of facts and opinions and explain their differences.</p>	<p><i>Speaking Skills and Strategies</i></p> <ol style="list-style-type: none"> 4. Demonstrate an understanding of the rules of the English language. 5. Select language appropriate to purpose and audience. 6. Use clear diction and tone, and adjust volume and tempo to stress important ideas. 7. Adjust speaking content according to the needs of the audience. 	<p>Indicators 4-9: Author’s chair Oral report Read alouds Poetry readings Project presentations</p>

<p>E) Organize presentations to provide a beginning, middle and ending and include concrete details.</p> <p>F) Clarify information in presentations through the use of important details from a variety of sources, effective organization and a clear focus.</p> <p>G) Deliver a variety of presentations, using visual materials as appropriate.</p>	<p><i>Speaking Applications</i></p> <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, including 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>9. Deliver formal and informal descriptive presentations recalling an event or personal experience that convey relevant information and descriptive details.</p>	<p>Indicator 8: Theme 5 – <u>In My Family</u> T1174-1175 Social Studies & Science Units Literature Circles</p>
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<p>Related Proficiency Outcomes/ Related Assessments</p>	<p>Teacher Notes:</p> <p>Suggested Pages in HB: T1175</p>
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Fourth Grade
Connections: Harcourt Brace to English/Language Arts Content Standards

Touch A Dream Theme 1	Focus Skill		Focus Reading Strategy	Writing Strategy
	Reading	Grammar		
“The Gardener” Genre: Realistic Fiction	narrative elements	complete sentences	narrative elements	expressive writing: personal narrative
“Donovan’s Word Jar” Genre: Realistic Fiction	characters’ feelings and actions	declarative and interrogative sentences	make and confirm predictions	expressive writing: descriptive paragraph
“My Name is Maria Isabel” Genre: Realistic Fiction	prefixes and suffixes	imperative and exclamatory sentences	use prior knowledge	expressive writing: story
“Lou Gehrig” Genre: Biography	word identification strategies	subjects and predicates	self-question (self-monitoring comprehension)	expressive writing: personal narrative
“On the Banks of Plum Creek” Genre: Historical Fiction	point of view	complete and simple subject	reread	expressive writing: tested and timed

Touch a Dream Theme 2	Focus Skill		Focus Reading Strategy	Writing Strategy
	Reading	Grammar		
“The Seven Children” Genre: Fable	predict outcomes	complete and simple predicates	summarize and paraphrase	informative writing: paragraph of information
“The Garden of Happiness” Genre: Realistic Fiction	figurative language (idioms, personification)	compound subjects and predicates	make and confirm predictions	informative writing: how-to paragraph
“Nights of the Puffings” Genre: Non-fiction	cause and effect	simple and compound sentences	use reference sources	informative writing: paragraph that classifies
“Charlotte’s Web” Genre: Play	theme	clauses	create mental images	informative writing: informative composition
“How to Babysit an Orangutan” Genre: Non-fiction	note-taking	complex sentences	adjust reading rate	informative writing: tested and timed

Touch a Dream Theme 3	Focus Skill		Focus Reading Strategy	Writing Strategy
	Reading	Grammar		
“Sarah, Plain and Tall” Genre: Historical Fiction	draw conclusions	common and proper nouns	read ahead	persuasive writing: persuasive paragraph
“Stealing Home” Genre: Realistic Fiction	compare and contrast	singular and plural nouns	use context to confirm meaning	persuasive writing: review of work / performance
“The Cricket in Times Square” Genre: Fantasy	sequence	possessive nouns	create mental images	persuasive writing: letter
“Look to the North” Genre: Informational Narrative	study strategies	abbreviations	use text structure and format	persuasive writing: paragraph
“Saguaro Cactus” Genre: Non-fiction	elements of non- fiction	pronouns and antecedents	use graphic aids	persuasive writing: tested and timed

Touch a Dream Theme 4	Focus Skill		Focus Reading Strategy	Writing Strategy
	Reading	Grammar		
“The Kids’ Invention Book” Genre: Non-fiction	main idea and details	subject and object pronouns	adjust reading way	informative writing: paragraphs that compares
“The Case of Pablo’s Nose” Genre: Mystery	problem solving	possessive pronouns	read ahead	informative writing: paragraph that contrasts
“In the Days of King Adobe” Genre: Folktale	summarize and paraphrase	adjectives and articles	reread	informative writing: paragraph that classifies
“Red Riding Hood” Genre: Play	decoding long words	comparing with adjectives	use prior knowledge	informative writing: comparison and contrast
“One Grain of Rice” A Mathematical Fable” Genre: Folktale	make judgments	verbs	make and confirm predictions	informative writing: tested and timed

Touch a Dream Theme 5	Focus Skill		Focus Reading Strategy	Writing Strategy
	Reading	Grammar		
“Fire!” Genre: Non-fiction	fact and opinion	main and helping verbs	use text structure and format	research report: prewrite
“A Very Important Day” Genre: Informational Narrative	make generalizations	action and linking verbs	read ahead	research report: outline
“House, House” Genre: Photo Essay	author’s purpose and perspective	present tense	self-question	research report: draft
“Blue Willow” Genre: Realistic Fiction	words with more than one meaning	past and future tenses	summarize and paraphrase	research report: edit
“In My Family” Genre: Autobiography	skim and scan	irregular verbs	use text to confirm meaning	research report: share and publish

Touch a Dream Theme 6	Focus Skill		Focus Reading Strategy	Writing Strategy
	Reading	Grammar		
“I Have Heard of a Land” Genre: Historical Fiction	vocabulary in context	contractions and negatives	use prior knowledge	expressive writing: unrhymed poem
“Paul Bunyan & Babe the Blue Ox” Genre: Tall Tale	make inferences	adverbs	create mental images	persuasive writing: dialogue
“Two Lords, One Heart: An American Boy’s Journey to His Mother’s Vietnam” Genre: Non-fiction	graphic sources	comparing with adjectives	use reference sources	expressive writing: thank you letter
“Fly Traps! Plants that Bite Back” Genre: Informational Narrative	classify and categorize	prepositions	use graphic aids	expressive writing: rhymed poem
“The Down & Up Fall” Genre: Realistic Fiction	referents	prepositional phrases	self-question	expressive writing: character sketch

Fourth Grade – Companion Selections Harcourt Brace

Touch a Dream Theme 1	Name of Companion Selection	Genre	Focus Skill
“Donovan’s Word Jar”	“I Love the Look of Words”	poetry	poet’s craft: vivid –ing verbs
“Lou Gehrig”	“Wings of Hope”	informational narrative	comparing texts: Venn
“On the Banks of Plum Creek”	“Searching for Laura Ingalls”	informational narrative	comparing texts: Venn

Touch a Dream Theme 2	Name of Companion Selection	Genre	Focus Skill
“The Garden of Happiness”	“I Do Not Plant My Garden”	poetry	poet’s craft and unusual punctuation
“The Garden of Happiness”	“The City”	poetry	unusual characteristic
“Charlotte’s Web”	“Charlotte’s Web” (author feature)	novel excerpt	author’s craft / imagery play vs. stories – comparing texts

Touch a Dream Theme 3	Name of Companion Selection	Genre	Focus Skill
“Stealing Home”	“Grandfather’s Chinese Pine”	poetry	poet’s craft: metaphors
“Look to the North”	“Moon of Falling Leaves”	poetry	comparing texts: telling time with nature
“Saguaro Cactus”	“Saguaro”	poetry	poet’s craft: shapes and words

Touch a Dream Theme 4	Name of Companion Selection	Genre	Focus Skill
“The Case of Pablo’s Nose”	“The Hen and the Apple Tree”	fable	comparing texts: chart
“One Grain of Rice”	“It’s Just Math”	magazine article	comparing texts: chart

Touch a Dream Theme 5	Name of Companion Selection	Genre	Focus Skill
“Blue Willow”	“Horned Lizard”	poetry	poet’s craft: punctuation
“In My Family”	“My Village”	poetry	comparing texts: Venn

Touch a Dream Theme 6	Name of Companion Selection	Genre	Focus Skill
“Paul Bunyan and Babe the Blue Ox”	“Geography”	poetry	poet’s craft: present tenses
“Fly Traps! Plants That Bite Back”	“My Visit to a Dreamy Place”	interview	comparing texts: Venn
“The Down and Up Fall”	“Amazon Adventure”	magazine article	social studies