

Grade 4
ENGLISH/LANGUAGE ARTS CURRICULUM GUIDE

READING: Word Recognition, Fluency, and Vocabulary Development

Standard 1: Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, word parts (*un-, re-, -est, -ful*), and context clues (the meaning of the text around a word). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.

Objective	Example	Instructional/Assessment Strategy	Resource
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Word Recognition

<p>4.1.1 Read aloud grade-level-appropriate narrative text (stories) and expository text (information) with fluency and accuracy and with appropriate timing, changes in voice, and expression.</p>	<p>-Fluency means smooth and clear</p>	<p>-Instruction should start on student's independent fluency level, then work to grade level -Partner, independent reading -Oral presentation * -Reader's theater -Commercials, newscasts -Read to younger children</p>	<p>-Level assessments -DRA -Fluency standards -Texts at levels (include expository) - Scott Foresman IRI - Scott Foresman Instructional Routines #22</p>
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Vocabulary and Concept Development

<p>4.1.2 Apply knowledge of •synonyms (words with the same meaning), •antonyms (words with opposite meaning), •homographs (words that are spelled the same but have different meanings), and •idioms (expressions that cannot be understood just by knowing the meanings of the words in the expression, such as couch potato) to determine the meaning of words and phrases.</p>		<p>-Identify elements in published text. -Write original examples. -Play/create games ("I have <i>hot</i>; who has the antonym?") -Teacher observation of game * -Modeling, think-aloud</p>	<p>-Text that is rich in these elements -Roger Farr materials - Activities in <u>Guiding Readers & Writers</u> Grades 3-6 - <u>Word Matters</u> games & activities</p>
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*Suggested Assessment Strategy

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Word Recognition, Fluency, and Vocabulary Development

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Vocabulary and Concept Development

4.1.3 Use knowledge of root words (nation, national, nationality) to determine the meaning of unknown words within a passage.	-“root” and “base” mean the same thing	-model thought process within their text based on their own texts -teach both terms: “base” and “root” -find example in own text	-Text rich with elements -Spelling lessons with elements -Indiana Reading and Language Arts Coach, Grade 6 p.14.
4.1.4 Use common roots (<i>meter = measure</i>) and word parts (<i>therm = heat</i>) derived from Greek and Latin to analyze the meaning of complex words (<i>thermometer</i>).		-Know meaning of root. -Give a common roots list. -Sort words by common roots (bio, biology, biosphere) -Determine meaning through context. -Discuss root history	-Color-coded sections containing information on these words -List of common root words
4.1.5 Use a thesaurus to find related words and ideas.		-Play word change games (How many ways to say “nice”?) -Practice using. -Use with own writing to improve/expand.	-Thesaurus -Indiana Reading and Language Arts Coach, Grade 6 p.12.
4.1.6 Distinguish and interpret words with multiple meanings (<i>quarters</i>) by using context clues (the meaning of the text around a word).		-Use one word in multiple ways. -Given four choices, pick which one word will fit correctly into two different sentences. -Play a game practicing this: Give one multiple meaning word. Have each student write a sentence. Compare meanings. Using ISTEP format*	-List of multiple meaning words -Indiana Reading and Language Arts Coach, Grade 6 p.17.

*Suggested Assessment Strategy

Grade 4
ENGLISH/LANGUAGE ARTS CURRICULUM GUIDE

READING: Reading Comprehension

Standard 2: Students read and understand grade-level-appropriate material. They use a variety of comprehension strategies, such as asking and responding to essential questions, making predictions, and comparing information from several sources to understand what is read. The selections in the *Indiana Reading List* illustrate the quality and complexity of the materials to be read by students. At Grade 4, in addition to regular classroom reading, students read a variety of grade-level-appropriate narrative (story) and expository (informational and technical) texts, including classic and contemporary literature, poetry, magazines, newspapers, reference materials, and on-line information.

Objective	Example	Instructional/Assessment Strategy	Resource
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Structural Features of Informational and Technical Materials

4.2.1 Use the organization of informational text to strengthen comprehension.	Read informational texts that are organized by comparing and contrasting ideas, discussing causes for and effects of events, or in sequential order and use this organization to understand what is read. Use graphic organizers, such as webs, flow charts, concept maps, or Venn diagrams to show the organization of the text.	-Graphic organizers, etc. to organize information from social studies, health, etc. texts. -Graphic Organizer*	-Texts set up in these manners. -Examples of graphic organizers. -Scholastic.com (provides graphic organizers) -Scott Foresman Resource Book -Indiana ISTEP+Reading Coach, Grade 6 p.23-28.
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Comprehension and Analysis of Grade-Level-Appropriate Text

4.2.2 Use appropriate strategies when reading for different purposes.	Read and take notes on an informational text that will be used for a report. Skim a text to locate specific information. Use graphic organizers to show the relationship of ideas in the text.	-Model use of skimming, scanning, rereading, note taking based on classroom texts. -Teacher observe use of skill in other areas *	-Poster of strategies -Graphic organizers
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Objective	Example	Instructional/Assessment Strategy	Resource
<i>Comprehension and Analysis of Grade-Level-Appropriate Text</i>			
4.2.3 Make and confirm predictions about text by using prior knowledge and ideas presented in the text itself, including illustrations, titles, topic sentences, important words, and foreshadowing clues (clues that indicate what might happen next).	While reading a mystery, predict what is going to happen next in the story. Confirm or revise the predictions based on further reading. After reading an informational text, use information gained from the text to predict what an animal might do to camouflage itself in different landscapes.	-Make a prediction based on the knowledge of character, setting, story, and prior knowledge. -Make predictions with partner based on content. Agree/disagree and respond (written conversation).	-Texts (content areas) that have titles, subtitles, etc. -Texts (narrative)
4.2.4 Evaluate new information and hypotheses (statements of theories) by testing them against known information and ideas.	Compare what is already known and thought about ocean life to new information encountered in reading, such as in the book <u>Amazing Sea Creatures</u> by Andrew Brown.	-Apply to scientific investigations. -KWL	-Expository texts
4.2.5 Compare and contrast information on the same topic after reading several passages or articles.	Read several fictional and informational texts about guide dogs, such as <u>A Guide Dog Puppy Grows Up</u> by Carolyn Arnold, <u>Buddy: The First Seeing Eye Dog</u> by Eva Moore, and <u>Follow My Leader</u> by James B. Garfield, and compare and contrast the information presented in each.	-Use graphic organizers like Venn Diagrams and T-bar charts. -Write compare/contrast sentences and paragraphs based on graphic organizers.*	-Book sets on themes that are “compare and contrast-able” including some fiction and some nonfiction.

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Comprehension and Analysis of Grade-Level-Appropriate Text

4.2.6 Distinguish between <u>cause and effect</u> and between <u>fact and opinion</u> in informational text.	In reading an article about how snowshoe rabbits change color, distinguish facts (such as <i>Snowshoe rabbits change color from brown to white in the winter</i>) from opinions (such as <i>Snowshoe rabbits are very pretty animals because they can change colors</i>).	-Clue words -Games – Make a statement. Is this a fact or opinion? -Create/write cause and effect scenarios.	-Indiana ISTEP+ Reading Coach, Grade 6 p. 62-75.
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4.2.7 Follow multiple-step instructions in a basic technical manual.	Follow directions to learn how to use computer commands or play a game.	-Instruct a partner based on a manual. -Follow directions to learn how to use computer commands or to learn to play a computer game.	-Technology manuals and devices
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Grade 4
ENGLISH/LANGUAGE ARTS CURRICULUM GUIDE

READING: Literary Response and Analysis

Standard 3: Students read and respond to a wide variety of significant works of children's literature. They identify and discuss the characters, theme (the main idea of a story), plot (what happens in a story), and the setting (where a story takes place) of stories that they read. The selections in the *Indiana Reading List* illustrate the quality and complexity of the materials to be read by students.

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Structural Features of Literature

4.3.1 Describe the differences of various imaginative forms of literature, including fantasies, fables, myths, legends, and fairy tales.	Show how fables were often told to teach a lesson, as in Aesop's fable, <u>The Grasshopper and the Ant</u> . Discuss how legends were often told to explain natural history, as in the stories about <i>Johnny Appleseed</i> or <i>Paul Bunyan and Babe, the Blue Ox</i> . Use a graphic organizer to compare the two types of literature.	-Read, compare using graphic organizers. -Read examples and construct comparison charts of story elements. -Label and support passages *	-Scott Foresman selections of traditional stories and fantasy stories.
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Narrative Analysis of Grade-Level-Appropriate

4.3.2 Identify the main events of the plot, their causes, and the effects of each event on future actions.	After reading <u>Sarah, Plain and Tall</u> by Patricia MacLachlan, discuss the causes and effects of the main event of the plot, when the father in the story acquires a mail-order bride. Describe the effects of this event, including the adjustments that the children make to their new stepmother and that Sarah makes to living on the prairie. Plot the story onto a story map.	-Identify main events. Tell cause and result. -Do story maps. -Retell the story in 5 sentences.* -Extend the story. (Ex: describe what the wedding would be like.)	-Chart with headings of cause, event, and effect. -Indiana ISTEP+ Reading Coach, Grade 6 p.103-107.
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Narrative Analysis of Grade-Level-Appropriate

4.3.3 Use knowledge of the situation, setting, and a character's traits and motivations to determine the causes for that character's actions.	After reading <u>The Sign of the Beaver</u> by Elizabeth George Speare, tell how the Native American character's actions are influenced by his being in a setting with which he is very comfortable, as opposed to the reactions of another character, Matt.	-Use "visualization" and "making personal connections" strategies.	-Word-less books and stories -Indiana Reading and Language Arts Coach, Grade 6 p. 80-84.
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4.3.4 Compare and contrast tales from different cultures by tracing the adventures of one character type. Tell why there are similar tales in different cultures.	Read a book of trickster tales from other countries, such as <u>The Barefoot Book of Trickster Tales</u> retold by Richard Walker. Describe the similarities in these tales in which a main character, often an animal, outwits other animals, humans, or forces in nature. Then, tell how these tales are different from each other.	-Identify common human challenges, across cultures. -Find common characters. -Find examples. -Compare/contrast using graphic organizers. -Act out.	-Trickster Tale books from cultures. - <u>Cinderella</u> , <u>Lon PoPo</u>
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Narrative Analysis of Grade-Level-Appropriate

<p>4.3.5 Define figurative language, such as similes, metaphors, hyperbole, or personification, and identify its use in literary works.</p> <ul style="list-style-type: none"> • Simile: a comparison that uses like or as • Metaphor: an implied comparison • Hyperbole: an exaggeration for effect • Personification: a description that represents a thing as a person 	<p>Identify a simile, such as <i>Twinkle, twinkle little star...like a diamond in the sky</i>. Identify a metaphor, such as <i>You were the wind beneath my wings</i>. Identify an example of hyperbole, such as <i>Cleaner than clean, whiter than white</i>. Identify an example of personification, such as <i>The North Wind told the girl that he would blow so hard it would be impossible to walk up the steep hill</i>.</p>	<ul style="list-style-type: none"> -Apply to poetry. -Identify in poetry. -Write examples -Literal drawings (draw yourself "sitting on top of the world") 	<ul style="list-style-type: none"> -Scott Foresman poetry selections -Indiana Reading and Language Arts Coach, Grade 6 p.118-119.
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WRITING: Writing Process

Standard 4: Students write clear sentences and paragraphs that develop a central idea. Students progress through the stages of the writing process, including prewriting, drafting, revising, and editing multiple drafts.			
Objective	Example	Instructional/Assessment Strategy	Resource
<i>Organization and Focus</i>			
4.4.1 Discuss ideas for writing. Find ideas for writing in conversations with others and in books, magazines, newspapers, school textbooks, or on the Internet. Keep a list or notebook of ideas.		-Create a writing topic list. -Keep a writing folder of ideas.	
4.4.2 Select a focus, an organizational structure, and a point of view based upon purpose, audience, length, and format requirements for a piece of writing.		-Identify these elements in expository and narrative text.	-Scott Foresman Writing Process Transparencies -Susan Page's Writing Activity Resource -Writing rubrics -Newspaper articles, esp. Editorial Section -Indiana Reading and Language Arts Coach, Grade 6 p. 163-166.

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Objective	Example	Instructional/Assessment Strategy	Resource
<i>Organization and Focus</i>			
<p>4.4.3 Write informational pieces with multiple paragraphs that:</p> <ul style="list-style-type: none"> •provide an introductory paragraph. •establish and support a central idea with a topic sentence at or near the beginning of the first paragraph. •include supporting paragraphs with simple facts, details, and explanations. •present important ideas or events in sequence or in chronological order. •provide details and transitions to link paragraphs. •conclude with a paragraph that summarizes the points. •use correct indentation at the beginning of paragraphs. 		<p>-Look at and analyze expository text for paragraph development. -Teach transition words.</p>	<p>-Scott Foresman Writing Process Transparencies -<u>Power Writing</u> by Betty Hamilton - Subscriptions to <i>Stone Soup</i>, <i>Story Works</i>, <i>Cobblestone</i>, <i>Time for Kids</i>, and <i>Ranger Rick</i>.</p>
<p>4.4.4 Use common organizational structures for providing information in writing, such as:</p> <ul style="list-style-type: none"> •order, •cause and effect, •similarity and difference, •posing and answering a question: 	<ul style="list-style-type: none"> •chronological order: following and writing directions •cause and effect: story or narrative •similarity and difference: descriptive writing •posing and answering a question: science or social studies text 	<ul style="list-style-type: none"> •Identify these organizational structures in expository text. 	<ul style="list-style-type: none"> •Content area textbooks

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Objective	Example	Instructional/Assessment Strategy	Resource
<i>Organization and Focus</i>			
4.4.5 Quote or paraphrase information sources, citing them appropriately.		-Model during a mini writing lesson.	-Writing Handbook
4.4.6 Locate information in reference texts by using organizational features, such as prefaces and appendixes.		-Use in a written report. *	-Reference books
4.4.7 Use multiple reference materials and online information (the Internet) as aids to writing.		-Use in a written report. *	
4.4.8 Understand the organization of almanacs, newspapers, and periodicals and how to use those print materials.		-Use in a written report. *	-Almanacs, newspapers, periodicals
4.4.9 Use a computer to draft, revise, and publish writing, demonstrating basic keyboarding skills and familiarity with common computer terminology.		-Use in a written report. * -Keyboarding Resources from ESC.	-Computer

*Suggested Assessment Strategy

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WRITING: Writing Process

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Objective	Example	Instructional/Assessment Strategy	Resource
<i>Evaluation and Revision</i>			
4.4.10 Review, evaluate, and revise writing for meaning and clarity.		-Apply in the writing process* -Model during a teacher mini-lesson.	-Writer's handbooks -Grammar/SpellCheck -Scott Foresman Writing Process Transparencies -Indiana Reading and Language Arts Coach, Grade 6 p. 128-142
4.4.11 Proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of frequent errors.		-Provide grading rubric ahead of time. -Model during a teacher mini-lesson. -Apply in the writing process*	-Examples of student writing -Scott Foresman Writing Process Transparencies -Indiana Reading and Language Arts Coach, Grade 6 p. 128-142
4.4.12 Revise writing by combining and moving sentences and paragraphs to improve the focus and progression of ideas.		-Model during a teacher mini-lesson. -Apply in the writing process*	-Examples of student writing -Scott Foresman Writing Process Transparencies -Indiana Reading and Language Arts Coach, Grade 6 p. 128-142

*Suggested Assessment Strategy

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ENGLISH/LANGUAGE ARTS CURRICULUM GUIDE

WRITING: Writing Applications
(Different Types of Writing and Their Characteristics)

Standard 5: At Grade 4, students are introduced to writing informational reports and written responses to literature. Students continue to write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of Standard English and the drafting, research, and organizational strategies outlined in Standard 4 – Writing Process. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.

In addition to producing the different writing forms introduced in earlier grades, such as letters, Grade 4 students use the writing strategies outlined in Standard 4 – Writing Process to:

Objective	Example	Instructional/Assessment Strategy	Resource
<i>Writing Applications</i>			
4.5.1 Write narratives (stories) that: <ul style="list-style-type: none"> • include ideas, observations, or memories of an event or experience. • provide a context to allow the reader to imagine the world of the event or experience • use concrete sensory details. 	Prepare a narrative on how and why immigrants come to the United States. To make the story more realistic, use information from an older person who may remember firsthand the experience of coming to America.	-Integrate with social studies. -Field trip to historical site and write about it.	-Guest speakers -field trips.
4.5.2 Write responses to literature that: <ul style="list-style-type: none"> •demonstrate an understanding of a literary work. •support judgments through references to both the text and prior knowledge. 	Write a description of a favorite character in a book. Include examples from the book to show why this character is such a favorite. -Explain which character you are most like and why.	-Literature response journals	-Response questions from Scott Foresman or book guides.

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WRITING: Writing Applications
(Different Types of Writing and Their Characteristics)

Standard 5: At Grade 4, students are introduced to writing informational reports and written responses to literature. Students continue to write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of Standard English and the drafting, research, and organizational strategies outlined in Standard 4 – Writing Process. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.

In addition to producing the different writing forms introduced in earlier grades, such as letters, Grade 4 students use the writing strategies outlined in Standard 4 – Writing Process to:

Objective	Example	Instructional/Assessment Strategy	Resource
<i>Writing Applications</i>			
4.5.3 Write informational reports that: <ul style="list-style-type: none"> • ask a central question about an issue or situation. • include facts and details for focus. • use more than one source of information, including speakers, books, newspapers, media sources, and online information. 	Use information from a variety of sources, including speakers, books, newspapers, media sources, and the Internet to provide facts and details for a report on life in your town when it was first settled or for a report about the water cycle.	-KWL charts -Group interactive writing first.	-Speakers -Books -Newspapers -Internet
4.5.4 Write summaries that contain the main ideas of the reading selection and the most significant details.	Write a book review, including enough examples and details about the plot, character, and setting of the book to describe it to a reader who is unfamiliar with it.	-Write and construct a book jacket. -Prepare a written copy for a book talk.	
4.5.5 Use varied word choices to make writing interesting.	Write stories using descriptive words in place of common words; for instance, use <i>enormous</i> , <i>gigantic</i> , or <i>giant</i> for the word <i>big</i> .	-Word walls -Thesaurus games -Notebook entries -Instead of said, use exclaimed or questioned.	-Big books -Picture files -Ruth Heller books

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WRITING: Writing Applications

(Different Types of Writing and Their Characteristics)

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In addition to producing the different writing forms introduced in earlier grades, such as letters, Grade 4 students use the writing strategies outlined in Standard 4 – Writing Process to:

Objective	Example	Instructional/Assessment Strategy	Resource
<i>Writing Applications</i>			
4.5.6 Write for different purposes (information, persuasion) and to a specific audience or person.	Write an informational report for your class about your hobby or interest. Use charts or pictures, when appropriate, to help your audience better understand the topic of your presentation.	<ul style="list-style-type: none"> -Apply examples. -Start with interactive writing. -Produce appropriate visuals to enhance report. -Write about why the cafeteria food should be changed using different purpose and audience. ✓ administrator ✓ classmate ✓ parents ✓ kitchen staff 	-Scott Foresman classroom Routines #59-61

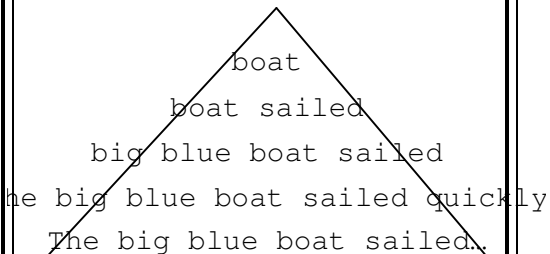
Grade 4
ENGLISH/LANGUAGE ARTS CURRICULUM GUIDE

WRITING: Written English Language Conventions

Standard 6: Students write using Standard English conventions appropriate to this grade level.

Objective	Example	Instructional/Assessment Strategy	Resource
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Handwriting

<p>4.6.1 Write smoothly and legibly in cursive, forming letters and words that can be read by others.</p>		<p>-Stream of consciousness writing: Writing anything that comes to mind, for a short period of time, without stopping. (A) Use as diagnostic tool. (continuous writing)</p>	<p>-Cursive guide paper. -Examples of good penmanship -Zaner-Bloser Helper 4th Grade Kit</p>
<p>4.6.2 Use simple sentences (<i>Dr. Vincent Stone is my dentist.</i>) and compound sentences (<i>His assistant cleans my teeth and Dr. Stone checks for cavities.</i>) in writing.</p>		<p>-Model combining during teacher mini-lesson -Produce long sentences -Set sentence length standard.</p>	
<p>4.6.3 Create interesting sentences, by using words that describe, explain, or provide additional details and connections, such as adjectives, adverbs, appositives, participial phrases, prepositional phrases, and conjunctions.</p> <ul style="list-style-type: none"> • Adjectives: <i>brown eyes, younger sisters</i> • Adverbs: <i>We walked slowly.</i> • Appositives: noun phrases that function as adjectives, such as <i>We played the Cougars, the team from Newport.</i> • Participial phrases: verb phrases that function as adjectives, such as <i>The man walking down the street saw the delivery truck.</i> • Prepositional phrases: <i>in the field, across the room, over the fence</i> • Conjunctions: <i>and, or, but</i> 		<p>-Word walls -Rich word folders</p> <div style="text-align: center; margin: 10px 0;">  <p style="margin: 0;">boat boat sailed big blue boat sailed the big blue boat sailed quickly The big blue boat sailed.</p> </div> <p style="text-align: center; margin-top: 10px;">Sentence triangles</p>	

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Standard 6: Students write using Standard English conventions appropriate to this grade level.			
Instructional/Assessment Strategy	Example	Instructional/Assessment Strategy	Resource
Grammar			
4.6.4 Identify and use in writing regular verbs (live/lived, shout/shouted) and irregular verbs (swim/swam, ride/rode, hit/hit), adverbs (constantly, quickly), and prepositions (through, beyond, between).		-Find and collect verbs on class chart. Group by forms. -Use and identify prepositions, adverbs, etc.	-Book of lists of words
Punctuation			
4.6.5 Use parentheses to explain something that is not considered of primary importance to the sentence, commas in direct quotations (<i>He said, "I'd be happy to go."</i>), apostrophes to show possession (<i>Jim's shoes, the dog's food</i>) and apostrophes in contractions (<i>can't, didn't, won't</i>).		-Model with interactive writing. -Require use in student writing.* -D.O.L. practice.	-Resource books focusing on particular skills. -Writing handbooks -Punctuation posters -D.O.L. books

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WRITING: Written English Language Conventions

Standard 6: Students write using Standard English conventions appropriate to this grade level.			
Objective	Example	Instructional/Assessment Strategy	Resource
<p>4.6.6 Use underlining, quotation marks, or italics to identify titles of documents.</p> <ul style="list-style-type: none"> • When writing by hand or by computer, use quotation marks to identify the titles of articles, short stories, poems, or chapters of books. • When writing on a computer <i>italicize</i> the following, when writing by hand <u>underline</u> them: the titles of books, names of newspapers and magazines, works of art, and musical compositions. 		<p>-Model during teacher mini-lesson. -Require use in student writing* -D.O.L. practice.</p>	<p>-Writing handbook</p>
Capitalization			
<p>4.6.7 Capitalize names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations, when appropriate.</p>		<p>-Model during teacher mini-lesson. -Require use in student writing* -D.O.L. practice.</p>	<p>-Writing handbook</p>

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Objective	Example	Instructional/Assessment Strategy	Resource
<i>Spelling</i>			
4.6.8 Spell correctly roots (bases of words, such as unnecessary, cowardly), inflections (words like care/careful/caring or words with more than one acceptable spelling like advisor/adviser), suffixes and prefixes (-ly, -ness, mis-, un-), and syllables (word parts each containing a vowel sound, such as sur•prise or e•col•o•gy).			-SpellCheck -Word Lists (commonly misspelled) - <u>Making Big Words</u> - <u>Making More Big Words</u>

Grade 4
ENGLISH/LANGUAGE ARTS CURRICULUM GUIDE

LISTENING AND SPEAKING:
Listening and Speaking Skills, Strategies, and Applications

Standard 7: Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation (raising and lowering voice). Students deliver brief oral presentations about familiar experiences or interests that are organized around a coherent thesis statement (a statement of topic). Students use the same Standard English conventions for oral speech that they use in their writing.

Objective	Example	Instructional/Assessment Strategy	Resource
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Comprehension

4.7.1 Ask thoughtful questions and respond orally to relevant questions with appropriate elaboration.		-Share writing, book presentation, other work. Ask and respond.	-Peer review reader's writer's theater
4.7.2 Summarize major ideas and supporting evidence presented in spoken presentations.		-Retelling -Write about it.	-Videos/audio tapes of kids speaking.
4.7.3 Identify how language usage (sayings and expressions) reflects regions and cultures.		-James Whitcomb Riley – read and discuss -Teacher read alouds	-Southern tales written in dialect and expression for example: <u>Mirandy and Brother Wind</u> , <u>Eloise Greenfield</u> poetry books, and <u>Knots on a Counting Rope</u> .
4.7.4 Give precise directions and instructions.		-Describe, instruct, write a process or task.	-Sets of instructions and directions -Step-by-step instructions

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Organization and Delivery of Oral Communication

4.7.5 Present effective introductions and conclusions that guide and inform the listener's understanding of important ideas and details.		-Write interesting beginnings "hooks" for student work. -Model conclusion words and format.	-Professional materials -Scott Foresman Instructional Routines, p. 46-51.
4.7.6 Use traditional structures for conveying information, including cause and effect, similarity and difference, and posing and answering a question.		-Use graphic organizers to give, listen, respond, and plan oral presentations.	-Graphic organizers -Role playing cards
4.7.7 Emphasize points in ways that help the listener or viewer to follow important ideas and concepts.		-Use outlines, visuals, etc.	-Scott Foresman Instructional Routines
4.7.8 Use details, examples, anecdotes (stories of a specific event), or experiences to explain or clarify information.		-Persuasive essays—use anecdotes.	
4.7.9 Engage the audience with appropriate words, facial expressions, and gestures.			-Posters on body, facial expressions

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Analysis and Evaluation of Oral Media Communication

4.7.10 Evaluate the role of the media in focusing people’s attention on events and in forming their opinions on issues.	*What stand ads take (for/against). *Compare product to commercial things.	-commercials -speakers’ attitudes toward issues, etc. -Why and how TV, etc. gets us to do/buy.	-Real-life examples of ads. editorials, magazines, newspapers, junk mail
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Speaking Applications

4.7.11 Make narrative (story) presentations that: <ul style="list-style-type: none"> • relate ideas, observations, or memories about an event or experience. • provide a context that allows the listener to imagine the circumstances of the event or experience. • provide insight into why the selected event or experience should be of interest to the audience. 		-Write stories that are cross-curricular. -Present to a partner first and then to a group. -Puppetry use -Choose own audience/play role	-Scott Foresman Instructional Routines
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Speaking Applications

<p>4.7.12 Make informational presentations that:</p> <ul style="list-style-type: none"> • focus on one main topic. • include facts and details that help listeners to focus. • incorporate more than one source of information (including speakers, books, newspapers, television broadcasts, radio reports, or Web sites). 		<p>-Daily sharing -Play role of newscaster, etc. and present on topics.</p>	<p>-Scott Foresman Classroom Routines, p. 48-51</p>
<p>4.7.13 Deliver oral summaries of articles and books that contain the main ideas of the event or article and the most significant details.</p>		<p>-Book sharing groups, current events, reading book sections and reporting</p>	<p>- Scott Foresman Classroom Routines, p. 51</p>
<p>4.7.14 Recite brief poems (two or three stanzas long), soliloquies (sections of plays in which characters speak out loud to themselves), or dramatic dialogues, clearly stating words and using appropriate timing, volume, and phrasing.</p>	<p>Poetry Dinner: Kids present poetry, parents are invited and could bring a dish to pass.</p>	<p>-Poetry delivery -Choral reading – first then individual -Teacher-modeled reading -Echo reading</p>	<p>-Poetry that students enjoy – Prelutsky, Shel Silverstein -Variety of styles -Guided Readers and Writers, Grade 3-6, Chap. 24</p>