

## FOURTH GRADE READING AND ENGLISH LANGUAGE ARTS

<b>Standard 1:</b>	Reading	
RLA.S.4.1	Students will apply reading skills and strategies to inform, to perform a task and to read for literacy experience by <ul style="list-style-type: none"> <li>• identifying and using grade appropriate essential reading components (phonemic awareness, phonics, vocabulary, fluency, comprehension, written application) and</li> <li>selecting a wide variety of literature and diverse media to develop independence as readers.</li> </ul>	
<b>Objectives</b>	<b>Students will</b>	<b>PLT Activity and Page</b>
RLA.O.4.1.01	identify and practice appropriate vocabulary: <ul style="list-style-type: none"> <li>• multiple meaning words</li> <li>• synonyms</li> <li>• antonyms</li> <li>• homonyms</li> <li>• content area vocabulary</li> <li>• context clues</li> </ul>	#2 Get in Touch with Trees p. 20 #4 Sounds Around p. 26 #44 Water Wonders p.188 #76 Tree Cookies p.327
RLA.O.4.1.02	apply structural analysis including etymology and context clues to decode and encode words.	#4 Sounds Around p. 26 #44 Water Wonders p.188
RLA.O.4.1.03	use pre-reading strategies to comprehend text (e.g., activating prior knowledge, predictions, questioning).	#4 Sounds Around p. 26 #16 Pass The Plants, Please p. 77
RLA.O.4.1.04	apply and generate tiered levels of vocabulary in speaking and reading experiences.	#8 The Forest Of S.T. Shrew p. 40
RLA.O.4.1.05	read fluently with appropriate rate, accuracy and prosody.	#4 Sounds Around p. 26 #18 Tale of the Sun p. 86
RLA.O.4.1.06	examine meaning clues to aid comprehension of content across the curriculum (e.g., pictures, picture captions, titles, headings, text structure, topic).	#4 Sounds Around p. 26 #13 We All Need Trees p. 65 #90 Native Ways p.389
RLA.O.4.1.07	read fourth grade instructional level texts and use self-correction strategies (e.g., decoding, searching for cues, rereading).	#4 Sounds Around p. 26 #13 We All Need Trees p. 65

RLA.O.4.1.08	interpret and extend the ideas in literary and informational texts to summarize, determine story elements, skim and scan, determine cause and effect, compare and contrast, visualize, paraphrase, infer, sequence, determine fact and opinion, draw conclusions, analyze characterize and provide main idea and support details.	#2 Get in Touch with Trees p. 20 #4 Sounds Around p. 26 #8 The Forest Of S.T. Shrew p. 40 #13 We All Need Trees p. 65
RLA.O.4.1.09	determine the author's purpose in literary and informational texts and use supporting material to justify author's intent: <ul style="list-style-type: none"> <li>• to persuade</li> <li>• to entertain</li> <li>• to inform</li> <li>• to determine a specific viewpoint</li> </ul>	#4 Sounds Around p. 26 #8 The Forest Of S.T. Shrew p. 40 #90 Native Ways p.389
RLA.O.4.1.10	compare and contrast self to text in making connections to characters or simple events in a literary work to own life and other cultures (e.g. events, characters, conflicts, themes).	#4 Sounds Around p. 26 #8 The Forest Of S.T. Shrew p. 40
RLA.O.4.1.11	distinguish between the ways in which language is used in literary texts: <ul style="list-style-type: none"> <li>• simile</li> <li>• metaphor</li> <li>• idioms</li> <li>• analogies</li> <li>• puns</li> </ul>	#2 Get in Touch with Trees p. 20

RLA.O.4.1.12	<p>recognize and explain the defining characteristics of genre in literary and informational texts:</p> <ul style="list-style-type: none"> <li>• fairy tales</li> <li>• folk tales</li> <li>• myths</li> <li>• poems</li> <li>• fables</li> <li>• fantasies</li> <li>• biographies</li> <li>• short stories</li> <li>• novels</li> <li>• plays</li> <li>• legends</li> <li>• autobiographies</li> <li>• magazines</li> <li>• newspapers</li> <li>• textbooks</li> <li>• essays</li> <li>• speeches</li> <li>• electronic databases</li> <li>• reference materials</li> </ul>	<p>#4 Sounds Around p. 26  #8 The Forest Of S.T. Shrew p. 40  #89 Trees for Many Reasons p.387  #90 Native Ways p.389</p>
RLA.O.4.1.13	judge the reliability or logic of informational texts.	
RLA.O.4.1.14	select and use a variety of sources to gather information (e.g., dictionaries, encyclopedias, newspapers, informational texts, electronic resources).	<p>#13 We All Need Trees p. 65  #45 Web of Life p.194</p>
RLA.O.4.1.15	use graphic organizers and visualization techniques to interpret information (e.g., charts, graphs, diagrams, non-verbal symbols).	<p>#2 Get in Touch with Trees p. 20  #45 Web of Life p.194</p>
RLA.O.4.1.16	use reading skills and strategies to understand a variety of information resources to support literacy learning (e.g., written directions, captions, electronic resources, labels, information texts).	#4 Sounds Around p. 26
RLA.O.4.1.17	increase the amount of independent reading to build background knowledge, expand vocabulary and comprehend literary and informational text.	#4 Sounds Around p. 26
<b>Standard 2:</b>	<b>Writing</b>	

RLA.S.4.2	Students will apply writing skills and strategies to communicate effectively for different purposes by <ul style="list-style-type: none"> <li>• using the writing process</li> <li>• applying grammatical and mechanical properties in writing and selecting and evaluating information for research purposes.</li> </ul>	
<b>Objectives</b>	<b>Students will</b>	<b>PLT Activity and Page</b>
RLA.O.4.2.01	demonstrate proper manuscript and cursive writing techniques: <ul style="list-style-type: none"> <li>• legibility</li> <li>• uniformity in all written work</li> </ul>	#2 Get in Touch with Trees p. 20 #4 Sounds Around p. 26 #5 Poet-Tree p. 31 #8 The Forest Of S.T. Shrew p. 40
RLA.O.4.2.02	develop and apply the proper structure for simple and compound sentences.	#2 Get in Touch with Trees p. 20 #4 Sounds Around p. 26 #8 The Forest Of S.T. Shrew p. 40
RLA.O.4.2.03	identify and produce a sentence with proper word choice to include: <ul style="list-style-type: none"> <li>• verb tense</li> <li>• verb usage</li> <li>• subject/verb agreement</li> <li>• pronoun usage</li> <li>• adjectives and adverbs</li> </ul>	#2 Get in Touch with Trees p. 20 #4 Sounds Around p. 26 #8 The Forest Of S.T. Shrew p. 40
RLA.O.4.2.04	compose a written composition from a prompt using the writing process in a timed and un-timed setting.	#2 Get in Touch with Trees p. 20 #4 Sounds Around p. 26 #8 The Forest Of S.T. Shrew p. 40 #18 Tale of the Sun p. 86
RLA.O.4.2.05	develop proper form in written composition: <ul style="list-style-type: none"> <li>• beginning-middle-end</li> <li>• indentation</li> <li>• topic sentence</li> <li>• introductory and concluding paragraphs</li> <li>• related details</li> <li>• related and cohesive paragraphs</li> <li>• transitional and descriptive words</li> </ul>	#2 Get in Touch with Trees p. 20 #4 Sounds Around p. 26 #8 The Forest Of S.T. Shrew p. 40 #18 Tale of the Sun p. 86

RLA.O.4.2.06	write to persuade using order of importance, classifying differences and similarities, classifying advantages and disadvantages.	#2 Get in Touch with Trees p. 20 #4 Sounds Around p. 26 #5 Poet-Tree p. 31 #18 Tale of the Sun p. 86
RLA.O.4.2.07	develop a composition that demonstrates an awareness of the intended audience using appropriate language, content and form.	#2 Get in Touch with Trees p. 20 #4 Sounds Around p. 26 #5 Poet-Tree p. 31 #8 The Forest Of S.T. Shrew p. 40 #18 Tale of the Sun p. 86 #78 Signs of Fall p.337
RLA.O.4.2.08	create an effective response to a task in form, content and language (e.g., letters, poems, brief reports or descriptions, instructions, journals).	#2 Get in Touch with Trees p. 20 #4 Sounds Around p. 26 #5 Poet-Tree p. 31 #7 Habitat Pen Pals p. 37 #8 The Forest Of S.T. Shrew p. 40 #9 Planet Diversity p. 45 #18 Tale of the Sun p. 86 #24 Nature's Recyclers p.108 #78 Signs of Fall p.337 #95 Did You Notice? p.414
RLA.O.4.2.09	use editing strategies to correct errors in sentence structure (fragments and run-on sentences), capitalization, punctuation and grammar.	#4 Sounds Around p. 26
RLA.O.4.2.10	identify and apply conventions of spelling in written composition (e.g., spell commonly misspelled words from appropriate grade level lists, use syllable constructions to spell words, use vowel combinations for correct spelling, use affixes).	#5 Poet-Tree p. 31
RLA.O.4.2.11	use reference skills to identify words.	#44 Water Wonders p.188
RLA.O.4.2.12	use strategies to gather and record information for research topics: <ul style="list-style-type: none"> <li>• note taking</li> <li>• summarizing</li> <li>• paraphrasing</li> <li>• describing in narrative form</li> <li>• gathering information from direct quotes, maps, charts, graphs and tables</li> </ul>	#4 Sounds Around p. 26 #5 Poet-Tree p. 31

RLA.O.4.2.13	select and use a variety of sources to gather information (e.g., dictionaries, encyclopedias, newspapers, informational texts, electronic resources).	#5 Poet-Tree	p. 31
RLA.O.4.2.14	use strategies to compile information into written reports or summaries (e.g., incorporate notes into a finished product, include simple facts-details-explanations-examples, draw conclusions from relationships and patterns that emerge from data of different sources, use appropriate visual aids and media).	#2 Get in Touch with Trees #4 Sounds Around #9 Planet Diversity #21 Adopt A Tree #42 Sunlight and Shades of Green #80 Nothing Succeeds Like Succession #95 Did You Notice?	p. 20 p. 26 p. 45 p. 97 p.182  p.345 p.414
RLA.O.4.2.15	critically evaluate own and others' written compositions.	#2 Get in Touch with Trees #4 Sounds Around #8 The Forest Of S.T. Shrew	p. 20 p. 26 p. 40
<b>Standard 3:</b>	<b>Listening, Speaking and Media Literacy</b>		
RLA.S.4.3	Students will apply listening, speaking and media literacy skills and strategies to communicate with a variety of audiences and for different purposes.		
<b>Objectives</b>	<b>Students will</b>	<b>PLT Activity and Page</b>	
RLA.O.4.3.01	listen and respond to different literary forms and speakers (e.g., summarize and paraphrase to confirm understanding, recount personal experiences, listen to information and exhibit comprehension, provide reasons in support of opinions, respond to others' ideas).	#2 Get in Touch with Trees #4 Sounds Around #5 Poet-Tree #9 Planet Diversity #53 On the Move #77 Trees in Trouble #78 Signs of Fall #80 Nothing Succeeds Like Succession #87 Earth Manners #89 Trees for Many Reasons #90 Native Ways	p. 20 p. 26 p. 31 p. 45 p.232 p.332 p.337  p.345 p.378 p.387 p.389

RLA.O.4.3.02	distinguish a variety of messages conveyed through visual media (e.g., internet, database, email, electronic resources, online research).	
RLA.O.4.3.03	recognize communication skills (e.g., speaking rate, audience, etiquette, active listening).	
RLA.O.4.3.04	create an age appropriate media literacy product that reflects understanding of format, characteristics and purpose.	<p>#4 Sounds Around p. 26</p> <p>#5 Poet-Tree p. 31</p> <p>#8 The Forest Of S.T. Shrew p. 40</p> <p>#11 Can It Be Real? p. 54</p> <p>#18 Tale of the Sun p. 86</p> <p>#21 Adopt A Tree p. 97</p> <p>#40 Then and Now p.174</p> <p>#41 How Plants Grow p.179</p> <p>#42 Sunlight and Shades of Green p.182</p> <p>#44 Water Wonders p.188</p> <p>#53 On the Move p.232</p> <p>#61 The Closer You Look p.263</p> <p>#77 Trees in Trouble p.332</p> <p>#79 Tree Lifecycle p.341</p> <p>#80 Nothing Succeeds Like Succession p.345</p> <p>#87 Earth Manners p.378</p>