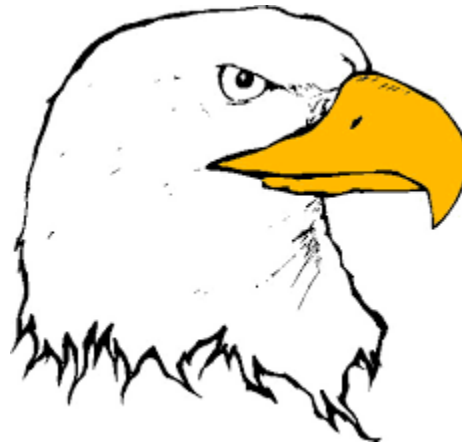


Learning to Soar

Mountain View School District

Humanities Curriculum

Aligned to PA Core Standards, PA Academic Standards, PA English
Language Proficiency Standards



Length of Courses: Full Year

Length of Period: 80-120 minutes

Duration: Daily

Adopted by the Mountain View Board of Directors on: August 22, 2016

Fourth Grade

Learning to Soar
The Humanities Curriculum Committee

Tracy Bazil

Maureen Beamish

Joshua Carpenter

Mark Ezdebski

Steven Farrell

Jacqueline Ferenczi

Erika Gething

Ernie Griffis

Andrea James

Jenny Keating

Dr. Christopher J. Lake

Corinne McNabb

Brandi Miller

Katie Naegele

Jenifer Pliska

Joseph Scanlon

Kristin Smith

Melissa Wasko

Learning to Soar

What is a Curriculum Framework?

A Curriculum Framework is an organized plan or set of standards that defines the content to be learned in terms of clear, definable **standards of what the student should know and be able to do**.

A Curriculum Framework is part of **standards aligned system**. The framework is the first step, defining clear, high standards which will be **achieved by all students**. The curriculum is based upon the standards, and students are assessed against the standards. When the standards are reached, there will be no **achievement gap** where some groups are allowed to score lower than others. All will meet world class standards and be career and college ready.

A Curriculum Framework includes the **Enduring Understandings/Big Ideas**, which will lead to **life-long learning**; **Essential Questions** that guide student learning; **Grade Level Skills/Competencies** that students are to master in order to meet the overarching **Standards**; potential **Resources and Materials** for teachers and students to utilize to **introduce, develop, master, and practice the skills**; **Academic Vocabulary/Concepts** necessary for the students to understand the content; and **Common Assessments with Criteria**, or opportunities, for students to demonstrate their level of achieving the standards. The framework allows for differentiation and alternative assessments for students with special needs.

From the Curriculum Framework, teachers create lessons and units to meet each individual student's needs. A Curriculum Framework should allow a teacher to include **differentiation through multiple resources, learning opportunities, and assessments**. Choice and creativity for teachers and students are very important, and a Curriculum Framework should allow for both, yet focus on the standards.

A Curriculum Framework is **a living document** that must grow and develop with time and experience. It would behoove the committee to think that this document is complete. Administrators, teachers, parents, and students will continue to revise the Curriculum Framework to continue to meet the needs of each student of the Mountain View School District.

A Curriculum Framework is **not a textbook**. A textbook is one tool or resource used to deliver a Curriculum Framework. Likewise, a series is one of many resources used to develop students' skills and understanding of the world around them. A Curriculum Framework is **not a unit plan or collection of daily lesson plans** with specific teaching strategies.

Aligning with PA Core Standards, an English/Language Arts curriculum focuses on the four domains of literacy: Speaking, Listening, Reading and Writing. It is the intent that the four domains are taught through **an integrated approach**, including vocabulary, spelling, syntax, grammar, and conventions. Students demonstrate their understanding of the content and mastery of the literacy skills through speaking and/or writing assessments about what they have heard and/or read. Research supports this approach of integrating all four domains of literacy in a thematic approach as opposed to teaching each in isolation. Even in the case when language arts may be taught by a teacher different from the teacher who teaches reading, integration is vital for students' language development.

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An Integrated Curriculum for ELA and Social Studies

The Humanities Curriculum Committee (2016) has combined literacy and social studies, with socialization skills. Through a thematic approach, students will learn important social skills to be a good citizen while learning the Pennsylvania standards for literacy. Each year, students will focus on one overarching social goal which will build upon the previous year's goal. Kindergarten will develop KIND KIDS; First Grade, COOPERATIVE WORKERS; Second Grade, PERSISTENT LEARNERS; Third Grade, RESPONSIBLE SCHOLARS; Fourth Grade, CONFIDENT THINKERS; Fifth Grade, PROBLEM SOLVERS; Sixth Grade, OPEN-MINDED INDIVIDUALS. These skills and overarching goals will develop accepting and understanding global thinkers for the 21st Century.

Fourth Grade: Goal: Confident Thinkers

(Descriptor) Often we question our thinking. We lack confidence with an “I can” attitude in our learning. This leads us to second guess ourselves. Throughout the year, students will investigate how they may become more confident in their thinking so that they may solve problems, research a topic thoroughly, analyze text structures, and characterize information. They will see how regions in the US are similar to themselves in accepting challenges, embracing their talents, knowing what they can change and what they cannot, and setting goals that are achievable.

Theme One: *Accept Challenges—Making the Most of It*

Theme Two: *Embrace Your Talents: Knowing What I Can DO Well*

Theme Three: *Know what I can Control—Figuring out What I can Change*

Theme Four: *Set Realistic Goals—Reaching for Success*

Learning to Soar

PA ELA Core Standards for Fourth Grade

(www.pdesad.org)

Foundational Skills

CC.1.1.4.D.-E. Students will gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.

Reading

CC.1.2.4.A.-L. Students read, understand, and respond to informational text—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.

CC.1.3.4.A.-K. Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.

Writing

CC.1.4.4.A.-X. Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

Speaking and Listening

CC.1.5.4.A.-G. Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

PA Academic Standards for Social Studies

Civics and Government

- 5.1.4.A.-F. Principles and Documents of Government
- 5.2.4.A.-D. Rights and Responsibilities of Citizenship
- 5.3.4.A.-I. How Government Works
- 5.4.4.A.-B. How International Relationships Function

Geography

- 7.1.4.A.-B. Basic Geographic Literacy
- 7.2.4.A.-B. Physical Characteristics of Places and Regions
- 7.3.4.A. Human Characteristics of Places and Regions
- 7.4.4.A.-B. Interactions between People and the Environment

Economics

- 6.1.4.A.-D. Scarcity and Choice
- 6.2.4.A.-G. Markets and Economic Systems
- 6.3.4.A.-D. Functions of Government
- 6.4.4.A.-D. Economic Interdependence
- 6.5.4.A.-H. Income, Profit, and Wealth

History

- 8.1.4.A.-C. Historical Analysis and Skills Development
- 8.2.4.A.-D. Pennsylvania History
- 8.3.4.A.-D. United States History
- 8.3.4.A.-D. World History

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PA English Language Proficiency Standards: Classroom/Formative Framework

Standard 1: English language learners communicate in English for **Social** and **Instructional** purposes within the school setting

Grade Level: Fourth Grade

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standard or Anchor	Level 6- Reaching
Listening	Follow visually supported one-step oral directions to complete tasks (such as: making a peanut butter and jelly sandwich).	Match materials and/or resources needed to complete tasks with their uses based on regalia and oral descriptions.	Follow multi-step oral directions to select materials or resources needed to complete tasks working with a partner.	Analyze and apply visually supported oral information to complete a task.	Draw conclusions based on oral discourse about materials needed to complete a task within a small group.		
Reading	Match words or phrases to icons or pictures associated with school or community.	Classify phrases and short sentences associated with school or community using graphic organizers.	Use context clues to determine meaning of words associated with school or community in visually supported texts.	Interpret information about school or community using a variety of printed materials during shared reading.	Draw conclusions about school or community using a variety of printed materials during shared reading.		
Speaking	Ask for assistance with a task or for needed supplies using regalia.	Ask WH-questions about a task working with a partner.	Ask questions to seek information in order to provide opinions, preferences or wishes within a small group.	Ask for or provide clarification of information by paraphrasing ideas in small groups.	Ask for or provide specific information that confirms or denies beliefs using graphic support.		
Writing	Label pictures that illustrate socially and culturally appropriate behaviors in school using a picture dictionary.	Write short phrases or sentences to describe socially and culturally appropriate behaviors in school as illustrated.	Produce a written solution to correct an inappropriate behavior in school with a team.	Summarize a variety of solutions to correct an inappropriate behavior in school with a team.	Create multimedia brochures contrasting appropriate American school behaviors with those of other countries working with a partner.		

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Standard 2: English language learners communicate in English for **Language Arts** purposes within the school setting.

Grade Level: Fourth Grade

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standard or Anchor	Level 6- Reaching
Listening	Match pictures of characters from an illustrated story to oral descriptions.	Sequence key events after listening to an illustrated story.	Interact with teachers and/or peers during shared reading to show comprehension using visual cues.	Demonstrate similarities and differences among various characters in visually supported fiction.	Draw conclusions from orally read grade level fiction during literature circles.	1.6.5.A,B,D	
Reading	Match icons and symbols to words and phrases from illustrated texts.	Select language patterns associated with a variety of illustrated literary works (such as: "Once upon a time").	Identify elements from a variety of illustrated literary works within a small group.	Identify figures of speech from various forms of literature using a graphic organizer.	Interpret grade level literature within a small group.	1.3.5.A-F	
Speaking	Answer WH-questions based on visually supported information about stories.	Retell story elements using facts and illustrations.	Describe major issues and conflicts in various literary works within a small group.	Discuss issues and concepts in a variety of literary works within a small group.	Express and defend points of view of literary characters from a visually supported grade level text.	1.6.5.D,E	
Writing	Produce and organize symbols, words and phrases to convey messages using a picture dictionary.	List the steps to complete a given task using a graphic organizer.	Write a series of sentences with a main topic and supporting details using a guided model.	Write an essay based on a personal experience working with a partner.	Revise writing for logic and order of ideas with feedback from teachers and peers.	1.4.5.E,F 1.5.5.A,C	

Learning to Soar

Humanities Curriculum for English/Language Arts and Social Studies

Fourth Grade

“Confident Thinkers”—Taking a Risk

(Social Studies Focus—Regions of the USA and PA History)

MARKING PERIOD 1

Overarching Concept: *Challenges*

Theme: *Accept Challenges—Making the Most of It*

Big Idea/Enduring Understanding: The first step to being confident is knowing what one can’t change about him/herself or about his/her surroundings. Even though one cannot change such challenges, one can accept these challenges in order to grow or to focus on that which one can change. Students need to know their learning challenges and be able to accept and adapt to these so that they may become more confident thinkers.

Essential Questions:

- What is a challenge?
- What are my challenges?
- Does everyone have challenges?
- Can I overcome my challenges?
- How can I compensate for my challenges?
- Are challenges ever beneficial?
- How have others accepted their challenges?

Cumulating Assessment: Students will write journal entries, a friendly letter, or autobiographical piece of writing that answers at least one of the Essential Questions and refers to at least two texts studied.

Common Assessment Tool: PSSA Narrative Writing Rubric <http://www.education.pa.gov/Documents/K-12/Assessment%20and%20Accountability/PSSA/Scoring%20Guidelines%20and%20Formula%20Sheets/English%20Language%20Arts/Narrative%20Scoring%20Guidelines%203-5.pdf>

Other Assessments: McGraw-Hill Wonders Unit 1 test*, tests, quizzes, projects, presentations, teacher observation, classwork, class participation. *=non-negotiable

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Suggested Community Outreach: American Blind Association

Resources: for ELA and Social Studies

Tier I: McGraw-Hill's Wonders Unit 1, On-Grade Level Leveled Readers, Pearson's My World Social Studies Regions of Our Country, Accelerated Reader, teacher selected materials.

Tier II: Approaching, Beyond, and ESL Leveled Readers, Reach (ESL), Moby Max, Just Words, Wilson Fluency Kit, Accelerated Reader, teacher selected materials.

Tier III: Wonderworks, Wilson Reading System, Foundations, Corrective Reading, teacher selected materials.

Suggested Teacher Resources: Various Rubrics (See Appendixes), www.interventioncentral.org, www.readworks.org, www.discoveryeducation.com.

Academic Vocabulary:

ELA: concrete words and phrases, drama, formal English, informal English, sensory details, setting, textual details, theme, transitional words and phrases.

Social Studies: advertising, consumption, continuity, economic system, illustrate, incentive, influences, monetary, non-monetary, organizations, private economic institution, producers, production, promote, recognize, services, social needs.

Suggested Activities: SWiRL-ing (Integrating Literacy Skills in Every Lesson)

Speaking	Writing	Reading	Listening
Show and tell, Think-Talk,- Write, Think-Pair-Share, Learning centers, Dramatic presentations, Oral presentations, Scenarios, Small group discussions, Class discussions, Read alouds, Collaborative work.	Writing Process, Journal writing, Self/peer revising, Interactive writing, Independent writing, Graphic organizers, Integration of technology skills, Note taking, Visual aids.	Literature circles, Reading games, Book clubs, Guided reading groups, Graphic organizers, Talking to the Text, Partner reading, Read alongs, Read alouds.	Partner reporting, Interviewing, Music, Read alongs, Recorded readings, Questions/answers from speech/recording/oral presentation, Following directions.

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Standards: ELA

Students will...

Master	Develop	Introduce				
<p>Reading Informational Text <i>Key Ideas and Details</i></p> <ul style="list-style-type: none"> Identify main idea and key details, showing how they support the main idea. <p>Vocabulary Acquisition and Use</p> <ul style="list-style-type: none"> Use words and phrases acquired through conversations, general academics and content-specific vocabulary, including precise actions, emotions, or states of being. <p>Reading Literature <i>Key Ideas and Details</i></p> <ul style="list-style-type: none"> Identify the theme from key details. <p>Vocabulary Acquisition and Use</p> <ul style="list-style-type: none"> Use words and phrases acquired through conversations, general academics and content-specific vocabulary, including precise actions, emotions, or states of being. <p>Writing</p> <table border="1" data-bbox="205 1234 745 1437"> <tr> <td></td> <td>Narrative</td> </tr> <tr> <td><i>Focus</i></td> <td>Establish a situation and introduce a narrator and/or character.</td> </tr> </table>		Narrative	<i>Focus</i>	Establish a situation and introduce a narrator and/or character.	<p><i>To be Mastered in 4th Grade MP 2</i></p> <p>Foundation Skills</p> <p>Fluency</p> <ul style="list-style-type: none"> Read on-level text with purpose and understanding. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. <p>Reading Informational Text <i>Key Ideas and Details</i></p> <ul style="list-style-type: none"> Explain how and why events, procedures, ideas, and concepts happened. <p>Craft and Structure</p> <ul style="list-style-type: none"> Compare and contrast an event or topic told from two different points of view. <p>Integration of Knowledge and Ideas</p> <ul style="list-style-type: none"> Integrate information from two texts on same topic. <p>Vocabulary Acquisition and Use</p> <ul style="list-style-type: none"> Determine or clarify the meaning of unknown or multiple-meaning words and phrases choosing flexibility from a range of strategies and tools. 	<p><i>To be Mastered in 4th Grade MP 4</i></p> <p>Reading Informational Text <i>Key Ideas and Details</i></p> <ul style="list-style-type: none"> Summarize the text. <p>Integration of Knowledge and Ideas</p> <ul style="list-style-type: none"> Interpret various presentations of information within text or digital source to explain how the information contributes to an understanding of the text. <p>Reading Literature <i>Key Ideas and Details</i></p> <ul style="list-style-type: none"> Summarize the text. <p>Grammar</p> <ul style="list-style-type: none"> Analyze and write simple sentences with a subject/transitive verb/direct object/indirect object. <p>Technology and Publication</p> <ul style="list-style-type: none"> Demonstrate sufficient keyboarding skills to type a minimum of one page in a single sitting. <p>Speaking and Listening Integration of Knowledge and Ideas Multimedia</p>
	Narrative					
<i>Focus</i>	Establish a situation and introduce a narrator and/or character.					

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<p><i>Content</i></p>	<p>Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations; use concrete words and phrases and sensory details precisely.</p>	<p>Reading Literature Key Ideas and Details</p> <ul style="list-style-type: none"> Describe in depth character or drama from textual details. <p>Craft and Structure</p> <ul style="list-style-type: none"> Compare and contrast an event or topic told from two different points of view. <p>Integration of Knowledge and Ideas</p> <ul style="list-style-type: none"> Make connections between written text and visual or oral presentation of it. Identify where each version reflects textual description and direction. <p>Vocabulary Acquisition and Use</p> <ul style="list-style-type: none"> Determine or clarify the meaning of unknown or multiple-meaning words and phrases choosing flexibility from a range of strategies and tools. <p>Writing</p> <table border="1" data-bbox="779 927 1320 1386"> <tr> <td></td> <td>Informative</td> </tr> <tr> <td><i>Focus</i></td> <td>Identify and introduce the topic clearly.</td> </tr> <tr> <td><i>Content</i></td> <td>Develop the topic with facts, definitions, concrete details, quotations, including illustrations and multimedia when appropriate.</td> </tr> </table>		Informative	<i>Focus</i>	Identify and introduce the topic clearly.	<i>Content</i>	Develop the topic with facts, definitions, concrete details, quotations, including illustrations and multimedia when appropriate.	<ul style="list-style-type: none"> Add audio recordings and visual displays to presentations when appropriate to enhance the development of main idea or themes. <p>Conventions of Standard English</p> <ul style="list-style-type: none"> Demonstrate command of the conventions of Standard English when speaking based on Grade 4 level and content.
	Informative								
<i>Focus</i>	Identify and introduce the topic clearly.								
<i>Content</i>	Develop the topic with facts, definitions, concrete details, quotations, including illustrations and multimedia when appropriate.								
<p><i>Organization</i></p>	<p>Organize an event sequence that unfolds naturally, using a variety of transitional words and phrases; provide a conclusion that follows from the narrated experiences and events.</p>								
<p><i>Style</i></p>	<p>Choose words and phrases to convey ideas precisely.</p>								
<p><i>Conventions</i></p>	<p>Use complete simple sentences. Use appropriate transitions between paragraphs. Use correct forms of adjectives and adverbs, including for comparison. Use correct relative pronouns. Use commas in adjectives and appositives.</p>								

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	<p>Use correct grade-level spelling. Use correct word in troublesome pairs.</p>	<p><i>Organization</i></p>	<p>Group related information in paragraphs and sections, linking ideas with categories; provide a concluding statement or section, include formatting when useful to aiding comprehension.</p>	
<p>Grammar</p> <ul style="list-style-type: none"> Analyze and write simple sentences with a subject/verb/adverb. Use relative pronouns correctly. Correctly use verb forms for present, past, future, and present perfect tenses for irregular verbs. Use commas correctly in letter writing. 		<p><i>Style</i></p>	<p>Use precise language and domain-specific vocabulary.</p>	
<p>Credibility, Reliability, and Validity of Sources</p> <ul style="list-style-type: none"> With guidance and support, recall relevant information from experience or gather relevant information from print or digital sources. 		<p><i>Conventions</i></p>	<p>Use complete simple sentences. Use appropriate transitions between paragraphs. Use correct forms of adjectives and adverbs, including for comparison. Use correct relative pronouns. Use commas in adjectives and appositives.</p>	
<p>Speaking and Listening Presentation of Knowledge and Ideas Context</p> <ul style="list-style-type: none"> Differentiate between contexts that require formal English verses informal situations. 				

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	<table border="1"> <tr> <td data-bbox="772 196 968 375"></td> <td data-bbox="968 196 1327 375"> Use correct grade-level spelling. Use correct word in troublesome pairs. </td> </tr> </table> <p>Grammar</p> <ul style="list-style-type: none"> Analyze and write simple sentences with a subject/linking verb/predicate nominative. Define, identify, correctly punctuate, and use adjectives and adverbs. <p>Response to Literature</p> <ul style="list-style-type: none"> Apply grade level reading standards for literature and informational texts. <p>Production and Distribution of Writing</p> <ul style="list-style-type: none"> Focus on a topic. <p>Technology and Publication</p> <ul style="list-style-type: none"> With some guidance, use technology, including Internet, to produce and publish writing as well as to interact and collaborate with others. <p>Conducting Research</p> <ul style="list-style-type: none"> Conduct short research projects that build knowledge through investigation of different aspects of a topic. 		Use correct grade-level spelling. Use correct word in troublesome pairs.	
	Use correct grade-level spelling. Use correct word in troublesome pairs.			

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	<p>Credibility, Reliability, and Validity of Sources</p> <ul style="list-style-type: none"> • Take notes and categorize information. • Provide a list of sources. <p>Speaking and Listening Comprehension and Collaboration</p> <p>Collaborative Discussion</p> <ul style="list-style-type: none"> • Engage effectively in a range of collaborative discussions on grade level topics. <p>Critical Listening</p> <ul style="list-style-type: none"> • Determine the main ideas and supporting details of a text read aloud or information presented in diverse media formats. <p>Presentation of Knowledge and Ideas</p> <p>Purpose, Audience, and Task</p> <ul style="list-style-type: none"> • Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant descriptive details to support main idea or theme. • Speak clearly with adequate volume, appropriate pacing, and clear pronunciation. <p><i>To be Mastered in 4th Grade MP 3</i></p> <p>Foundation Skills</p> <p>Phonics and Word Recognition</p>	
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	<ul style="list-style-type: none"> • Use combined knowledge of all letter-sound correspondences, syllabication and patterns, and morphology to read accurately unfamiliar multi-syllable words. <p>Reading Informational Text</p> <p><i>Key Ideas and Details</i></p> <ul style="list-style-type: none"> • Make inferences and refer to explicit details and examples to support responses. <p><i>Craft and Structure</i></p> <ul style="list-style-type: none"> • Use text structure (chronological, comparison/contrast, cause/effect, and problem/solution) to interpret information. • Identify and determine meaning of figurative language (simile, personification, hyperbole, metaphor). <p><i>Integration of Knowledge and Ideas</i></p> <ul style="list-style-type: none"> • Explain how an author uses reasons and evidence to support points in text. <p>Reading Literature</p> <p><i>Key Ideas and Details</i></p> <ul style="list-style-type: none"> • Make inferences and cite explicit details and examples to support responses. • Describe in depth plot in story or drama from textual details. <p><i>Craft and Structure</i></p> <ul style="list-style-type: none"> • Explain major differences between poetry, drama, and prose. 	
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- Use genre specific terms when referring to each.
- Identify and determine meaning of figurative language (simile, personification, hyperbole, metaphor).

Integration of Knowledge and Ideas

- Compare and contrast similar themes, topics, and patterns of events in literature including from different cultures.

Writing

	Argumentative
<i>Focus</i>	Introduce the topic state an opinion.
<i>Content</i>	Provide reasons that are supported by facts and details.
<i>Organization</i>	Create an organizational structure that includes related ideas grouped to support the writer's purpose and linked in a logical order with a concluding statement or section.
<i>Style</i>	Choose words and phrases to convey ideas precisely.
<i>Conventions</i>	Use complete simple sentences.

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		<p>Use appropriate transitions between paragraphs.</p> <p>Use correct forms of adjectives and adverbs, including for comparison.</p> <p>Use correct relative pronouns.</p> <p>Use commas in adjectives and appositives.</p> <p>Use correct grade-level spelling.</p> <p>Use correct word in troublesome pairs.</p>	
<p>Grammar</p> <ul style="list-style-type: none"> Analyze and write simple sentences with a subject/transitive verb/direct object. Use comparison forms of adjectives and adverbs. <p>Response to Literature</p> <ul style="list-style-type: none"> Draw evidence from literary or information texts to support analysis, reflection, and research. <p>Production and Distribution of Writing</p> <ul style="list-style-type: none"> Strengthen writing through planning, revising and editing. <p>Speaking and Listening</p>			

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	<p>Comprehension and Collaboration Collaborative Discussion</p> <ul style="list-style-type: none"> • Build upon others’ ideas. • Express own ideas clearly. <p>Evaluating Information</p> <ul style="list-style-type: none"> • Identify the reasons and evidence a speaker provides to support particular points. 	
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Social Studies—Challenges of USA Regions and PA

Essential Questions:

- How do geography and economics present challenges to each region of the USA and PA?
- How can each region of the USA and PA overcome such challenges?
- How are your challenges impacted by the geography and economics of where you live?

Suggested Activities/Assessments:

- Student will create original graphic organizers for sensory details of the different regions of the USA.
- Students will create and write a series of postcards as though they were traveling across the USA.
- Students will create a 3-D project of the land formation of a region of the USA.

Standards: Social Studies

Students will...

Master	Develop	Introduce
<p><i>Economics</i> Scarcity and Choice</p> <ul style="list-style-type: none"> • Identify scarcity of resources in a local community. 	<p><i>To be Mastered in 4th Grade MP 2</i> <i>Economics</i> Income, Profit, and Wealth</p>	<p><i>To be Mastered in 4th Grade MP 4</i> <i>History</i> Historical Analysis and Skills Development</p>

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<ul style="list-style-type: none"> • Recognize the difference between basic needs and wants. • Explain the role of producers in making goods and providing services. • Illustrate what individuals or organizations give up when making a choice. • Explain what influences the choices people make. <p>Markets and Economic Systems</p> <ul style="list-style-type: none"> • Explain how product moves from production to consumption. • Determine how sellers compete with one another. • Differentiate between monetary and non-monetary incentives in advertising. • Explain the role of buyers and sellers in determining prices of products. • Explain why local businesses open and close. • Describe the role of a private economic institution in the local community. • Explain the three basic questions all economic systems must answer—What to produce, How, For Whom? <p>Economic Independence</p>	<ul style="list-style-type: none"> • Identify the requirements for different careers and occupations. • Compare the different ways people save. • Examine the basic operation of the banking system. <p>History Historical Analysis and Skills Development</p> <ul style="list-style-type: none"> • Identify a specific research topic and develop questions relating to the research topic. <p>Pennsylvania History</p> <ul style="list-style-type: none"> • Locate historical documents, artifacts, and places critical to Pennsylvania history. • Explain how continuity and change in Pennsylvania history have influenced personal development and identity—Belief systems and religions, commerce and industry, technology, politics and government, physical and human geography, social organizations. <p>United States History</p> <ul style="list-style-type: none"> • Locate historical documents, artifacts, and places critical to US history. • Explain how continuity and change in US history have 	<ul style="list-style-type: none"> • Distinguish between fact and opinion from multiple points of view, and primary sources as related to historical events. <p>Pennsylvania History</p> <ul style="list-style-type: none"> • Differentiate common characteristics of the social, political, cultural, and economic groups from PA history. • Distinguish between conflict and cooperation among groups and organization that impacted the history and development of PA— Ethnicity and race, working conditions, immigration, military conflict, and economic stability. <p>United States History</p> <ul style="list-style-type: none"> • Differentiate common characteristics of the social, political, cultural, and economic groups from US history. • Distinguish between conflict and cooperation among groups and organization that impacted the history and development of the US—Ethnicity and race, working conditions, immigration, military conflict, and economic stability.
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Learning to Soar

<ul style="list-style-type: none"> • List and explain factors that promote specialization and division of labor. • Explain why nations trade. <p>Geography</p> <ul style="list-style-type: none"> • Describe how common geographic tools are used to organize and interpret information about people, places, and environment. • Describe and locate places and regions as defined by physical and human features. • Identify the physical characteristics of places and regions. • Identify the basic physical processes that affect the physical characteristics of places and regions. • Identify the human characteristics of places and regions using the following criteria: Population, culture, settlement, economic activities, and political activities. • Identify the effects of the physical systems on people within a community. • Identify the effect of people on the physical systems within a community. 	<p>influenced personal development and identity—Belief systems and religions, commerce and industry, technology, politics and government, physical and human geography, social organizations.</p> <p><i>To be Mastered in 4th Grade MP 3</i></p> <p>Government and Civics</p> <p>Principles and Documents of Government</p> <ul style="list-style-type: none"> • Examine school rules and consequences. • Explain rules and laws for the classroom, school, community, and state. • Explain the principles and ideals shaping local and state government—Liberty, democracy, justice, and equality. • Identify key ideas about government found in significant documents—Declaration of Independence, US Constitution, Bill of Rights, PA Constitution. <p>Rights and Responsibilities of Citizenship</p>	
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Learning to Soar

History

Historical Analysis and Skills

Development

- Identify and describe how geography and climate have influenced continuity and change over time.

- Identify individual rights and need of others in the classroom, school, and community.
- Describe the sources of conflict and disagreement and different ways conflict can be resolved.
- Describe the role of leadership and public service in school, community, state, and nation.
- Describe how citizens participate in school and community activities.

How Government Works

- Identify the roles of the three branches of government.
- Describe how the elected representative bodies function in making local and state laws.
- Identify the services performed by local and state governments.
- Identify positions of authority at the local, state, and national levels.
- Explain the voting process.
- Explain how different perspectives can lead to conflict.
- Identify individual interests and explain ways to influence others.

Learning to Soar

	<p><i>Economics</i></p> <p>Functions of Government</p> <ul style="list-style-type: none">● Explain how government responds to social needs by providing public goods and services.● Describe the impact of government involvement in state and national economic activities.● Explore ways in which tax revenues are used in the local community.	
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Learning to Soar

Humanities Curriculum for English/Language Arts and Social Studies

Fourth Grade

“Confident Thinkers”—Taking a Risk

(Social Studies Focus—Regions of the USA and PA History)

MARKING PERIOD 2

Overarching Concept: *Talents*

Theme: *Embrace Your Talents: Knowing What I Can DO Well*

Big Idea/Enduring Understanding: Everyone has talents—some in the classroom, others on the playing field, stage or court. To be confident, one needs to know and use his/her talents. With time and practice, one strengthens his/her talents and realizes that he/she is unique. Many are talented in many areas, and they need to learn to focus one or two because there is not enough time or energy to do it all. Every student needs to delve into new areas to find new talents that may be buried. The important thing to learn is how to embrace one’s talents and then use them to be successful.

Essential Questions

- What is a talent?
- Does everyone have talents?
- What are my talents?
- How can I demonstrate my talents?
- How can I use my talents to compensate for my challenges?
- How can I embrace the talents of others to enhance my (our) learning?

Cumulating Assessment: Students will write a problem/solution piece of writing that explains how people may use a talent to solve a problem, answering at least one of the Essential Questions and referring to at least one text studied.

Common Assessment Tool: PSSA Informative Writing Rubric <http://www.education.pa.gov/Documents/K-12/Assessment%20and%20Accountability/PSSA/Scoring%20Guidelines%20and%20Formula%20Sheets/English%20Language%20Arts/Informational%20Scoring%20Guidelines%203-5.pdf>

Other Assessments: McGraw-Hill Wonders Units 2-3 test*, tests, quizzes, projects, presentations, teacher observation, classwork, class participation. *=non-negotiable

Learning to Soar

Suggested Community Outreach: Local Tourist Bureau or Travel Agency

Resources: for ELA and Social Studies

Tier I: McGraw-Hill's Wonders Units 2 and 3, On-Grade Level Leveled Readers, Pearson's My World Social Studies Regions of Our Country, Accelerated Reader, teacher selected materials.

Tier II: Approaching, Beyond, and ESL Leveled Readers, Reach (ESL), Moby Max, Just Words, Wilson Fluency Kit, Accelerated Reader, teacher selected materials.

Tier III: Wonderworks, Wilson Reading System, Foundations, Corrective Reading, teacher selected materials.

Suggested Teacher Resources: Various Rubrics (See Appendixes), www.interventioncentral.org, www.readworks.org, www.discoveryeducation.com.

Academic Vocabulary:

ELA: adjective, adverb, appositive, categorize, character, compare, concepts, contrast, domain-specific vocabulary, formatting, integrate, Internet, list of sources, multimedia, organized manner, precise language, predicate nominative, procedures, quotations.

Social Studies: banking system, career, identity, occupation, personal development, requirement.

Suggested Activities: SWiRL-ing (Integrating Literacy Skills in Every Lesson)

Speaking	Writing	Reading	Listening
Show and tell, Think-Talk,- Write, Think-Pair-Share, Learning centers, Dramatic presentations, Oral presentations, Scenarios, Small group discussions, Class discussions, Read alouds, Collaborative work.	Writing Process, Journal writing, Self/peer revising, Interactive writing, Independent writing, Graphic organizers, Integration of technology skills, Note taking, Visual aids.	Literature circles, Reading games, Book clubs, Guided reading groups, Graphic organizers, Talking to the Text, Partner reading, Read alongs, Read alouds.	Partner reporting, Interviewing, Music, Read alongs, Recorded readings, Questions/answers from speech/recording/oral presentation, Following directions.

Learning to Soar

Standards: ELA

Students will...

Master	Develop	Introduce
<p>Foundation Skills Fluency</p> <ul style="list-style-type: none"> • Read on-level text with purpose and understanding. • Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. • Use context to confirm or self-correct word recognition and understanding, rereading as necessary. <p>Reading Informational Text Key Ideas and Details</p> <ul style="list-style-type: none"> • Explain how and why events, procedures, ideas, and concepts happened. <p>Craft and Structure</p> <ul style="list-style-type: none"> • Compare and contrast an event or topic told from two different points of view. <p>Integration of Knowledge and Ideas</p> <ul style="list-style-type: none"> • Integrate information from two texts on same topic. <p>Vocabulary Acquisition and Use</p> <ul style="list-style-type: none"> • Determine or clarify the meaning of unknown or 	<p><i>To be Mastered in 4th MP 3</i></p> <p>Foundation Skills Phonics and Word Recognition</p> <ul style="list-style-type: none"> • Use combined knowledge of all letter-sound correspondences, syllabication and patterns, and morphology to read accurately unfamiliar multi-syllable words. <p>Reading Informational Text Key Ideas and Details</p> <ul style="list-style-type: none"> • Make inferences and refer to explicit details and examples to support responses. <p>Craft and Structure</p> <ul style="list-style-type: none"> • Use text structure (chronological, comparison/contrast, cause/effect, and problem/solution) to interpret information. • Identify and determine meaning of figurative language (simile, personification, hyperbole, metaphor). <p>Integration of Knowledge and Ideas</p> <ul style="list-style-type: none"> • Explain how an author uses reasons and evidence to support points in text. <p>Reading Literature</p>	<p><i>To be Mastered in 5th Grade MP 1</i></p> <p>Foundation Skills Phonics and Word Recognition</p> <ul style="list-style-type: none"> • Use combined knowledge of all letter-sound correspondences, syllabication and patterns, and morphology to read accurately unfamiliar multi-syllable words. <p>Fluency</p> <ul style="list-style-type: none"> • Use context to confirm or self-correct word recognition and understanding, rereading as necessary. <p>Reading Informational Text Key Ideas and Details</p> <ul style="list-style-type: none"> • Summarize the text. <p>Craft and Structure</p> <ul style="list-style-type: none"> • Use text structure (chronological, comparison/contrast, cause/effect, and problem/solution) to interpret information from multiple texts. <p>Vocabulary Acquisition and Use</p> <ul style="list-style-type: none"> • Determine or clarify the meaning of unknown or multiple-meaning words and phrases choosing flexibility from a range of strategies and tools. <p>Reading Literature Key Ideas and Details</p>

Learning to Soar

multiple-meaning words and phrases choosing flexibility from a range of strategies and tools.

Reading Literature

Key Ideas and Details

- Describe in depth character or drama from textual details.

Craft and Structure

- Compare and contrast an event or topic told from two different points of view.

Integration of Knowledge and Ideas

- Make connections between written text and visual or oral presentation of it.
- Identify where each version reflects textual description and direction.

Vocabulary Acquisition and Use

- Determine or clarify the meaning of unknown or multiple-meaning words and phrases choosing flexibility from a range of strategies and tools.

Writing

	Informative
<i>Focus</i>	Identify and introduce the topic clearly.

Key Ideas and Details

- Make inferences and cite explicit details and examples to support responses.
- Describe in depth plot in story or drama from textual details.

Craft and Structure

- Explain major differences between poetry, drama, and prose.
- Use genre specific terms when referring to each.
- Identify and determine meaning of figurative language (simile, personification, hyperbole, metaphor).

Integration of Knowledge and Ideas

- Compare and contrast similar themes, topics, and patterns of events in literature including from different cultures.

Writing

	Argumentative
<i>Focus</i>	Introduce the topic state an opinion.
<i>Content</i>	Provide reasons that are supported by facts and details.
<i>Organization</i>	Create an organizational structure that includes related ideas grouped to support the writer's

- Summarize the text.

Vocabulary Acquisition and Use

- Determine or clarify the meaning of unknown or multiple-meaning words and phrases choosing flexibility from a range of strategies and tools.

Writing

	Narrative
<i>Focus</i>	Establish a situation and introduce a narrator and/or character.
<i>Content</i>	Use dialogue and descriptions of actions, pacing, thoughts, and feelings to develop experiences and events or show the response of characters to situations; use concrete words and phrases and sensory details precisely.
<i>Organization</i>	Organize an event sequence that unfolds naturally, using a variety of transitional words and phrases; provide a conclusion that follows

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<i>Content</i>	Develop the topic with facts, definitions, concrete details, quotations, including illustrations and multimedia when appropriate.		purpose and linked in a logical order with a concluding statement or section.		from the narrated experiences and events.
<i>Organization</i>	Group related information in paragraphs and sections, linking ideas with categories; provide a concluding statement or section, include formatting when useful to aiding comprehension.	<i>Style</i>	Choose words and phrases to convey ideas precisely.	<i>Style</i>	Use sentences of varying length. Expand, combine, and reduce sentences for meaning, interest, and style.
<i>Style</i>	Use precise language and domain-specific vocabulary.	<i>Conventions</i>	Use complete simple sentences. Use appropriate transitions between paragraphs. Use correct forms of adjectives and adverbs, including for comparison. Use correct relative pronouns. Use commas in adjectives and appositives. Use correct grade-level spelling. Use correct word in troublesome pairs.	<i>Conventions</i>	Use compound sentences. Use appropriate transitions between and within paragraphs. Use varying sentence openers with phrases. Use correct relative pronouns. Use commas with sentence openers and compound sentences. Use correct grade-level spelling. Use correct word in troublesome pairs.
<i>Conventions</i>	Use complete simple sentences. Use appropriate transitions between paragraphs. Use correct forms of adjectives and	<p>Grammar</p> <ul style="list-style-type: none"> Analyze and write simple sentences with a subject/transitive verb/direct object. Use comparison forms of adjectives and adverbs. <p>Response to Literature</p>		<p>Grammar</p> <ul style="list-style-type: none"> Combine simple sentences into compound sentences using coordinating conjunctions. 	

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<p>adverbs, including for comparison. Use correct relative pronouns. Use commas in adjectives and appositives. Use correct grade-level spelling. Use correct word in troublesome pairs.</p>	<ul style="list-style-type: none"> • Draw evidence from literary or information texts to support analysis, reflection, and research. <p>Production and Distribution of Writing</p> <ul style="list-style-type: none"> • Strengthen writing through planning, revising and editing. <p>Speaking and Listening Comprehension and Collaboration</p> <p>Collaborative Discussion</p> <ul style="list-style-type: none"> • Build upon others’ ideas. • Express own ideas clearly. <p>Evaluating Information</p> <ul style="list-style-type: none"> • Identify the reasons and evidence a speaker provides to support particular points. <p><i>To be Mastered in 4th Grade MP 4</i></p> <p>Reading Informational Text</p> <p><i>Key Ideas and Details</i></p> <ul style="list-style-type: none"> • Summarize the text. <p><i>Integration of Knowledge and Ideas</i></p> <ul style="list-style-type: none"> • Interpret various presentations of information within text or digital source to explain how the information contributes to an understanding of the text. <p>Reading Literature</p> <p><i>Key Ideas and Details</i></p>	<ul style="list-style-type: none"> • Use commas in compound sentences with coordinating conjunctions. <p>Response to Literature</p> <ul style="list-style-type: none"> • Draw evidence from literary or information texts to support analysis, reflection, and research. <p>Credibility, Reliability, and Validity of Sources</p> <ul style="list-style-type: none"> • Provide a list of sources. <p>Speaking and Listening Comprehension and Collaboration</p> <p>Collaborative Discussion</p> <ul style="list-style-type: none"> • Express own ideas clearly. <p>Presentation of Knowledge and Ideas Purpose, Audience, and Task</p> <ul style="list-style-type: none"> • Speak clearly with adequate volume, appropriate pacing, and clear pronunciation.
<p>Grammar</p> <ul style="list-style-type: none"> • Analyze and write simple sentences with a subject/linking verb/predicate nominative. • Define, identify, correctly punctuate, and use adjectives and adverbs. <p>Response to Literature</p> <ul style="list-style-type: none"> • Apply grade level reading standards for literature and informational texts. <p>Production and Distribution of Writing</p> <ul style="list-style-type: none"> • Focus on a topic. <p>Technology and Publication</p> <ul style="list-style-type: none"> • With some guidance, use technology, including Internet, to produce and publish writing as well 		

Learning to Soar

<p>as to interact and collaborate with others.</p> <p>Conducting Research</p> <ul style="list-style-type: none"> • Conduct short research projects that build knowledge through investigation of different aspects of a topic. <p>Credibility, Reliability, and Validity of Sources</p> <ul style="list-style-type: none"> • Take notes and categorize information. • Provide a list of sources. <p>Speaking and Listening</p> <p>Comprehension and Collaboration</p> <p>Collaborative Discussion</p> <ul style="list-style-type: none"> • Engage effectively in a range of collaborative discussions on grade level topics. <p>Critical Listening</p> <ul style="list-style-type: none"> • Determine the main ideas and supporting details of a text read aloud or information presented in diverse media formats. <p>Presentation of Knowledge and Ideas</p> <p>Purpose, Audience, and Task</p> <ul style="list-style-type: none"> • Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant 	<ul style="list-style-type: none"> • Summarize the text. <p>Grammar</p> <ul style="list-style-type: none"> • Analyze and write simple sentences with a subject/transitive verb/direct object/indirect object. <p>Technology and Publication</p> <ul style="list-style-type: none"> • Demonstrate sufficient keyboarding skills to type a minimum of one page in a single sitting. <p>Speaking and Listening</p> <p>Integration of Knowledge and Ideas</p> <p>Multimedia</p> <ul style="list-style-type: none"> • Add audio recordings and visual displays to presentations when appropriate to enhance the development of main idea or themes. <p>Conventions of Standard English</p> <ul style="list-style-type: none"> • Demonstrate command of the conventions of Standard English when speaking based on Grade 4 level and content. <p><i>To be Mastered in 4th Grade MP 3</i></p> <p>Foundation Skills</p> <p>Phonics and Word Recognition</p> <ul style="list-style-type: none"> • Use combined knowledge of all letter-sound correspondences, syllabication and patterns, and morphology to read accurately unfamiliar multi-syllable words. 	
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Learning to Soar

<p>descriptive details to support main idea or theme.</p> <ul style="list-style-type: none"> • Speak clearly with adequate volume, appropriate pacing, and clear pronunciation. 	<p>Reading Informational Text <i>Key Ideas and Details</i></p> <ul style="list-style-type: none"> • Make inferences and refer to explicit details and examples to support responses. <p><i>Craft and Structure</i></p> <ul style="list-style-type: none"> • Use text structure (chronological, comparison/contrast, cause/effect, and problem/solution) to interpret information. • Identify and determine meaning of figurative language (simile, personification, hyperbole, metaphor). <p><i>Integration of Knowledge and Ideas</i></p> <ul style="list-style-type: none"> • Explain how an author uses reasons and evidence to support points in text. <p>Reading Literature <i>Key Ideas and Details</i></p> <ul style="list-style-type: none"> • Make inferences and cite explicit details and examples to support responses. • Describe in depth plot in story or drama from textual details. <p><i>Craft and Structure</i></p> <ul style="list-style-type: none"> • Explain major differences between poetry, drama, and prose. • Use genre specific terms when referring to each. • Identify and determine meaning of figurative language (simile, 	
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Learning to Soar

personification, hyperbole, metaphor).

Integration of Knowledge and Ideas

- Compare and contrast similar themes, topics, and patterns of events in literature including from different cultures.

Writing

	Argumentative
<i>Focus</i>	Introduce the topic state an opinion.
<i>Content</i>	Provide reasons that are supported by facts and details.
<i>Organization</i>	Create an organizational structure that includes related ideas grouped to support the writer's purpose and linked in a logical order with a concluding statement or section.
<i>Style</i>	Choose words and phrases to convey ideas precisely.
<i>Conventions</i>	Use complete simple sentences. Use appropriate transitions between paragraphs. Use correct forms of adjectives and adverbs,

Learning to Soar

	<p>including for comparison. Use correct relative pronouns. Use commas in adjectives and appositives. Use correct grade-level spelling. Use correct word in troublesome pairs.</p> <p>Grammar</p> <ul style="list-style-type: none"> Analyze and write simple sentences with a subject/transitive verb/direct object. Use comparison forms of adjectives and adverbs. <p>Response to Literature</p> <ul style="list-style-type: none"> Draw evidence from literary or information texts to support analysis, reflection, and research. <p>Production and Distribution of Writing</p> <ul style="list-style-type: none"> Strengthen writing through planning, revising and editing. <p>Speaking and Listening</p> <p>Comprehension and Collaboration</p> <p>Collaborative Discussion</p> <ul style="list-style-type: none"> Build upon others' ideas. Express own ideas clearly. 	
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Learning to Soar

	<p>Evaluating Information</p> <ul style="list-style-type: none"> Identify the reasons and evidence a speaker provides to support particular points. 	
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Social Studies—Attractions and Landmarks of USA Regions and PA

Essential Questions:

- What or who creates or influences a region’s attractions and landmarks?
- How does a region’s attractions affect its economy and/or environment?
- Can a region’s attraction change over time? Why?

Suggested Activities/Assessments:

- Student will create original graphic organizers for comparison and contrast of the different regions of the USA.
- Students will create and write a brochure for an attraction in one of the regions of the USA or for PA.
- Students will create a multi-media presentation of a region of the USA, as if they were a travel agent.

Standards: Social Studies

Students will...

Master	Develop	Introduce
<p><i>Economics</i> Income, Profit, and Wealth</p> <ul style="list-style-type: none"> Identify the requirements for different careers and occupations. Compare the different ways people save. Examine the basic operation of the banking system. 	<p><i>To be Mastered in 4th Grade MP 3</i></p> <p><i>Government and Civics</i> Principles and Documents of Government</p> <ul style="list-style-type: none"> Examine school rules and consequences. 	<p><i>To be Mastered in 5th Grade MP 1</i></p> <p><i>Civics and Government</i> How Government Works</p> <ul style="list-style-type: none"> Describe how groups try to influence others. <p><i>Economics</i> Scarcity and Choice</p>

Learning to Soar

History

Historical Analysis and Skills

Development

- Identify a specific research topic and develop questions relating to the research topic.

Pennsylvania History

- Locate historical documents, artifacts, and places critical to Pennsylvania history.
- Explain how continuity and change in Pennsylvania history have influenced personal development and identity—Belief systems and religions, commerce and industry, technology, politics and government, physical and human geography, social organizations.

United States History

- Locate historical documents, artifacts, and places critical to US history.
- Explain how continuity and change in US history have influenced personal development and identity—Belief systems and religions, commerce and industry, technology, politics and government, physical and human geography, social organizations.

- Explain rules and laws for the classroom, school, community, and state.
- Explain the principles and ideals shaping local and state government—Liberty, democracy, justice, and equality.
- Identify key ideas about government found in significant documents—Declaration of Independence, US Constitution, Bill of Rights, PA Constitution.

Rights and Responsibilities of Citizenship

- Identify individual rights and need of others in the classroom, school, and community.
- Describe the sources of conflict and disagreement and different ways conflict can be resolved.
- Describe the role of leadership and public service in school, community, state, and nation.
- Describe how citizens participate in school and community activities.

How Government Works

- Identify the roles of the three branches of government.
- Describe how the elected representative bodies function in making local and state laws.

- Explain how limited resources and unlimited wants cause scarcity.

Geography

- Describe and locate places and regions as defined by physical and human features.
- Describe the characteristics of places and regions.
- Identify the basic physical processes that affect the physical characteristics of places and regions.
- Identify the human characteristics of places and regions using the following criteria: population, culture, settlement, economic system, political system.
- Describe and explain the effects of the physical systems on people within regions.
- Identify the effect of people on the physical systems within a community.

Learning to Soar

	<ul style="list-style-type: none"> • Identify the services performed by local and state governments. • Identify positions of authority at the local, state, and national levels. • Explain the voting process. • Explain how different perspectives can lead to conflict. • Identify individual interests and explain ways to influence others. <p><i>Economics</i></p> <p>Functions of Government</p> <ul style="list-style-type: none"> • Explain how government responds to social needs by providing public goods and services. • Describe the impact of government involvement in state and national economic activities. • Explore ways in which tax revenues are used in the local community. <p><i>To be Mastered in 4th Grade MP 4</i></p> <p><i>History</i></p> <p>Historical Analysis and Skills Development</p> <ul style="list-style-type: none"> • Distinguish between fact and opinion from multiple points of 	
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Learning to Soar

	<p>view, and primary sources as related to historical events.</p> <p>Pennsylvania History</p> <ul style="list-style-type: none"> • Differentiate common characteristics of the social, political, cultural, and economic groups from PA history. • Distinguish between conflict and cooperation among groups and organization that impacted the history and development of PA— Ethnicity and race, working conditions, immigration, military conflict, and economic stability. <p>United States History</p> <ul style="list-style-type: none"> • Differentiate common characteristics of the social, political, cultural, and economic groups from US history. • Distinguish between conflict and cooperation among groups and organization that impacted the history and development of the US— Ethnicity and race, working conditions, immigration, military conflict, and economic stability. 	
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Learning to Soar

Humanities Curriculum for English/Language Arts and Social Studies

Fourth Grade

“Confident Thinkers”—Taking a Risk

(Social Studies Focus—Regions of the USA and PA History)

MARKING PERIOD 3

Overarching Concept: *Control*

Theme: *Know what I can Control—Figuring out What I can Change*

Big Idea/Enduring Understanding: To be a confident thinker, one needs a firm grasp on what is within one’s power to change. Knowing exactly what one can do and what one cannot do empowers him/her to make meaningful decisions. One can show confidence when he/she understands what is worth spending time and energy on and what is not worth either. This unit will investigate how one’s circumstances, surroundings, and ability may affects one’s decision making.

Essential Questions:

- How do my environment and circumstances affect my choices?
- Can I change either my environment and/or circumstances?
- How may my circumstances affect my life?
- How can I make strong decisions within my circumstances?
- What can I control and what can I not control?

Cumulating Assessment: Students will write an editorial in which they will take a position on a topic dealing with a current political issue, supporting with evidence from at least two sources studied and addressing at least one of the Essential Questions.

Common Assessment Tool: PSSA Argumentative Writing Rubric <http://www.education.pa.gov/Documents/K-12/Assessment%20and%20Accountability/PSSA/Scoring%20Guidelines%20and%20Formula%20Sheets/English%20Language%20Arts/Opinion%20Scoring%20Guidelines%203-5.pdf>

Other Assessments: McGraw-Hill Wonders Units 4 and 5 test*, tests, quizzes, projects, presentations, teacher observation, classwork, class participation. *=non-negotiable

Suggested Community Outreach: Local newspaper or other news media.

Learning to Soar

Resources: for ELA and Social Studies

Tier I: McGraw-Hill's Wonders Units 4 and 5, On-Grade Level Leveled Readers, Pearson's My World Social Studies Regions of Our Country, Accelerated Reader, teacher selected materials.

Tier II: Approaching, Beyond, and ESL Leveled Readers, Reach (ESL), Moby Max, Just Words, Wilson Fluency Kit, Accelerated Reader, teacher selected materials.

Tier III: Wonderworks, Wilson Reading System, Foundations, Corrective Reading, teacher selected materials.

Suggested Teacher Resources: Various Rubrics (See Appendixes), www.interventioncentral.org, www.readworks.org, www.discoveryeducation.com.

Academic Vocabulary:

ELA: cause/effect, chronological, cite, comparison/contrast, comparison forms of modifiers, direct object, examples, explicit details, hyperbole, metaphor, personification, plot, poetry, problem solution, prose, simile, transitive verb.

Social Studies: commonwealth, conflict, different perspectives, examine, individual rights, need of others, revenue, roles, social needs, state.

Suggested Activities: SWiRL-ing (Integrating Literacy Skills in Every Lesson)

Speaking	Writing	Reading	Listening
Show and tell, Think-Talk,- Write, Think-Pair-Share, Learning centers, Dramatic presentations, Oral presentations, Scenarios, Small group discussions, Class discussions, Read alouds, Collaborative work.	Writing Process, Journal writing, Self/peer revising, Interactive writing, Independent writing, Graphic organizers, Integration of technology skills, Note taking, Visual aids.	Literature circles, Reading games, Book clubs, Guided reading groups, Graphic organizers, Talking to the Text, Partner reading, Read alouds, Read alouds.	Partner reporting, Interviewing, Music, Read alouds, Recorded readings, Questions/answers from speech/recording/oral presentation, Following directions.

Learning to Soar

Standards: ELA

Students will...

Master	Develop	Introduce
<p>Foundation Skills Phonics and Word Recognition</p> <ul style="list-style-type: none"> Use combined knowledge of all letter-sound correspondences, syllabication and patterns, and morphology to read accurately unfamiliar multi-syllable words. <p>Reading Informational Text Key Ideas and Details</p> <ul style="list-style-type: none"> Make inferences and refer to explicit details and examples to support responses. <p>Craft and Structure</p> <ul style="list-style-type: none"> Use text structure (chronological, comparison/contrast, cause/effect, and problem/solution) to interpret information. Identify and determine meaning of figurative language (simile, personification, hyperbole, metaphor). <p>Integration of Knowledge and Ideas</p> <ul style="list-style-type: none"> Explain how an author uses reasons and evidence to support points in text. <p>Reading Literature Key Ideas and Details</p>	<p><i>To be Mastered in 4th Grade MP 4</i></p> <p>Reading Informational Text Key Ideas and Details</p> <ul style="list-style-type: none"> Summarize the text. <p>Integration of Knowledge and Ideas</p> <ul style="list-style-type: none"> Interpret various presentations of information within text or digital source to explain how the information contributes to an understanding of the text. <p>Reading Literature Key Ideas and Details</p> <ul style="list-style-type: none"> Summarize the text. <p>Grammar</p> <ul style="list-style-type: none"> Analyze and write simple sentences with a subject/transitive verb/direct object/indirect object. <p>Technology and Publication</p> <ul style="list-style-type: none"> Demonstrate sufficient keyboarding skills to type a minimum of one page in a single sitting. <p>Speaking and Listening Integration of Knowledge and Ideas Multimedia</p>	<p><i>To be Mastered in 5th Grade MP 2</i></p> <p>Foundation Skills Fluency</p> <ul style="list-style-type: none"> Read on-level text with purpose and understanding. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. <p>Reading Informational Text Key Ideas and Details</p> <ul style="list-style-type: none"> Identify two or more main ideas and show how key details support main ideas. <p>Craft and Structure</p> <ul style="list-style-type: none"> Interpret figurative language (simile, personification, hyperbole, metaphor). <p>Integration of Knowledge and Ideas</p> <ul style="list-style-type: none"> Integrate information from several texts on same topic. <p>Reading Literature Key Ideas and Details</p> <ul style="list-style-type: none"> Identify a theme from how a character in prose or drama responds to challenges or a poem’s speaker reflects upon topic. <p>Craft and Structure</p>

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- Make inferences and cite explicit details and examples to support responses.
- Describe in depth plot in story or drama from textual details.

Craft and Structure

- Explain major differences between poetry, drama, and prose.
- Use genre specific terms when referring to each.
- Identify and determine meaning of figurative language (simile, personification, hyperbole, metaphor).

Integration of Knowledge and Ideas

- Compare and contrast similar themes, topics, and patterns of events in literature including from different cultures.

Writing

	Argumentative
<i>Focus</i>	Introduce the topic state an opinion.
<i>Content</i>	Provide reasons that are supported by facts and details.
<i>Organization</i>	Create an organizational structure that includes related ideas grouped to support the writer's

- Add audio recordings and visual displays to presentations when appropriate to enhance the development of main idea or themes.

Conventions of Standard English

- Demonstrate command of the conventions of Standard English when speaking based on Grade 4 level and content.

To be Mastered in 5th Grade MP 1

Foundation Skills

Phonics and Word Recognition

- Use combined knowledge of all letter-sound correspondences, syllabication and patterns, and morphology to read accurately unfamiliar multi-syllable words.

Fluency

- Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Reading Informational Text

Key Ideas and Details

- Summarize the text.

Craft and Structure

- Use text structure (chronological, comparison/contrast, cause/effect, and problem/solution) to interpret information from multiple texts.

Vocabulary Acquisition and Use

- Explain how a series of chapters, scenes, or stanza fits together.
- Interpret figurative language (simile, personification, hyperbole, metaphor).

Writing

	Informative
<i>Focus</i>	Identify and introduce the topic clearly.
<i>Content</i>	Develop the topic with facts, definitions, concrete details, quotations, including illustrations and multimedia when appropriate.
<i>Organization</i>	Group related information in paragraphs and sections, linking ideas with categories; provide a concluding statement or section, include formatting when useful to aiding comprehension.
<i>Style</i>	Use precise language and domain-specific vocabulary.

Learning to Soar

	purpose and linked in a logical order with a concluding statement or section.	<ul style="list-style-type: none"> Determine or clarify the meaning of unknown or multiple-meaning words and phrases choosing flexibility from a range of strategies and tools. <p>Reading Literature <i>Key Ideas and Details</i></p> <ul style="list-style-type: none"> Summarize the text. <p>Vocabulary Acquisition and Use</p> <ul style="list-style-type: none"> Determine or clarify the meaning of unknown or multiple-meaning words and phrases choosing flexibility from a range of strategies and tools. <p>Writing</p> <table border="1"> <tr> <td></td> <td>Narrative</td> </tr> <tr> <td><i>Focus</i></td> <td>Establish a situation and introduce a narrator and/or character.</td> </tr> <tr> <td><i>Content</i></td> <td>Use dialogue and descriptions of actions, pacing, thoughts, and feelings to develop experiences and events or show the response of characters to situations; use concrete words and phrases and sensory details precisely.</td> </tr> <tr> <td><i>Organization</i></td> <td>Organize an event sequence that unfolds</td> </tr> </table>		Narrative	<i>Focus</i>	Establish a situation and introduce a narrator and/or character.	<i>Content</i>	Use dialogue and descriptions of actions, pacing, thoughts, and feelings to develop experiences and events or show the response of characters to situations; use concrete words and phrases and sensory details precisely.	<i>Organization</i>	Organize an event sequence that unfolds		Use sentences of varying length.
	Narrative											
<i>Focus</i>	Establish a situation and introduce a narrator and/or character.											
<i>Content</i>	Use dialogue and descriptions of actions, pacing, thoughts, and feelings to develop experiences and events or show the response of characters to situations; use concrete words and phrases and sensory details precisely.											
<i>Organization</i>	Organize an event sequence that unfolds											
<i>Style</i>	Choose words and phrases to convey ideas precisely.		<i>Conventions</i>	Use compound sentences. Use appropriate transitions between and within paragraphs. Use varying sentence openers with phrases. Use correct relative pronouns. Use commas with sentence openers and compound sentences. Use correct grade-level spelling. Use correct word in troublesome pairs.								
<i>Conventions</i>	Use complete simple sentences. Use appropriate transitions between paragraphs. Use correct forms of adjectives and adverbs, including for comparison. Use correct relative pronouns. Use commas in adjectives and appositives. Use correct grade-level spelling. Use correct word in troublesome pairs.											
<p>Grammar</p> <ul style="list-style-type: none"> Analyze and write simple sentences with a subject/transitive verb/direct object. Use comparison forms of adjectives and adverbs. <p>Response to Literature</p>				<p>Grammar</p> <ul style="list-style-type: none"> Define, identify, and use verbs in the simple, progressive, and emphatic forms in all six tenses. <p>Technology and Publication</p> <ul style="list-style-type: none"> With some guidance, use technology, including Internet, to produce and publish writing as well as to interact and collaborate with others. 								

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<ul style="list-style-type: none"> Draw evidence from literary or information texts to support analysis, reflection, and research. <p>Production and Distribution of Writing</p> <ul style="list-style-type: none"> Strengthen writing through planning, revising and editing. <p>Speaking and Listening Comprehension and Collaboration Collaborative Discussion</p> <ul style="list-style-type: none"> Build upon others' ideas. Express own ideas clearly. <p>Evaluating Information</p> <ul style="list-style-type: none"> Identify the reasons and evidence a speaker provides to support particular points. 		naturally, using a variety of transitional words and phrases; provide a conclusion that follows from the narrated experiences and events.	<p>Conducting Research</p> <ul style="list-style-type: none"> Conduct short research projects that build knowledge through investigation of different aspects of a topic. <p>Credibility, Reliability, and Validity of Sources</p> <ul style="list-style-type: none"> Summarize or paraphrase information in notes and finished work. <p>Speaking and Listening Comprehension and Collaboration Collaborative Discussion</p> <ul style="list-style-type: none"> Build upon other's ideas. <p>Evaluating Information</p> <ul style="list-style-type: none"> Explain how each claim is supported by reasons and evidence.
	<i>Style</i>	Use sentences of varying length. Expand, combine, and reduce sentences for meaning, interest, and style.	
	<i>Conventions</i>	Use compound sentences. Use appropriate transitions between and within paragraphs. Use varying sentences openers with phrases. Use correct relative pronouns. Use commas with sentence openers and compound sentences. Use correct grade-level spelling. Use correct word in troublesome pairs.	

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	<p>Grammar</p> <ul style="list-style-type: none"> Combine simple sentences into compound sentences using coordinating conjunctions. Use commas in compound sentences with coordinating conjunctions. <p>Response to Literature</p> <ul style="list-style-type: none"> Draw evidence from literary or information texts to support analysis, reflection, and research. <p>Credibility, Reliability, and Validity of Sources</p> <ul style="list-style-type: none"> Provide a list of sources. <p>Speaking and Listening Comprehension and Collaboration</p> <p>Collaborative Discussion</p> <ul style="list-style-type: none"> Express own ideas clearly. <p>Presentation of Knowledge and Ideas</p> <p>Purpose, Audience, and Task</p> <ul style="list-style-type: none"> Speak clearly with adequate volume, appropriate pacing, and clear pronunciation. 	
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Social Studies—Government of USA Regions and PA

Essential Questions:

- How does government regulate different parts of culture in each region of the USA and PA ?
- Why does the government at the state and national level regulate the individual rights of the people?
- What should the government (not) regulate at the state or national levels?

Learning to Soar

Suggested Activities/Assessments:

- Student will create original graphic organizers for cause/effect of the different regions of the USA.
- Students will write a business letter to their state representative or senator.
- Students will create a list of environmental resources for the different regions of the USA.

Standards: Social Studies

Students will...

Master	Develop	Introduce
<p>Government and Civics Principles and Documents of Government</p> <ul style="list-style-type: none"> • Examine school rules and consequences. • Explain rules and laws for the classroom, school, community, and state. • Explain the principles and ideals shaping local and state government—Liberty, democracy, justice, and equality. • Identify key ideas about government found in significant documents—Declaration of Independence, US Constitution, Bill of Rights, PA Constitution. <p>Rights and Responsibilities of Citizenship</p>	<p><i>To be Mastered in 4th Grade MP 4</i> History Historical Analysis and Skills Development</p> <ul style="list-style-type: none"> • Distinguish between fact and opinion from multiple points of view, and primary sources as related to historical events. <p>Pennsylvania History</p> <ul style="list-style-type: none"> • Differentiate common characteristics of the social, political, cultural, and economic groups from PA history. • Distinguish between conflict and cooperation among groups and organization that impacted the history and development of PA— Ethnicity and race, working conditions, immigration, military conflict, and economic stability. <p>United States History</p>	<p><i>To be Mastered in 5th Grade MP 2</i> Civics and Government Principles and Documents of Government</p> <ul style="list-style-type: none"> • Understand the rule of law in protecting property rights, individual rights and the common good. • Describe the basic purposes of government in the classroom, school, community, state, and nation. • Describe the principles and ideals shaping local, state, and national government—liberty, democracy, justice, and equality. • Interpret key ideas about government found in significant documents— Declaration of Independence, US Constitution, Bill of Rights. • Identify the individual rights guaranteed by the US Constitution.

Learning to Soar

<ul style="list-style-type: none"> • Identify individual rights and needs of others in the classroom, school, and community. • Describe the sources of conflict and disagreement and different ways conflict can be resolved. • Describe the role of leadership and public service in school, community, state, and nation. • Describe how citizens participate in school and community activities. <p>How Government Works</p> <ul style="list-style-type: none"> • Identify the roles of the three branches of government. • Describe how the elected representative bodies function in making local and state laws. • Identify the services performed by local and state governments. • Identify positions of authority at the local, state, and national levels. • Explain the voting process. • Explain how different perspectives can lead to conflict. • Identify individual interests and explain ways to influence others. <p>Economics Functions of Government</p>	<ul style="list-style-type: none"> • Differentiate common characteristics of the social, political, cultural, and economic groups from US history. • Distinguish between conflict and cooperation among groups and organization that impacted the history and development of the US—Ethnicity and race, working conditions, immigration, military conflict, and economic stability. <p><i>To be Mastered in 5th Grade MP 1</i> Civics and Government</p> <p>How Government Works</p> <ul style="list-style-type: none"> • Describe how groups try to influence others. <p>Economics Scarcity and Choice</p> <ul style="list-style-type: none"> • Explain how limited resources and unlimited wants cause scarcity. <p>Geography</p> <ul style="list-style-type: none"> • Describe and locate places and regions as defined by physical and human features. • Describe the characteristics of places and regions. • Identify the basic physical processes that affect the physical 	<ul style="list-style-type: none"> • Explain the significance of state symbols, national symbols, and national holidays. <p>Rights and Responsibilities of Citizenship</p> <ul style="list-style-type: none"> • Identify individual rights and needs and the rights and needs of others in the classroom, school, community, state, and nation. • Explain why individuals become involved in leadership and public service. • Identify specific ways individuals participate in school and community activities. <p>How Government Works</p> <ul style="list-style-type: none"> • Describe how the elected representative bodies function in making local, state, and national laws. • Describe the role of local and state government officials. • Describe the primary duties of elected local, state, and national positions. <p>Economics Markets and Economic Systems</p> <ul style="list-style-type: none"> • Describe how goods and services are distributed. • Identify how pricing influences sellers and consumers. <p>Functions of Government</p>
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Learning to Soar

<ul style="list-style-type: none"> • Explain how government responds to social needs by providing public goods and services. • Describe the impact of government involvement in state and national economic activities. • Explore ways in which tax revenues are used in the local community. 	<p>characteristics of places and regions.</p> <ul style="list-style-type: none"> • Identify the human characteristics of places and regions using the following criteria: population, culture, settlement, economic system, political system. • Describe and explain the effects of the physical systems on people within regions. • Identify the effect of people on the physical systems within a community. 	<ul style="list-style-type: none"> • Explore ways in which tax revenue is collected. <p>Income, Profit, and Wealth</p> <ul style="list-style-type: none"> • Describe how the availability of goods and services is made possible by the work of members of a society. • Differentiate the requirements for different careers and occupations. <p>History</p> <p>Historical Analysis and Skills Development</p> <ul style="list-style-type: none"> • Locate primary and secondary sources for the research topic and summarize in writing the findings.
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Learning to Soar

Humanities Curriculum for English/Language Arts and Social Studies

Fourth Grade

“Confident Thinkers”—Taking a Risk

(Social Studies Focus—Regions of the USA and PA History)

MARKING PERIOD 4

Overarching Concept: Goal

Theme: Set Realistic Goals—Reaching for Success

Big Idea/Enduring Understanding: Nothing builds confidence in anyone more than success. When one sets realistic, obtainable goals for him/herself, one achieves and builds self-worth in a job well done. Knowing what one is good at and what are one’s challenges, he/she can set goals that are within one’s reach with effort and perseverance. Learning is difficult, but with an “I can” attitude, one can be success at any age. This unit will focus on the goals that characters from literature and people from Pennsylvanian history have set and achieved.

Essential Questions:

- What makes a goal realistic?
- How hard am I willing to work to reach my goal?
- What are the differences and similarities between a goal and a dream?
- What do I need to do to reach my goal?
- How will I know I achieved my goal?

Cumulating Assessment:

-Students will deliver an oral presentation with appropriate visual aids and multimedia technology, answering at least one of the Essential Questions, and referencing at least two of the texts studied.

-Students will create promotional multimedia presentation for one of the regions of the US or for PA.

Common Assessment Tool: Multimedia Presentation Rubric (*See Appendix.*)

Other Assessments: McGraw-Hill Wonders Unit 6 test*, tests, quizzes, projects, presentations, teacher observation, classwork, class participation. *=non-negotiable

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Suggested Community Outreach: Susquehanna Planning Commission

Resources: for ELA and Social Studies

Tier I: McGraw-Hill's Wonders Unit 6, On-Grade Level Leveled Readers, Pearson's My World Social Studies Regions of Our Country, Accelerated Reader, teacher selected materials.

Tier II: Approaching, Beyond, and ESL Leveled Readers, Reach (ESL), Moby Max, Just Words, Wilson Fluency Kit, Accelerated Reader, teacher selected materials.

Tier III: Wonderworks, Wilson Reading System, Foundations, Corrective Reading, teacher selected materials.

Suggested Teacher Resources: Various Rubrics (See Appendixes), www.interventioncentral.org, www.readworks.org, www.discoveryeducation.com.

Academic Vocabulary:

ELA: audio recording, digital source, indirect object, summarize, text source.

Social Studies: belief system, religion, distinguish, human geography.

Suggested Activities: SWiRL-ing (Integrating Literacy Skills in Every Lesson)

Speaking	Writing	Reading	Listening
Show and tell, Think-Talk,-Write, Think-Pair-Share, Learning centers, Dramatic presentations, Oral presentations, Scenarios, Small group discussions, Class discussions, Read alouds, Collaborative work.	Writing Process, Journal writing, Self/peer revising, Interactive writing, Independent writing, Graphic organizers, Integration of technology skills, Note taking, Visual aids.	Literature circles, Reading games, Book clubs, Guided reading groups, Graphic organizers, Talking to the Text, Partner reading, Read alouds, Read alouds.	Partner reporting, Interviewing, Music, Read alouds, Recorded readings, Questions/answers from speech/recording/oral presentation, Following directions.

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Standards: ELA

Students will...

Master	Develop	Introduce
<p>Reading Informational Text <i>Key Ideas and Details</i></p> <ul style="list-style-type: none"> Summarize the text. <p>Integration of Knowledge and Ideas</p> <ul style="list-style-type: none"> Interpret various presentations of information within text or digital source to explain how the information contributes to an understanding of the text. <p>Reading Literature <i>Key Ideas and Details</i></p> <ul style="list-style-type: none"> Summarize the text. <p>Grammar</p> <ul style="list-style-type: none"> Analyze and write simple sentences with a subject/transitive verb/direct object/indirect object. <p>Technology and Publication</p> <ul style="list-style-type: none"> Demonstrate sufficient keyboarding skills to type a minimum of one page in a single sitting. <p>Speaking and Listening Integration of Knowledge and Ideas Multimedia</p>	<p><i>To be Mastered in 5th Grade MP 1</i></p> <p>Foundation Skills Phonics and Word Recognition</p> <ul style="list-style-type: none"> Use combined knowledge of all letter-sound correspondences, syllabication and patterns, and morphology to read accurately unfamiliar multi-syllable words. <p>Fluency</p> <ul style="list-style-type: none"> Use context to confirm or self-correct word recognition and understanding, rereading as necessary. <p>Reading Informational Text <i>Key Ideas and Details</i></p> <ul style="list-style-type: none"> Summarize the text. <p>Craft and Structure</p> <ul style="list-style-type: none"> Use text structure (chronological, comparison/contrast, cause/effect, and problem/solution) to interpret information from multiple texts. <p>Vocabulary Acquisition and Use</p> <ul style="list-style-type: none"> Determine or clarify the meaning of unknown or multiple-meaning words and phrases choosing flexibility from a range of strategies and tools. <p>Reading Literature <i>Key Ideas and Details</i></p>	<p><i>To be Mastered in 5th Grade MP 3</i></p> <p>Foundation Skills Reading Informational Text <i>Key Ideas and Details</i></p> <ul style="list-style-type: none"> Cite textual evidence by quoting accurately from text to support inferences. <p>Craft and Structure</p> <ul style="list-style-type: none"> Explain the relationships or interactions between two or more individuals, events, ideas, or concepts. <p>Integration of Knowledge and Ideas</p> <ul style="list-style-type: none"> Determine how an author uses reasons and evidence to support points in text. <p>Reading Literature <i>Key Ideas and Details</i></p> <ul style="list-style-type: none"> Cite textual evidence by quoting accurately from text to support inferences. <p>Craft and Structure</p> <ul style="list-style-type: none"> Compare and contrast two or more characters, settings or plots in a story or drama from specific detail. <p>Integration of Knowledge and Ideas</p> <ul style="list-style-type: none"> Compare and contrast texts in the same genre on their approaches to similar

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- Add audio recordings and visual displays to presentations when appropriate to enhance the development of main idea or themes.

Conventions of Standard English

- Demonstrate command of the conventions of Standard English when speaking based on Grade 4 level and content.

- Summarize the text.
- Vocabulary Acquisition and Use**
- Determine or clarify the meaning of unknown or multiple-meaning words and phrases choosing flexibility from a range of strategies and tools.

Writing

	Narrative
<i>Focus</i>	Establish a situation and introduce a narrator and/or character.
<i>Content</i>	Use dialogue and descriptions of actions, pacing, thoughts, and feelings to develop experiences and events or show the response of characters to situations; use concrete words and phrases and sensory details precisely.
<i>Organization</i>	Organize an event sequence that unfolds naturally, using a variety of transitional words and phrases; provide a conclusion that follows

themes and topics as well as literary elements.

Writing

	Argumentative
<i>Focus</i>	Introduce the topic and state an opinion.
<i>Content</i>	Provide reasons that are supported by facts and details; draw from credible sources.
<i>Organization</i>	Create an organizational structure that includes related ideas grouped to support the writer's purpose and link opinion and reasons using words, phrases, and clauses; provide a concluding statement or section.
<i>Style</i>	Use sentences of varying length. Expand, combine, and reduce sentences for meaning, interest, and style.
<i>Conventions</i>	Use compound sentences.

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		from the narrated experiences and events.		<p>Use appropriate transitions between and within paragraphs. Use varying sentence openers with phrases. Use correct relative pronouns. Use commas with sentence openers and compound sentences. Use correct grade-level spelling. Use correct word in troublesome pairs.</p>
	<i>Style</i>	<p>Use sentences of varying length. Expand, combine, and reduce sentences for meaning, interest, and style.</p>	<p>Grammar</p> <ul style="list-style-type: none"> Identify and use prepositions and prepositional phrases, with correct punctuation for sentence openers. <p>Speaking and Listening</p> <p>Comprehension and Collaboration</p> <p>Critical Listening</p> <ul style="list-style-type: none"> Summarize the main points and of written text read aloud or information presented in diverse media and formats. <p>Evaluating Information</p> <ul style="list-style-type: none"> Summarize the points a speaker makes. <p>Presentation of Knowledge and Ideas</p>	
	<i>Conventions</i>	<p>Use compound sentences. Use appropriate transitions between and within paragraphs. Use varying sentence openers with phrases. Use correct relative pronouns. Use commas with sentence openers and compound sentences. Use correct grade-level spelling. Use correct word in troublesome pairs.</p>		
		<p>Grammar</p> <ul style="list-style-type: none"> Combine simple sentences into compound sentences using coordinating conjunctions. 		

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	<ul style="list-style-type: none"> • Use commas in compound sentences with coordinating conjunctions. <p>Response to Literature</p> <ul style="list-style-type: none"> • Draw evidence from literary or information texts to support analysis, reflection, and research. <p>Credibility, Reliability, and Validity of Sources</p> <ul style="list-style-type: none"> • Provide a list of sources. <p>Speaking and Listening</p> <p>Comprehension and Collaboration</p> <p>Collaborative Discussion</p> <ul style="list-style-type: none"> • Express own ideas clearly. <p>Presentation of Knowledge and Ideas</p> <p>Purpose, Audience, and Task</p> <ul style="list-style-type: none"> • Speak clearly with adequate volume, appropriate pacing, and clear pronunciation. <p><i>To be Mastered in 5th Grade MP 2</i></p> <p>Foundation Skills</p> <p>Fluency</p> <ul style="list-style-type: none"> • Read on-level text with purpose and understanding. • Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. <p>Reading Informational Text</p> <p><i>Key Ideas and Details</i></p>	<p>Purpose, Audience, and Task</p> <ul style="list-style-type: none"> • Report on a topic or present an opinion, sequence of ideas logically and using appropriate facts and relevant descriptive details to support main idea or theme.
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- Identify two or more main ideas and show how key details support main ideas.

Craft and Structure

- Interpret figurative language (simile, personification, hyperbole, metaphor).

Integration of Knowledge and Ideas

- Integrate information from several texts on same topic.

Reading Literature

Key Ideas and Details

- Identify a theme from how a character in prose or drama responds to challenges or a poem’s speaker reflects upon topic.

Craft and Structure

- Explain how a series of chapters, scenes, or stanza fits together.
- Interpret figurative language (simile, personification, hyperbole, metaphor).

Writing

	Informative
<i>Focus</i>	Identify and introduce the topic clearly.
<i>Content</i>	Develop the topic with facts, definitions, concrete details, quotations, including illustrations and multimedia when appropriate.

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	<i>Organization</i>	Group related information in paragraphs and sections, linking ideas with categories; provide a concluding statement or section, include formatting when useful to aiding comprehension.	
	<i>Style</i>	Use precise language and domain-specific vocabulary. Use sentences of varying length.	
	<i>Conventions</i>	Use compound sentences. Use appropriate transitions between and within paragraphs. Use varying sentence openers with phrases. Use correct relative pronouns. Use commas with sentence openers and compound sentences.	

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	<table border="1"> <tr> <td data-bbox="770 196 968 375"></td> <td data-bbox="968 196 1329 375"> <p>Use correct grade-level spelling.</p> <p>Use correct word in troublesome pairs.</p> </td> </tr> </table> <p>Grammar</p> <ul style="list-style-type: none"> Define, identify, and use verbs in the simple, progressive, and emphatic forms in all six tenses. <p>Technology and Publication</p> <ul style="list-style-type: none"> With some guidance, use technology, including Internet, to produce and publish writing as well as to interact and collaborate with others. <p>Conducting Research</p> <ul style="list-style-type: none"> Conduct short research projects that build knowledge through investigation of different aspects of a topic. <p>Credibility, Reliability, and Validity of Sources</p> <ul style="list-style-type: none"> Summarize or paraphrase information in notes and finished work. <p>Speaking and Listening Comprehension and Collaboration</p> <p>Collaborative Discussion</p> <ul style="list-style-type: none"> Build upon other's ideas. <p>Evaluating Information</p>		<p>Use correct grade-level spelling.</p> <p>Use correct word in troublesome pairs.</p>	
	<p>Use correct grade-level spelling.</p> <p>Use correct word in troublesome pairs.</p>			

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	<ul style="list-style-type: none"> Explain how each claim is supported by reasons and evidence. 	
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Social Studies—The Past and Future of USA Regions and PA

Essential Questions:

- How does the history of each region of the USA and of PA shape their futures?
- What opportunities await each region of the USA and PA?
- Which region of the USA and area of PA will see the most growth in the next ten years?

Suggested Activities/Assessments:

- Student will create original graphic organizers for chronology of the different regions of the USA.
- Students will write a short skit as though they were living in one of the regions the USA.
- Students will create a 3-D prop from one of a region of the USA or of PA.

Standards: Social Studies

Students will...

Master	Develop	Introduce
<p><i>History</i> Historical Analysis and Skills Development</p> <ul style="list-style-type: none"> Distinguish between fact and opinion from multiple points of view, and primary sources as related to historical events. <p>Pennsylvania History</p>	<p><i>To be Mastered in 5th Grade MP 1</i> <i>Civics and Government</i> How Government Works</p> <ul style="list-style-type: none"> Describe how groups try to influence others. <p><i>Economics</i> Scarcity and Choice</p> <ul style="list-style-type: none"> Explain how limited resources and unlimited wants cause scarcity. 	<p><i>To be Mastered in 5th Grade MP 3</i> <i>Civics and Government</i> How Government Works</p> <ul style="list-style-type: none"> Examine different ways conflicts can be resolved. <p><i>Economics</i> Functions of Government</p>

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<ul style="list-style-type: none"> • Differentiate common characteristics of the social, political, cultural, and economic groups from PA history. • Distinguish between conflict and cooperation among groups and organizations that impacted the history and development of PA— Ethnicity and race, working conditions, immigration, military conflict, and economic stability. <p>United States History</p> <ul style="list-style-type: none"> • Differentiate common characteristics of the social, political, cultural, and economic groups from US history. • Distinguish between conflict and cooperation among groups and organization that impacted the history and development of the US— Ethnicity and race, working conditions, immigration, military conflict, and economic stability. 	<p>Geography</p> <ul style="list-style-type: none"> • Describe and locate places and regions as defined by physical and human features. • Describe the characteristics of places and regions. • Identify the basic physical processes that affect the physical characteristics of places and regions. • Identify the human characteristics of places and regions using the following criteria: population, culture, settlement, economic system, political system. • Describe and explain the effects of the physical systems on people within regions. • Identify the effect of people on the physical systems within a community. <p><i>To be Mastered in 5th Grade MP 2</i></p> <p>Civics and Government Principles and Documents of Government</p> <ul style="list-style-type: none"> • Understand the rule of law in protecting property rights, individual rights and the common good. 	<ul style="list-style-type: none"> • Describe factors that influence government’s economic decision making.
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	<ul style="list-style-type: none"> • Describe the basic purposes of government in the classroom, school, community, state, and nation. • Describe the principles and ideals shaping local, state, and national government—liberty, democracy, justice, and equality. • Interpret key ideas about government found in significant documents—Declaration of Independence, US Constitution, Bill of Rights. • Identify the individual rights guaranteed by the US Constitution. • Explain the significance of state symbols, national symbols, and national holidays. <p>Rights and Responsibilities of Citizenship</p> <ul style="list-style-type: none"> • Identify individual rights and needs and the rights and needs of others in the classroom, school, community, state, and nation. • Explain why individuals become involved in leadership and public service. • Identify specific ways individuals participate in school and community activities. <p>How Government Works</p> <ul style="list-style-type: none"> • Describe how the elected representative bodies function in making local, state, and national laws. 	
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	<ul style="list-style-type: none"> • Describe the role of local and state government officials. • Describe the primary duties of elected local, state, and national positions. <p><i>Economics</i></p> <p>Markets and Economic Systems</p> <ul style="list-style-type: none"> • Describe how goods and services are distributed. • Identify how pricing influences sellers and consumers. <p>Functions of Government</p> <ul style="list-style-type: none"> • Explore ways in which tax revenue is collected. <p>Income, Profit, and Wealth</p> <ul style="list-style-type: none"> • Describe how the availability of goods and services is made possible by the work of members of a society. • Differentiate the requirements for different careers and occupations. <p><i>History</i></p> <p>Historical Analysis and Skills Development</p> <ul style="list-style-type: none"> • Locate primary and secondary sources for the research topic and summarize in writing the findings. 	
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Appendix

Learning to Soar

Oral Presentation Rubric

Student's Name _____

Teacher's Name _____

Grade ____/36

Category	4	3	2	1
Preparedness	Student is completely prepared and has obviously rehearsed.	Student seems pretty prepared but might have needed a couple more rehearsals.	The student is somewhat prepared, but it is clear that rehearsal was lacking.	Student does not seem at all prepared to present.
Clarity	Speaks clearly and distinctly all (100-95%) the time.	Speaks clearly and distinctly all (100-95%) the time.	Speaks clearly and distinctly most (94-85%) of the time.	Often mumbles or cannot be understood.
Complete Sentences	Always (99-100% of time) speaks in complete sentences.	Mostly (80-98%) speaks in complete sentences.	Sometimes (70-80%) speaks in complete sentences.	Rarely speaks in complete sentences.
Vocabulary	Uses vocabulary appropriate for the audience. Extends audience vocabulary by defining words that might be new to audience.	Uses vocabulary appropriate for the audience. Includes 1-2 words that might be new to most of the audience, but does not define them.	Uses vocabulary appropriate for the audience. Does not include any vocabulary that might be new to the audience.	Uses several (5 or more) words or phrases that are not understood by the audience.
Focus	Stays on topic all (100%) of the time.	Stays on topic most (99-90%) of the time.	Stays on topic some (89%-75%) of the time.	It was hard to tell what the topic was.
Content	Shows a full understanding of the topic.	Shows a good understanding of the topic.	Shows a good understanding of parts of the topic.	Does not seem to understand the topic very well.
Comprehension	Student is able to accurately answer almost all questions posed by classmates about the topic.	Student is able to accurately answer most questions posed by classmates about the topic.	Student is able to accurately answer a few questions posed by classmates about the topic.	Student is unable to accurately answer questions posed by classmates about the topic.
Posture/Eye Contact	Stands up straight, looks relaxed and confident. Establishes eye contact with everyone in the room.	Stands up straight and establishes eye contact with everyone in the room during the presentation.	Sometimes stands up straight and establishes eye contact.	Slouches and/or does not look at people during the presentation.
Use of Multi-Media	Utilizes at least two types of multi-media effectively for the audience.	Utilizes at least one type of multi-media.	Multi-media is distracting from the speaker's purpose.	No multi-media is used.

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PSSA TEXT-DEPENDENT ANALYSIS SCORING GUIDELINES

<p style="text-align: center;">Score 4</p> <ul style="list-style-type: none"> • Effectively addresses all parts of the task demonstrating in-depth analytic understanding of the text(s) • Effective introduction, development, and conclusion identifying an opinion, topic, or controlling idea related to the text(s) • Strong organizational structure that effectively supports the focus and ideas • Thorough analysis of explicit and implicit meanings from text(s) to effectively support claims, opinions, ideas and inferences • Substantial, accurate, and direct reference to the text(s) using relevant key details, examples, quotes, facts, and/or definitions • Substantial reference to the main idea(s) and relevant key details of the text(s) to support the writer's purpose • Skillful use of transitions to link ideas • Effective use of precise language and domain-specific vocabulary drawn from the text(s) to explain the topic and/or to convey experiences/events • Few errors, if any, are present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present do not interfere with meaning 	<p style="text-align: center;">Score 2</p> <ul style="list-style-type: none"> • Inconsistently addresses some parts of the task demonstrating partial analytic understanding of the text(s) • Weak introduction, development, and/or conclusion identifying an opinion, topic, or controlling idea somewhat related to the text(s) • Weak organizational structure that inconsistently supports the focus and ideas • Weak or inconsistent analysis of explicit and/or implicit meanings from text(s) that somewhat supports claims, opinions, ideas, and inferences • Vague reference to the text(s) using some details, examples, quotes, facts, and/or definitions • Weak reference to the main idea(s) and relevant details of the text(s) to support the writer's purpose • Inconsistent use of transitions to link ideas • Inconsistent use of precise language and domain-specific vocabulary drawn from the text(s) to explain the topic and/or to convey experiences/events • Errors may be present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present may interfere with meaning
<p style="text-align: center;">Score 3</p> <ul style="list-style-type: none"> • Adequately addresses all parts of the task demonstrating sufficient analytic understanding of the text(s) • Clear introduction, development, and conclusion identifying an opinion, topic, or controlling idea related to the text(s) • Appropriate organizational structure that adequately supports the focus and ideas • Clear analysis of explicit and implicit meanings from text(s) to support claims, opinions, ideas, and inferences • Sufficient, accurate, and direct reference to the text(s) using relevant details, examples, quotes, facts, and/or definitions • Sufficient reference to the main idea(s) and relevant key details of the text(s) to support the writer's purpose • Appropriate use of transitions to link ideas • Appropriate use of precise language and domain-specific vocabulary drawn from the text(s) to explain the topic and/or to convey experiences/events • Some errors may be present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present seldom interfere with meaning 	<p style="text-align: center;">Score 1</p> <ul style="list-style-type: none"> • Minimally addresses part(s) of the task demonstrating inadequate analytic understanding of the text(s) • Minimal evidence of an introduction, development, and/or conclusion • Minimal evidence of an organizational structure • Insufficient or no analysis of the text(s); may or may not support claims, opinions, ideas, and inferences • Insufficient reference to the text(s) using few details, examples, quotes, facts, and/or definitions • Minimal reference to the main idea(s) and/or relevant details of the text(s) • Few, if any, transitions to link ideas • Little or no use of precise language or domain-specific vocabulary drawn from the text(s) • Many errors may be present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present often interfere with meaning

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PSSA Literature Vocabulary Terms and Definitions

Define- to explain the meaning of (a word, a phrase, etc.)

Quote- to repeat (something written or said by another person) exactly

Cite evidence- to quote by way of example, authority, or proof of several noteworthy authors (and/or text)

Explain- to make (something) clear or easy to understand

Analyze- to study something closely and carefully; to learn the nature and relationship of the parts of something by a close or careful examination

Summarize- give a brief statement of the main points of

Determine- to officially decide something especially because of evidence or facts: to establish something exactly or with authority

Identify- to know and say who someone is or what something is

Integrate- to combine (2 or more things) to form or create something; to make something a part of another larger thing

Interpret- to explain the meaning of something

Inform- to give information to someone about a topic

Compare- to look at 2 or more things closely in order to see similarities

Contrast- to look at 2 or more things closely in order to see differences

Focus- the subject that is being discussed or studied; main purpose or interest

Organize- to arrange or order things so that they can be found or used easily and quickly

Organization- the act or process of putting the different parts of something in certain order so they can be found or used easily

Style- a particular way in which something is done, created, or performed

Conventions- mechanics, usage, and sentence completeness

Adapt- to change something/someone so that it functions better or is better suited for a purpose

Demonstrate- to prove something by showing example/evidence of it

Moral- concerning or relating to what is right or wrong in human behavior

Theme- main subject that is being discussed or described in a piece of writing, movie, etc.; the moral (life lesson) of a story

Character- a person or animal in a story

Setting- where and when a story takes place

Plot- A series of events that form a story in a novel, movie, etc.

Sequence- the order in which things happen in a story

Expository- used to describe writing that is done to **explain** something

Venn Diagram- graph that employs closed circles to represent the similarities and differences between two topics or items

Descriptive details- details used to describe something; a particular fact or piece of information about something or someone

Genre- a category used to classify literary works, usually by form, technique or content(ex. prose, poetry)

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Context Clues- information from the reading that identifies a word or group of words

Realistic Fiction- tells about characters, settings, and events that are like people, places, and events in real life; includes dialogue and descriptive details

Problem- also known as the conflict in a story; a situation in the story which is often confusing and needs a solution

Solution- also known as the resolution; a part of the plot in which the problem is solved

Suspense- a feeling or state of nervousness or excitement caused by wondering what will happen in the story

Idiom- an expression that cannot be taken literally and has a separate meaning of its own (ex. It is raining cats and dogs.)

Comparison Writing- writing used to compare and contrast different topics

Biography- written history of a person's life written by someone other than the subject of the writing

Cause and effect- cause- the reason why something happens; **effect-** the result

Author's Point of View- perspective from which the story is told

Fact- information that can be proven true

Opinion- a viewpoint or personal belief that cannot be proven true or false

Text structure- the organizational pattern a writer uses to present information in nonfiction

Headings- a short title that comes before a page or paragraph, telling you what the topic of the page or paragraph will be

Timeline- table listing important events for successive years within a particular period of time

Figurative Language- language that cannot be taken literally since it was written to create a special effect or feeling

Simile- comparison of two things using the words "like" or "as" (ex. She is as pretty as a princess.)

Metaphor- comparison of two things **WITHOUT** the use of "like" or "as" (ex. Lemon tea is the best medicine for a cold.)

Illustrations and Photographs- pictures in a story that are used to give readers clues about the characters, setting, and events

Prediction- a statement about what will happen or might happen in a story

Personification- giving inanimate objects or things human characteristics (ex. The pencil ran across the paper.)

Foreshadowing- to give suggestion of(something that has not yet happened)

Imagery- the author's use of language that causes people to imagine pictures in their mind

Folktale- a story that began in oral traditional

Narrative Poem- a form of poetry that tells a story, often making use of the voices of a narrator and characters as well; the entire story is usually written in meter. It can be about anything, and does not have to rhyme. It **MUST** tell a story.

Free Verse Poem- a poem that doesn't rhyme or follow any metrical rule

Homograph- one of two or more words spelled alike, but different in meaning or pronunciation (ex. He took a bow after his performance. The boy shot a bow and arrow.)

Homophone- a word that is pronounced like another word, but is different in meaning or spelling. (ex. to, too, two)

Fantasy- a book, movie, etc. that tells a story about things that happen in an imaginary world

Root- a word in its simplest form

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Greek Roots- a word part that must be combined with other word parts, such as prefixes and suffixes, and other roots, to form a word (Words with Greek roots are common in science and social studies textbooks)

Main Idea- what a story or passage is mainly about

Supporting Details- specific words used by the author to describe and support the main idea (providing details is called citing textual evidence)

Latin Roots- a word part that must be combined with other word parts, such as prefixes and suffixes, and other roots, to form a word (Words with Latin roots are common in literature)

Diagram- a drawing that explains or shows the parts of something

Tall Tale- a story with unbelievable elements, related as if it were true or factual. Some such stories are exaggerations of actual events (ex. Paul Bunyan)

Synonyms- words that have **similar** meanings (ex. beautiful, pretty)

Antonyms- words that have **opposite** meanings (ex. young, old)

Fable- narrative that conveys a moral. Animals or inanimate objects with human characteristics often serve as characters. (ex. *The Fox and the Grapes*)

Hyperbole- an exaggeration used for effect that states that something is better, worse, larger, more common, or more important than is actually true (ex. This class is lasting an eternity!)

Outlining- a summary of written work

Voice- the fluency, rhythm and liveliness in writing that makes it unique to the writer

Style- how an author writes; an author's use of language; its effects and appropriateness to the author's intent and theme

Tone- the attitude of the author toward the audience and characters (ex. serious or humorous)

Mystery- a novel, play, short story or film whose plot involves a crime or event that remains puzzlingly unsettled until the end.

Play- a dramatic composition or piece; drama/ can be fiction or nonfiction. They are not written in paragraph form. Dramas and plays have dialogue without quotation marks. The Characters' names are written out, and the words they speak are written next to the names. They also include special instructions and stage directions. Plays, like stories, have a plot, tell a story, and have characters.

Adages and Proverb- a short, ancient saying, usually of unknown origin, that expresses effectively some commonplace truth or useful thought; adage; wise saying.

Caption- a title or explanation for a picture or illustration, especially in a newspaper or magazine.

Chart- a graphic representation of information

Lyric Poem- poem with musical qualities

Dialogue – a spoken conversation between characters in a drama.

Inference- a kind of guess you make, about what is happening in a passage or story, based on what the author is telling you.

Realistic Fiction- writing that has characters that seem like people you know. They happen in a place that seems real. They tell about something that really happened.

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Historical Fiction-A story that takes place in the past during a certain time in history. Some of the characters may be real people, and some of the events really happened.

Paragraph Clues-words and phrases in the paragraph or text that give clues to guide understanding and comprehension.

Text Structure/ Organization-how the author arranges text. Types of text structure include; sequence or chronological order; compare / contrast; cause / effect; question/ answer; problem/ solution.

Nonfiction-kind of writing that gives facts and true information. Nonfiction tells you something that really happened, and is usually found in biographies, textbooks, and newspapers.

Persuasive-writing that convinces, persuades, compels or gives credibility to an argument; a persuasive passage tries to change or influence your opinion on a topic.

Grammar Terms:

Subject –thing that is being or doing something in a sentence, paragraph, or passage.

Predicate-part of a sentence that expresses the action of the subject, usually containing a verb

Commas-a special kind of punctuation used to indicate a pause or separation in writing.

Compound Sentence-a sentence containing two or more coordinate independent clauses, usually joined by one or more conjunctions, but no dependent clause.

Conjunctions-words that connect between words, clauses, or sentences; they include; as, and, but, or nor for, however, because, etc.

Complex Sentence-a sentence containing two or more dependent clauses in addition to the main clause. **(EX: When the bell rings, (dependent clause), walk out (main clause).**

Persuasive article-an article written to persuade an audience to believe the opinion of the author/ writer.

Varying Sentence Structure-in order to entertain, liven up the topic, or keep an audience's attention a writer will use sentences of varied length.

Run-on Sentences-a written sequence of two or more main clauses that are not separated by a period, semi-colon, or joined by a conjunction.

Fragment-a phrase or clause written as a sentence, but lacking an element, such as a subject or verb.

Proper Noun-a noun that denotes a particular person, place, thing, and must be capitalized. (EX: Sarah)

Common Noun-a word that refers to a person, animal, or thing: woman, pet, dog, bed, etc..

Singular Noun-a noun that names a singular person, place or thing.

Plural Noun-nouns that name more than one person, place or thing.

Appositives-a relationship between two or more words or phrases in which the two units or words are grammatically parallel, and refer to the same noun or word. An appositive is a noun or noun phrase that is separated from the rest of the sentence by commas. (EX: My friend, Sue, is going to the park.)

Possessive Noun-a noun that shows ownership by using an apostrophe with the name. (Ex; Luisa's dress)

Prepositional Phrase-a modifying phrase consisting of a preposition and its object.

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Punctuation-the marks such as period, comma, and brackets used in writing to separate elements in a sentence in order to clarify meaning.

Antecedent-the word in a sentence that is replaced or referred to by another word such as a pronoun that follows. (Ex; Susan saw John and called to him /John is the antecedent for him)

Adjective- part of speech that describes, or tells about the noun in a sentence.

Action Verbs-words that show action of the noun or subject of the sentence.

Main Verb-this is the verb that shows the action.

Helping Verb-agrees with the subject. (Ex; are, can, do, might, may, have, has, will etc.)

Linking Verb-connects the subject, or links, the subject of a sentence to a word in the predicate.

Irregular Verbs-do not follow the rule of regular verbs that add (-ed) to the end. Instead they may change spelling completely(ex: be, begin, break, buy, etc.).

Verb Tense-shows when the action happens. Use future-tense to show the action will happen later, or in the future. Use past-tense to show the action already happened in the past.

Expository Writing-type of writing where the purpose is to explain and analyze information by presenting an idea, relevant evidence, and appropriate discussion.

Book Review-a form of literary criticism in which a book is analyzed on its content, style, and merit. It can be a summary, a paragraph or a full essay review.

Opinion Essay-is usually a five paragraph essay used to prove a point, or present an argument. The thesis or main point is presented in the first or opening paragraph.

Persuasive Article-an article that uses opinions and facts and is meant to persuade you to the writer's point of view.

Pronoun-a word used in place of a noun.(EX: John/He)

Narrative Text-tells a story or an event or series of events. The writing style uses the tools of descriptive writing such as; anecdotes, autobiographies, biographies, novels, oral histories, and short stories.

Poetry-Can tell stories, create images, or share feelings. Poetry is usually written in short lines, and those lines often rhyme. The line breaks are irregular, meaning they do not have to complete a sentence or thought. Sometimes, the first letter of every line begins with a capitol letter. Not all poems rhyme.

Quotation Marks-punctuation marks used around a title of a story, poem, short story, magazine article, or newspaper article, and chapter of a book. Also use them to show a speaker's exact words in a dialogue or direct quote.

Pronoun/Verb Agreement-in a sentence the basic rule is to have the singular subject take a singular verb, while a plural subject takes a plural verb. (Ex: John talks) or (Boys walk)

Abbreviation-a shortened form of a word, title, or phrase. (Ex: Mister=Mr.)

Prefix-group of letters added to the beginning of a root word, in order to reflect meaning.

Suffix-a group of letters added to the end of a word.

Research Plan-is the main part of a research project or writing. It states the why and how the research will be conducted.

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Research Report-a written report about a specific chosen topic, or subject matter, which is researched in order to inform an audience in depth about a topic.

Apostrophe-punctuation mark used to shorten two words into a combined word (contraction). (Ex: cannot= can't, did not= didn't.)

Also use apostrophes to show possession or ownership of something. (Ex; children's, boy's,)

Possessive Pronouns- pronouns that take the place of the main noun and show ownership, but do not use an apostrophe. (Ex: Hers)

Reflexive Pronoun-a pronoun that is preceded or followed by the noun (its antecedent) within the same clause. (Ex: himself, herself, myself, etc.)

Independent Clause-a group of words (a clause) that can stand by itself. (A simple sentence which has a complete subject and verb).

Dependent Clause- a group of words that cannot stand alone. (Does not have a complete subject and verb.)

Interview-a formal meeting in which one person or more questions, consults or evaluates another person.

Informative Writing-a piece of writing that explains or gives information about a topic. Textbooks, magazines, and newspapers all contain informational writing.

Commas with Essential and Nonessential Clauses

Complex Sentence- a sentence that has at least one independent clause and one dependent clause. (Ex: Stay in the bath *until the phone rings*.) Stay in the bath is an independent clause with a subject and verb, while, until the phone rings is a dependent clause.

Dialect-a language that is considered as one of a group of people who have a common ancestor.

Capitalization-the process of making the first letter in a word an upper-case letter.

Punctuation-the practice or system of using certain conventional marks or characters in writing or printing in order to separate elements and make the meaning clear, as in ending a sentence or separating clauses.

Using More and Most-use *more* with adjectives when comparing two things. Use *most* with adjectives when comparing three or more things.

Bibliography-a list of source materials that are used or consulted in the preparation of a work or that are referred to in the text.

Conclusion-the last main division of a piece of writing, usually containing a summing up of the points and a statement of opinion or decisions reached.

Opinion Letter-a letter written to express an opinion or viewpoint. Its subject is based on the writer's interpretation of the facts, and cannot be proven as fact.

Double Negative -is when two forms of negativity occur in the same sentence. (Ex; didn't not)

Colon-punctuation mark used after a greeting in a business letter, to separate hours and minutes, and to start a list.