

**Wilson Area School District
Planned Course Guide**

Title of planned course: Reading Grade Four

Subject Area: Reading

Grade Level: 4

Course Description: This course is designed to provide students with strategies to develop reading comprehension skills, reading fluency, vocabulary recognition, the conventions of grammar, and accurate spelling.

Time/Credit for this Course: One Full School Year

Curriculum Writing Committee: Valerie Statler and Trudi Wilson

Curriculum Map

August: Baseline DIBELS/Placement test

September: Sequence, Summarize, Suffixes, Expression, Short vowels VCCV, Author's Purpose, Questioning, Endings/Word Structure, Phrasing, Long a and I, Literary elements (character, setting, and plot), Background knowledge, Multiple Meaning Words, Tempo/Rate, Long e and o, Author's Purpose, Story Structure, Synonyms and Antonyms/Context Clues, Long e, Word Choice, Sentences, Subjects & Predicates, Statements & Questions, Commands & Exclamations

October: Main Idea & Supporting Details, Text Structure, Suffixes, Phrasing, Long U Sounds, Cause & Effect, Background Knowledge, Prefixes, Adding –s, –es, Draw Conclusions, Story Structure, Unfamiliar Words, Expression, Irregular Plurals, Compound Sentences, Common & Proper Nouns, Singular and Plural Nouns

November: Draw Conclusions, Questioning, Prefixes, Expression, Words with *ar, or*, Fact & Opinion, Monitor & Clarify, Unfamiliar Words, Consonant Pairs *ng, nk, ph, wh*, Main Idea & Supporting Details, Inferring, Words with *ear, ir, our, ur*, Irregular Plural Nouns, Singular Possessive Nouns, Plural Possessive Nouns

December: Graphic Sources, Important Ideas, Multiple Meaning Words, Expression, Adding –*ed, -ing*, Fact & Opinion, Text Structure, Homophones, Generalize, Visualize, Unfamiliar Words, Phrasing, Vowel Sound in *shout*, Action & Linking Verbs, Main & Helping Verbs, Subject-Verb Agreement

January: Cause & Effect, Predict and Set Purpose, Root Words, Phrasing, Compound Words, Generalize, Inferring, Suffixes, Possessives, Compare & Contrast, Visualize, Synonyms & Antonyms, Expression, Contractions, Past, Present, and Future Tense, Irregular Verbs, Singular & Plural Pronouns

February: Compare & Contrast, Summarize, Multiple Meaning Words, Phrasing, Final Syllable Patterns, Sequence, Important Ideas, Unfamiliar Words, Expression, Final Consonant /sh/, Graphic Sources, Predict & Set Purpose, Greek & Latin Roots, Consonants /j/, /ks/, /kw/, Literary Elements (Character, Setting, & Plot), Monitor & Clarify, Synonyms & Antonyms, Prefixes –*un, -dis, -in*, Subject & Object Pronouns, Possessive Pronouns, Contractions, Prepositions

March: Author's Purpose, Important Ideas, Homographs, Rate & Accuracy, Multisyllabic Words, Compare & Contrast, Visualize, Greek & Latin Roots, Phrasing, Words with Double Consonants, Adjectives, Adjectives That Compare

April: Literary Elements (Character, Setting, & Plot), Story Structure, Unfamiliar Words, Expression, Greek Word Parts, Main Idea & Supporting Details, Text Structure, Greek &

Latin Roots, Expression, Latin Roots, Draw Conclusions, Monitor & Clarify, Synonyms, Rate & Accuracy, Related Words, Adverbs, Adverbs That Compare, Conjunctions

May: Cause & Effect, Questioning, Root Words, Phrasing, Schwa, Fact & Opinion, Summarize, Multiple Meaning Words, Expression, Prefixes *-mis*, *-non*, *-re*, Sequencing, Inferring, Unfamiliar Words, Suffixes *-less*, *-ment*, *-ness*, Generalize, Predict & Set Purpose, Unfamiliar Words, Suffixes *-ful*, *-ly*, *-ion*, Capital Letters, Abbreviations, Combining Sentences, Commas

June: Graphic Sources, Background Knowledge, Multiple Meaning Words, Rate & Accuracy, Words with Silent Consonants, Quotations & Parentheses

Curriculum Scope & Sequence

Planned Course: Reading Fourth Grade

Unit: 1

Time frame: six weeks

State Standards: 1.1.4A; 1.1.4B; 1.1.4C; 1.1.4D; 1.1.4E; 1.2.4A; 1.2.4E; 1.3.4A; 1.3.4C; 1.6.4A

Anchor(s) or adopted anchor: R4.A.1.1; R4.A.1.2.2; R4.A.1.4.1; R4.A.1.5.1; R4A.1.6.1; R4.A.2.1; R4.A.2.4; R4.A.2.5.1; R4.A.2.6.1; R4.B.1.1.1; R4.B.3.3.1

Essential content/objectives: At end of the unit, students will be able to:

Fluency: Read grade level text with expression, appropriate phrasing, rate, and accuracy.

Comprehension: Put story events into the correct sequence. Use the summarize strategy to aid comprehension. Identify the author's purpose. Use the questioning strategy (ask literal, interpretive, and evaluative questions to monitor and adjust understanding.) Understand literary elements-character, setting, and plot. Use background knowledge to aid comprehension. Identify main idea and supporting details and analyze text structure.

Vocabulary: Activate prior knowledge of words. Use context clues to determine the meaning of unfamiliar words. Use a glossary to find the meanings of weekly tested words.

Spelling/Language Arts: **Week #1:** Spell words with short vowel pattern VCCV. Use and understand capitalization and abbreviations. **Week #2:** Practice spelling words with long a and long i sounds. Identify and use imperative and exclamatory sentences. **Week #3:** Spell words with long e and long o. Identify complete subjects and predicates. **Week #4:** Pretest words with the long e sound. Recognize and correctly write compound sentences. **Week #5:** Spell words with long u sounds. Understand clauses and complex sentences.

Core Activities: Students will complete/participate in the following:

Fluency: Repeated reading of high frequency words, read Decodable Practice Readers in groups and pairs. Listen as text is read with expression, appropriate phrasing, rate, and accuracy.

Comprehension: Use sequence strips to put story events in the correct order. Daily review of time order words. Use newspaper articles to have the students practice writing summaries by having them locate the who, what, when, where,

why, and how of the article. Use 'Piece of the Pie' activity to identify the author's purpose. Use the questioning strategy (literal, interpretive, and evaluative questions) to spot the author's purpose. Use a story map to label the characters, setting, and plot of stories. Umbrella activity to teach main idea and supporting details (create umbrellas with the main idea and each individual raindrop lists the supporting details).

Vocabulary: Identify context clues in sentences. Create K-W-L charts to activate prior knowledge. Use the glossary to define vocabulary words. Play games such as Vocabo. Play "I Have/You Have" matching game. Participate in various center activities. Illustrate words and write sentences with the words used in the correct context.

Spelling/Language Arts: Daily review of spelling words using games such as Sparkle, Tic Tac Toe Spell, Hangman, and Trashketball. Complete Daily Fix-Its. In centers and written work identify and practice writing imperative and exclamatory sentences. Practice letter writing using capitalization and abbreviations. Correctly separate sentences into subjects and predicates. Practice writing compound sentences. Recognize and label independent and dependent clauses.

Extensions: Additional challenging vocabulary and spelling words will be provided. Additional texts will be used. Creative and critical thinking questions will be provided for the weekly story. Read additional texts of the same genre as the weekly story.

Remediation: Intervention groups for specific skills, small group instruction, Practice Decodable Readers daily, online vocabulary and comprehension practice

Instructional Methods: Direct instruction, large and small group instruction, and discussion, modeling, and independent practice

Materials & Resources: Scott Foresman Reading Street Grade 4, Book 1 for students, Unit 1, volumes 1 and 2 for teachers, Practice Decodable Readers, leveled reading books, trade books, vocabulary cards, letter tiles, various teacher made items, Reader's and Writer's Notebook, Weekly Tests, and Fresh Reads for Fluency and Comprehension, as well as PSSA Coach books and other state testing materials.

Assessments: DIBELS, placement test, weekly tests and quizzes, weekly fluency checks, and teacher observation

Curriculum Scope & Sequence

Planned Course: Reading Grade 4

Unit: 2

Time frame: Six weeks

State Standards: 1.1.4A; 1.1.4B; 1.1.4C; 1.1.4D; 1.1.4E; 1.2.4B; 1.2.4D; 1.2.4E; 1.3.4A; 1.5.4F; 1.6.4A

Anchor(s) or adopted anchor: R4.A.1.1; R4.A.1.2.1; R4.A.1.2.2; R4.A.1.3.1; R4.A.1.4.1; R4.A.2.1.2; R4.A.2.2.1; R4.A.2.3.1; R4.A.2.4.1; R4.B.1.2.1; R4.B.3.1.1; R4.B.3.3.1

Essential content/objectives: At end of the unit, students will be able to:

Fluency: Read grade level text with improved expression and use appropriate phrasing

Comprehension: Identify cause and effect in text. Use background knowledge to aid comprehension. Draw conclusions and examine story structure. Identify facts and opinions in text. Use the inferring strategy and locate the main ideas and supporting details of stories.

Vocabulary: Activate prior knowledge of words. Identify prefixes and suffixes of vocabulary words. Have students determine if the prefixes and/or suffixes help them understand the meaning of an unfamiliar word. Use a glossary/dictionary to find definition of weekly vocabulary words. Identify compound words and multiple meaning words. Highlight root words and use the root word to help figure out the meaning of a new word. Use context clues to determine word meaning.

Spelling/Language Arts: Week #1: Spell words with –s and –es. Use and understand common and proper nouns. **Week #2:** Spell irregular and plural nouns. Use and understand regular plural nouns. **Week #3:** Spell words with –ar and –or. Identify singular nouns and irregular plural nouns. **Week #4:** Spell words with *ng*, *nk*, *ph*, and *wh*. Locate and write singular possessive nouns. **Week #5:** Spell words with *ear*, *ir*, *our*, and *ur*. Use and understand plural possessive nouns.

Core Activities: Students will complete/participate in the following:

Fluency: Repeated reading of high frequency words. Read Decodable Practice Readers in groups and pairs. Listen as text is read with appropriate phrasing and expression. Use hand held signs to queue expression with punctuation.

Comprehension: Teach ABC order (**C**ause comes before **E**ffect). Review cause and effect clue words. Take a picture walk through stories prior to reading so the students can practice drawing conclusions. Read a small portion of story and draw a picture of their conclusion. Play 2 Facts and 1 Opinion game (the students need to share 2 facts about themselves and 1 opinion. The class must then try to figure out the facts and the opinion). Read newspaper articles to practice finding facts and opinions. Use the umbrella activity to find the main idea and supporting details.

Vocabulary: Identify context clues in sentences. Use a glossary/dictionary to define vocabulary words. Play "I Have/You Have (card matching game). Participate in various center activities. Use Puzzlemaker to make word searches and crossword puzzles. Write sentences using the vocabulary words in the correct context. Highlight the prefixes and suffixes of words.

Spelling/Language Arts: Daily review of spelling words using games such as: Sparkle, Hangman, or Tic Tac Toe Spell. Complete Daily Fix-Its. Daily practice of identifying and writing the following weekly language arts skills: common and proper nouns, singular and plural nouns, irregular plural nouns, and singular and plural possessive nouns. Learning center activities.

Extensions: Additional challenging vocabulary and spelling words will be provided. Additional texts will be used. Creative and critical thinking questions will be provided for the weekly story. Read additional texts of the same genre as the weekly story.

Remediation: Intervention groups for specific skills, small group instruction, practice Decodable Readers daily, online vocabulary and comprehension practice.

Instructional Methods: Direct instruction, large and small group instruction. Discussion, modeling, and independent practice.

Materials & Resources: Scott Foresman Reading Street Grade 4, Book 1 for students, Unit 2, volumes 1 and 2 for teachers, Practice Decodable Readers, leveled reading books, trade books, vocabulary cards, letter tiles, various teacher made items, Reader's and Writer's Notebook, Weekly Tests, and Fresh Reads for Fluency and Comprehension, as well as PSSA Coach books and other state testing materials.

Assessments: DIBELS, placement test, weekly tests and quizzes, weekly fluency checks, and teacher observation

Curriculum Scope & Sequence

Planned Course: Reading Grade Four

Unit: 3

Time frame: Six Weeks

State Standards: 1.1.4B; 1.1.4C; 1.1.4D; 1.1.4E; 1.2.4B; 1.2.4D; 1.2.4E; 1.3.4A; 1.5.4F; 1.6.4A

Anchor(s) or adopted anchor: R4.A.1.1.1; R4.A.1.1.2; R4.A.1.2; R4.A.1.3.1; R4.A.2.1.1; R4.A.2.1.2; R4.A.2.2.1; R4.A.2.3.1; R4.B.1.2.1; R4.B.3.1.1; R4.B.3.3.1; R4.B.3.3.3

Essential content/objectives: At end of the unit, students will be able to:

Fluency: Read grade level text with improved expression, and appropriate phrasing.

Comprehension: Use graphic sources and identify important ideas to aid in comprehension. Identify facts and opinions in text. Use text structure to aid comprehension. Understand and identify generalizations used. Use visualizing to monitor and adjust student comprehension. Identify cause and effect relationships. Make predictions and set a purpose for reading.

Vocabulary: Activate prior knowledge of words. Use context clues to determine the meaning of unfamiliar words. Use a glossary/dictionary to find the meanings of unknown words. Use context to complete sentences. Use context to distinguish between multiple-meaning words, and use a dictionary to find syllabication and pronunciation of unfamiliar words. Identify root words and highlight the suffixes.

Spelling/Language Arts: Week #1: Spell words with the –ed and –ing endings. Use and understand action and linking verbs. **Week #2:** Spell homophones. Differentiate between main verbs and helping verbs. **Week #3:** Spell words with the vowel sound in *shout*. Use and understand subject-verb agreement. **Week #4:** Spell compound words correctly. Identify past, present, and future tense verbs. **Week #5:** Spell possessives correctly. Use and understand irregular verbs.

Core Activities: Students will complete/participate in the following:

Fluency: Repeated reading of high frequency words. Read Decodable Practice Readers in groups and pairs. Read aloud of leveled reader. Listen as text is read with appropriate phrasing and expression.

Comprehension: Daily review of presented reading skills. Practice making graphic sources of their own (tables, diagrams, maps, and pictures). Review clue words of cause-and-effect relationships. Use cause-and-effect pictures for the students to put in the correct order. Use a chart to label cause and effect relationships in the story. Visualization activities where students must guess a described setting and illustrate what they visualized. Locate facts and opinions in the text with highlight tape. Constant use and review of generalizing in daily activities example: *Everyone* loves pizza. Review clue words in generalizations and create generalizations. Take picture walks or read small portions of a story so students can make predictions about the text. Practice of skills at learning center stations.

Vocabulary: Create K-W-L charts to activate prior knowledge. Identify context clues in sentences. Use a glossary to define vocabulary words. Use term and definition matching cards. Participate in various learning center activities. Find synonyms, antonyms, and create sentences using a vocabulary term. Create crossword and word search puzzles using Puzzlemaker.

Spelling/Language Arts: Daily review of spelling words using games such as Sparkle, Tic Tac Toe Spell, Hangman, and Trashketball. Complete Daily Fix-It worksheet. Learning centers to apply instructed weekly verb usage skill. Highlight tape used to identify verbs used in weekly text. Use all conventions correctly in daily written work.

Extensions: Additional challenging vocabulary and spelling words provided. Additional texts read together or independently. Creative and critical thinking questions provided for the weekly story. Read additional texts of the same genre as the weekly story.

Remediation: Intervention groups for specific skills and small group instruction. Practice Decodable Readers daily. Online vocabulary and comprehension practice.

Instructional Methods: Direct instruction and large and small group instruction. Daily discussion, modeling, and independent practice.

Materials & Resources: Scott Foresman Reading Street Grade 4, Book 1 for students, Unit 3, volumes 1 and 2 for teachers, Practice Decodable Readers, leveled reading books, trade books, vocabulary cards, letter tiles, various teacher made items, Reader's and Writer's Notebook, Weekly Tests, and Fresh Reads for Fluency and Comprehension, as well as PSSA Coach books and other state testing materials.

Assessments: DIBELS, placement test, weekly tests and quizzes, weekly fluency checks, and teacher observation

Curriculum Scope & Sequence

Planned Course: Reading Fourth Grade

Unit: 4

Time frame: six weeks

State Standards: 1.1.4.A; 1.1.4.D; 1.2.4.A; 1.2.4.D; 1.3.4.B; 1.3.4.C

Anchor(s) or adopted anchor: R4.A.1.1.1; R4.A.1.1.2; R4.A.1.4.1; R4. A.2.4.1; R4.A.2.5.1; R4.B.1.1.1; R4.B.1.2.1; R4.B.3.3.1; R4.B.3.3.3

Essential content/objectives: At end of the unit, students will be able to:

Fluency: Read grade level text with expression, appropriate phrasing, rate, and accuracy.

Comprehension: Compare and contrast characters. Gain better understanding through visualizing. Improve ability to retell story highlighting only important events. Put story events in proper order. Identify and utilize the important ideas in text to further understanding. Improve comprehension by using provided graphic sources. Predict and set purpose for reading. Put story events into the correct sequence. Understand literary elements-character and plot. Monitor and clarify predictions.

Vocabulary: Activate prior knowledge of words. Use context clues to determine the meaning of unfamiliar words. Use a glossary to find the meanings of weekly tested words. Focus on synonyms and antonyms, multiple-meaning words, and words with Greek and Latin roots to foster vocabulary development.

Spelling/Language Arts: **Week #1:** Spell words using contractions. Work with singular and plural nouns. **Week #2:** Find syllable patterns in spelling words. Work with different kinds of pronouns. **Week #3:** Spell words with digraph /sh/. Continue work with pronouns along with antecedents. **Week #4:** Spell words that contain the consonants /j/, /ks/, and /kw/. Continue working with pronouns moving on to those that show possession **Week #5:** Work with words that have prefixes *un-*, *dis-*, and *in-*. Work with contractions and negatives.

Core Activities: Students will complete/participate in the following:

Fluency: Repeated reading of high frequency words, read Decodable Practice Readers in groups and pairs. Listen as text is read with expression, appropriate phrasing, rate, and accuracy.

Comprehension: Use teacher or student-created sequence strips to put story events in the correct order. Use provided sequence cards to practice retell and summarizing. Use graphic sources to gain a deeper understanding of a story and encourage the importance of transferring this skill to other subjects. Make an Egyptian cartouche when reading *Seeker of Knowledge*. Allow time for daily review of time order words. Use newspaper articles to have the students practice writing summaries by having them locate the who, what, when, where, why, and how of the article. Use a story map to label the characters and plot of stories. Have students find and illustrate good examples of passages in which they were able to visualize when trying to comprehend the story.

Vocabulary: Identify context clues in sentences. Create K-W-L charts to activate prior knowledge. Use the glossary to define vocabulary words. Play games such as Vocabo. Play “I Have/You Have” matching game. Participate in various center activities. Illustrate words and write sentences with the words used in the correct context. Use Puzzlemaker to design crossword puzzles to be used as review.

Spelling/Language Arts: Daily review of spelling words using games such as Sparkle, Tic Tac Toe Spell, Hangman, and Trashketball. Complete Daily Fix-Its. Practice weekly Language Arts focus skills in centers and written work. Correctly use all conventions in daily written work.

Extensions: Additional challenging vocabulary and spelling words will be provided. Additional texts will be used. Creative and critical thinking questions will be provided for the weekly story. Read additional texts of the same genre as the weekly story.

Remediation: Intervention groups for specific skills, small group instruction, Practice Decodable Readers daily, online vocabulary and comprehension practice

Instructional Methods: Direct instruction, large and small group instruction, and discussion, modeling, and independent practice

Materials & Resources: Scott Foresman Reading Street Grade 4, Book 2 for students, Unit 4, volumes 1 and 2 for teachers, Practice Decodable Readers, leveled reading books, trade books, vocabulary cards, letter tiles, various teacher made items, Reader’s and Writer’s Notebook, Weekly Tests, and Fresh Reads for Fluency and Comprehension, as well as PSSA Coach books and other state testing materials.

Assessments: DIBELS, placement test, weekly tests and quizzes, weekly fluency checks, and teacher observation

Curriculum Scope & Sequence

Planned Course: Reading Fourth Grade

Unit: 5

Time frame: Six weeks

State Standards: 1.1.4.A; 1.2.4.A; 1.1.4.B; 1.1.4.C; 1.3.4.C; 1.1.4.D; 1.2.4.E

Anchor(s) or adopted anchor: R4.A.1.1; R4.A.1.1.1; R4.A.1.1.2; 4.A.1.2.1; R4.A.1.2.2; R4.A.1.3.1; R4.A.2.1.1; R4.A.2.1.2; R4.2.3.1; R4.A.2.4.1; R4.A.2.6.1; R4.B.1.1.1

Essential content/objectives: At end of the unit, students will be able to:

Fluency: Read grade level text with expression, appropriate phrasing, rate, and accuracy.

Comprehension: Identify author's purpose for writing. Identify the important ideas and events in each story. Compare and contrast characters. Gain better understanding through visualizing. Understand literary elements-character, plot, and theme. Identify story structure. Identify main idea and supporting details. Analyze text structure. Draw conclusions and examine story structure. Monitor and clarify predictions.

Vocabulary: Activate prior knowledge of words. Use context clues to determine the meaning of unfamiliar words. Use a glossary to find the meanings of weekly tested words. Focus on synonyms, homographs, and words with Greek and Latin affixes to foster vocabulary development.

Spelling/Language Arts: **Week #1:** Spell multisyllabic words. Work with adjectives and articles. **Week #2:** Find double consonants in spelling words. Work with adverbs. **Week #3:** Spell words with Greek word parts. Continue with adverbs adding adjectives with comparatives and superlatives. **Week #4:** Spell words that contain Latin roots. Use time order words. **Week #5:** Identify and spell words that are related. Work with prepositions and prepositional phrases.

Core Activities: Students will complete/participate in the following:

Fluency: Repeated reading of high frequency words, read Decodable Practice Readers in groups and pairs. Listen as text is read with expression, appropriate phrasing, rate, and accuracy.

Comprehension: Use teacher or student-created sequence strips to put story events in the correct order. Use graphic sources to gain a deeper understanding

of a story and have students transfer this skill to other subjects. Allow time for daily review of time order words. Use newspaper articles to have the students practice writing summaries by having them locate the who, what, when, where, why, and how of the article. Use a story map to label the characters and plot of stories. Have students find and illustrate good examples of passages in which they were able to visualize when trying to comprehend the story.

Vocabulary: Identify context clues in sentences. Create K-W-L charts to activate prior knowledge. Use the glossary to define vocabulary words. Play games such as Vocabo. Play “I Have/You Have” matching game. Participate in various center activities. Illustrate words and write sentences with the words used in the correct context. Use Puzzlemaker to design crossword puzzles to be used as review. Highlight or use highlight tape to show the different letters of the related words.

Spelling/Language Arts: Daily review of spelling words using games such as Sparkle, Tic Tac Toe Spell, Hangman, and Trashketball. Complete Daily Fix-Its. Practice weekly Language Arts focus skills in centers and written work. Correctly use all conventions in daily written work.

Extensions: Additional challenging vocabulary and spelling words will be provided. Additional texts will be used. Creative and critical thinking questions will be provided for the weekly story. Read additional texts of the same genre as the weekly story.

Remediation: Intervention groups for specific skills, small group instruction, Practice Decodable Readers daily, online vocabulary and comprehension practice

Instructional Methods: Direct instruction, large and small group instruction, and discussion, modeling, and independent practice

Materials & Resources: Scott Foresman Reading Street Grade 4, Book 2 for students, Unit 5 volumes 1 and 2 for teachers, Practice Decodable Readers, leveled reading books, trade books, vocabulary cards, letter tiles, various teacher made items, Reader’s and Writer’s Notebook, Weekly Tests, and Fresh Reads for Fluency and Comprehension, as well as PSSA Coach books and other state testing materials.

Assessments: DIBELS, placement test, weekly tests and quizzes, weekly fluency checks, and teacher observation

Curriculum Scope & Sequence

Planned Course: Reading Fourth Grade

Unit: 6

Time frame: Six weeks

State Standards: 1.2.4.A; 1.1.4.B; 1.2.4.B; 1.1.4.C; 1.1.4.D; 1.2.4.D

Anchor(s) or adopted anchor: R4.A.1.2.1; R4.A.1.3.1; R4.A.2.1.1; R4.A.2.1.2; R4.A.2.2.2; R4.A.2.3.1; R4.A.1.5.1; R4.B.3.1.1; R4.B.3.3.3

Essential content/objectives: At end of the unit, students will be able to:

Fluency: Read grade level text with expression, appropriate phrasing, rate, and accuracy.

Comprehension: Correctly label cause and effect in a story. Use questioning strategy to monitor and adjust understanding. Identify fact and opinion. Improve ability to retell story highlighting only important events. Put story events into the correct sequence. Use inferring to locate main ideas and supporting details. Identify generalizations used in story. Predict and set purpose for reading. Improve comprehension by using provided graphic sources. Use background knowledge to improve comprehension.

Vocabulary: Activate prior knowledge of words. Use context clues to determine the meaning of unfamiliar words. Use a glossary to find the meanings of weekly tested words. Focus on identifying root words, and words with multiple meanings to foster vocabulary development.

Spelling/Language Arts: **Week #1:** Correctly identify and spell words with the schwa sound. Work with conjunctions. **Week #2:** Work with words containing prefixes min-, non-, and re-. Focus on correct capitalization and punctuation. **Week #3:** Spell words with suffixes –less, -ment, and –ness. Learn proper use of commas. **Week #4:** Continue with words that have suffixes focusing on –ful -ly, -ion. Use quotations and quotation marks in writing. **Week #5:** Correctly spell words with silent consonants. Write titles properly.

Core Activities: Students will complete/participate in the following:

Fluency: Repeated reading of high frequency words, read Decodable Practice Readers in groups and pairs. Listen as text is read with expression, appropriate phrasing, rate, and accuracy.

Comprehension: Use teacher or student-created sequence strips to put story events in the correct order. Use provided sequence cards to practice retell and summarizing. Allow time for review of clue words indicating cause and effect. . Use newspaper articles to have the students practice writing summaries focusing on having them locate the who, what, when, where, why, and how of the article. Classroom discussions to activate and share background knowledge. Do a spiral review of clue words that indicate generalizations. Use centers to practice skills on a daily basis.

Vocabulary: Identify context clues in sentences. Create K-W-L charts to activate prior knowledge. Use the glossary to define vocabulary words. Play games such as Vocabo. Play "I Have/You Have" matching game. Participate in various center activities. Illustrate words and write sentences with the words used in the correct context. Use Puzzlemaker to design crossword puzzles to be used as review. Highlight or use highlight tape to show the different letters of the related words.

Spelling/Language Arts: Daily review of spelling words using games such as Sparkle, Tic Tac Toe Spell, Hangman, and Trashketball. Complete Daily Fix-Its. Practice weekly Language Arts focus skills in centers and written work. Correctly use all conventions in daily written work.

Extensions: Additional challenging vocabulary and spelling words will be provided. Additional texts will be used. Creative and critical thinking questions will be provided for the weekly story. Read additional texts of the same genre as the weekly story.

Remediation: Intervention groups for specific skills, small group instruction, Practice Decodable Readers daily, online vocabulary and comprehension practice

Instructional Methods: Direct instruction, large and small group instruction, and discussion, modeling, and independent practice

Materials & Resources: Scott Foresman Reading Street Grade 4, Book 2 for students, Unit 6, volumes 1 and 2 for teachers, Practice Decodable Readers, leveled reading books, trade books, vocabulary cards, letter tiles, various teacher made items, Reader's and Writer's Notebook, Weekly Tests, and Fresh Reads for Fluency and Comprehension, as well as PSSA Coach books and other state testing materials.

Assessments: DIBELS, placement test, weekly tests and quizzes, weekly fluency checks, and teacher observation