

LANGUAGE ARTS – GRADE 4
PLANNED COURSE CURRICULUM GUIDE

I. COURSE DESCRIPTION AND INTENT:

II. INSTRUCTIONAL TIME:

Class Periods:
Length of Class Periods (minutes):
Length of Course:
Unit of Credit:
Course Weight:

A GREAT PLACE TO LEARN!



PINE GROVE AREA SCHOOL DISTRICT
PINE GROVE, PENNSYLVANIA

PINE GROVE AREA SCHOOL DISTRICT
Pine Grove, Pennsylvania 17963

PLANNED COURSE ADAPTATIONS/MODIFICATIONS
Introduction

The instructional adaptations that follow are provided as suggestions to be implemented with all students, particularly with those in need of special education services including the gifted. This listing is in no way intended to be exhaustive. Rather, it is reflective of some major considerations in the area of curriculum adaptations/modifications.

These instructional adaptations will work with any student, but are especially beneficial to those in need of learning support. Some may argue that these modifications are simply *good teaching*. Indeed, modifications of this type do represent good teaching. These principles of good teaching become instructional modifications whenever: (1) certain students in a particular class require such modifications *above and beyond* what is typically required by *most* students in that class and (2) without these modifications, these same students would not succeed.

PREFACE

Users and information seekers should familiarize themselves with the purpose and terminology of this **Planned Course Curriculum Guide (PCCG)**. We suggest that you first read the following:

- **PCCG PURPOSE AND INTENT**
- **PCCG DEFINITIONS**

The PCCG specifies the unit lesson outcome, essential content, standards, activities, resources, and evaluation of student performance. This sector provides the means to initiate the learning activities to attain the program goal as identified in the course description and intent.

The standards and outcomes are minimal expectations; further embellishment of the course is discretionary with the instructor depending upon the capability of the students.

This PCCG is designed as an ACTIVE document capable of technological modification as required.

The instructional delivery of this curriculum is quality controlled through the lesson plan development of the teacher.

Lawrence J. Mussoline, Jr., Ph.D.
Superintendent of Schools

PLANNED COURSE CURRICULUM GUIDE (PCCG) PURPOSE AND INTENT

The Planned Course Curriculum Guide (PCCG) is a multi-purpose document:

- All staff, particularly new teachers, can understand instructional expectations through the WRITTEN curriculum
- A continuing district-wide instructional process and scope and sequence of subject matter are enhanced. The WRITTEN curriculum is delivered through the TAUGHT curriculum (instructional content and learning activities) and is evaluated through the TESTED curriculum (expected levels of student achievement - learning outcomes)
- Priority student-centered outcomes are identified and attained through suggested learning activities and content designed to help insure a balanced and comprehensive basic curriculum
- Essential content and course standards provide an efficient basis for selecting appropriate instructional materials and resources
- Staff development areas for curriculum improvement are provided
- The PCCG conforms with current Pennsylvania Department of Education curriculum regulations and serves the dual feature of providing both an administrative document and an instructional guide
- Content and subject format remain flexible and adaptable to modification - an "active" document
- Special Pennsylvania Department of Education (PDE) legislation is identified
- Parents and students are provided with an overview of the instructional program and each course in particular

PLANNED COURSE CURRICULUM GUIDE (PCCG) DEFINITIONS

- **Course Description and Intent**: a brief overview of the course and program goals
- **Instructional Time**: frequency of class meetings and time/appropriate credit at the secondary level
- **Special Notes**: emphatic features or highlights and identification of Department of Education mandates found in the course
- **Unit Lesson Outcome**: describes the knowledge, skills, attitudes, student performance behaviors and areas of study that have been identified as appropriate to help the student attain the rigorous standards of a quality education
- **Teaching-Learning Activities**: suggested activities designed to help all students achieve the learning outcomes and standards
- **Standards**: statements establishing the minimal knowledge, skills, performance behaviors, and essential learning (content) a student must attain. A standard defines what students should know and be able to do
- **Expected Levels of Achievement (Learning Outcomes)**: what students will be expected to do as a result of the application of teaching-learning activities and content
- **Evaluation Criteria (Actual Level of Attainment)**: student performance level achieved and measured through specified evaluation criteria

LEARNING STANDARDS AND CONTENT ACTIVITIES

Statement of student learning expectations achieved through suggested teaching-learning activities and selected content to help reach standards and graduation requirements.

Academic Content Standard #1: All students will demonstrate an ability to read and comprehend texts independently using a variety of strategies and skills to interpret and extend the text.

| ESSENTIAL CONTENT PERFORMANCE STANDARD | CONTENT & INSTRUCTIONAL ACTIVITIES/STRATEGIES WITH CORRECTIVES AND EXTENSIONS <i>(individually created teaching activities may be used to achieve the standards; however, listed below are activities which may be helpful) ☺</i> | ACTUAL LEVEL OF ATTAINMENT (EVALUATION CRITERIA) ASSESSMENT | RESOURCES AND MATERIALS |
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| <p>STANDARD 1</p> <p>33. Before reading, set a purpose of reading and identify the type of text (e.g., literary, informational).</p> <p>34. Preview the text format (e.g., title, heading, chapters, visual aids). Select texts related to a particular purpose for reading (e.g., historical fiction, biography).</p> <p>35. During reading, use knowledge of phonics, word analysis (e.g., root words, prefixes, suffixes, and syllabication), glossary, dictionary, and context clues to decode and understand new words. Use these words in writing and/or speaking (e.g., daily work and conversations, book talks, oral reports).</p> <p>36. Read and understand text using self-</p> | <p>33. Discuss the different types of text and reasons as to why you read them.</p> <p>34. Explore with students the text format using a poster.</p> <p>35. Encourage students to use a dictionary with learning new word meanings.</p> <p>36. Establish guidelines for self-monitoring comprehension strategies.</p> <p>37. Encourage students to use a dictionary and thesaurus to acquire a reading vocabulary.</p> <p>38. Develop a guided writing assignment using key vocabulary</p> | <ul style="list-style-type: none"> • Classroom work • Text/quizzes • Projects • Homework assignments • Note books • Cooperative presentations • Independent assignments • Skill application, written/oral work • Classroom discussions • Teach-designed worksheets/activities | <ul style="list-style-type: none"> • Textbook • Teacher-generated resources • Textbook resources • Overheads |

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| <p>monitoring comprehension strategies such as predicting, rereading, questioning, activating personal knowledge, and adjusting reading rate.</p> <p>37. Acquire a reading vocabulary by identifying and correctly using words, (e.g., synonyms, homophones, and homographs). Recognize words related through roots, suffixes, and prefixes (e.g., word families, word webs). Use a dictionary or thesaurus.</p> <p>38. Recognize and understand the meaning of and use correctly key vocabulary from various subject areas (e.g., projects and essay questions).</p> <p>39. After reading, demonstrate understanding and interpretation of both fiction and nonfiction text. Clarify and summarize the major ideas, themes, or procedures of the text; combine new information or ideas in the text with ideas from additional reading and media sources (e.g., films); clarify ideas and understanding through rereading and discussion; make responsible assertions about the ideas in the text by citing evidence from the text; expand ideas found in the text.</p> <p>40. Demonstrate fluency and comprehension in reading. Read familiar materials aloud with accuracy; self-correct mistakes; use appropriate rhythm, flow, meter, and pronunciation; read a variety of</p> | <p>words correctly.</p> <p>39. Have students read a story silently. Ask questions and discuss story.</p> <p>40. Read story orally and ask comprehension questions.</p> <p><u>Correctives</u> – Extra time will be given to students.</p> <p><u>Extensions</u> – Students will be encouraged to silent read other books.</p> | | |
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| genres and types of text; demonstrate comprehension. | | | |
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LEARNING STANDARDS AND CONTENT ACTIVITIES

Statement of student learning expectations achieved through suggested teaching-learning activities and selected content to help reach standards and graduation requirements.

Academic Content Standard #2: All students will read, use, and evaluate informational text and media to determine purpose and effectiveness leading to the production of a work in one literary genre.

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| <p>STANDARD 2</p> <p>14. Read and understand essential content of informational texts and documents in all academic areas. Differentiate fact from opinion using different texts. Distinguish between essential and nonessential information within a text identifying stereotypes and exaggeration where present. Make inferences from text and other sources when studying a topic and draw conclusions from the information. Analyze text organization and content to derive meaning from text and identify the author's purpose.</p> <p>15. Use and understand a variety of media and evaluate the quality of material produced. Use traditional and electronic media for research (e.g., encyclopedias, computerized</p> | <p>14. Provide students with opportunities to read all kinds of books and articles and to evaluate them.</p> <p>15. Encourage students to use computers, newspapers, and magazines to find information on a variety of topics.</p> <p>16. Display a poster to produce work in at least one literary genre.</p> <p><u>Correctives</u> – Students will be given more time.</p> <p><u>Extensions</u> – Use of computers for better understanding.</p> | <ul style="list-style-type: none"> • Independent assignments • Homework assignments • Classroom discussions | <ul style="list-style-type: none"> • Textbook • Teacher-generated resources • Textbook resources • Computers |

sources). Identify the role of media as a source of both entertainment and information and differentiate between facts and misleading information. Select and develop a media project (e.g., script, play, audiotape) for a targeted audience.

16. Produce work in at least one literary genre that follows the conventions of the genre.

LEARNING STANDARDS AND CONTENT ACTIVITIES

Statement of student learning expectations achieved through suggested teaching-learning activities and selected content to help reach standards and graduation requirements.

Academic Content Standard #3: All students will read, compare, and understand types of literature by analyzing and interpreting literary elements, devices, and structures.

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| <p>STANDARD 3</p> <p>25. Read and understand works of literature.</p> <p>26. Explain the use of literary elements within text including character, setting, plot, theme, and point of view.</p> <p>27. Investigate the use of literary devices in stories. Rhyme, rhythm, alliteration, figurative language (e.g., simile, metaphor, personification).</p> <p>28. Identify and interpret the effects of sound and structure in poetry (e.g., rhyme, alliteration, and verses).</p> <p>29. Identify and explain the structures in drama (e.g., dialogue, story enactment, acts, and scenes) and</p> | <p>25. Encourage students to read and ask questions about literature.</p> <p>26. Students will do a book report including character, setting, plot, theme, and point of view.</p> <p>27. Use an overhead transparency to investigate the uses of literary devices in stories.</p> <p>28. Have students read a poem and discuss the effects of sound and structure in poetry.</p> <p>29. Have students take parts in a play and discuss the play as a source of information.</p> <p>30. Teacher reads a poem and has</p> | <ul style="list-style-type: none"> • Projects • Homework assignments • Cooperative presentations • Classroom work • Independent assignments • Classroom discussion • Role-play activities | <ul style="list-style-type: none"> • Textbook • Teacher-generated resources • Textbook resources |

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| <p>recognize the use of drama as a source of information.</p> <p>30. Read and respond to nonfiction and fiction, including poetry and drama.</p> | <p>student respond (fiction or nonfiction).</p> <p><u>Correctives</u> – Extra time will be spent on poetry and drama.</p> <p><u>Extensions</u> – Students may do a play.</p> | | |
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LEARNING STANDARDS AND CONTENT ACTIVITIES

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Academic Content Standard #4: All students will write narrative, informational, and persuasive pieces through the use of the writing process.

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| <p>STANDARD 4</p> <p>13. Write narrative pieces such as stories, poems, plays, and letters that include: detailed descriptions of people, places and things; relevant illustration, (e.g., drawings, imported graphics); dialogue; literary elements (Standard 1.3.4B); and literary devices (Standard 1.3.4C).</p> <p>14. Write multi-paragraph pieces such as descriptions, letters (e.g., friendly and persuasive), reports (e.g., book, firsthand, and research) and essays (explanatory) that include; cause and effect, compare and contrast, problem solving (when appropriate), relevant illustrations such as charts, graphs, pictures, and drawings (personal).</p> | <p>13. Develop a guided writing assignment identifying the descriptions of people, places, and things.</p> <p>14. Provide students with opportunities to write multi-paragraph pieces (friendly letters and reports).</p> <p>15. Have students write an opinion and support it with facts.</p> <p><u>Correctives</u> – Groups could be formed to work together.</p> <p><u>Extension</u> – Some of the pieces could be published or displayed.</p> | <ul style="list-style-type: none"> • Projects • Cooperative presentations • Homework assignments • Classroom work • Independent assignments • Skill application, written/oral work • Classroom discussion • Role-play activities | <ul style="list-style-type: none"> • Textbook • Teacher-generated resources • Textbook resources |

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| 15. Write an opinion and support it with facts or write a persuasive piece that supports and identifies references. | | | |
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LEARNING STANDARDS AND CONTENT ACTIVITIES

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Academic Content Standard #5: All students through the writing process will use the characteristics of effective writing to produce written work.

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| <p>STANDARD 5</p> <p>29. Write with a sharp, distinct focus identifying topic, task, and audience.</p> <p>30. Write using well-developed content appropriate for the topic. Gather, organize, and select the most relevant information. Write a topic sentence for each paragraph and support it with details.</p> <p>31. Write with control and/or subtle organization. Sustain logical order within sentences and between paragraphs using meaningful transitions. Include an identifiable title, beginning, middle, and end.</p> <p>32. Write with a cognizance of the stylistic aspects of composition. Use and combine different types of</p> | <p>29. Develop a guided writing assignment identifying topic, task, and audience.</p> <p>30. Have students write a topic sentence and support it with details.</p> <p>31. Display a poster to write with logical order and to include title, beginning, middle, and relationships.</p> <p>32. Utilize the different stages of the writing process; pre-writing, drafting, revising, editing, and publishing.</p> <p>33. Utilize the revising part of the writing process to improve here.</p> <p>34. Display a poster to show editing and the benefits of it.</p> | <ul style="list-style-type: none"> • Homework assignments • Classroom work • Independent work • Skills application, written/oral work • Classroom discussion | <ul style="list-style-type: none"> • Textbook • Teacher-generated resources • Textbook resources |

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| <p>sentences. Use precise language including sense words and exact words.</p> <p>33. Revise writing to improve detail and order by making words more exact, (e.g., thesaurus) changing order, and varying sentence length, and structure.</p> <p>34. Edit writing using the conventions of language. Spell common, frequently used words correctly. Use capital letter correctly. Punctuate correctly (e.g., period, exclamation point, question mark, commas, quotation marks, and apostrophe). Use nouns, pronouns, verbs, adjectives, adverbs, and conjunctions properly. Use complete sentences (simple, compound, declarative, interrogative, exclamatory, and imperative).</p> <p>35. Present and/or defend written work for publication when appropriate.</p> | <p>35. Have students utilize five stages of writing and publish writings.</p> <p><u>Correctives</u> – Allow students more time. Modify the assignment to accommodate the learner.</p> <p><u>Extensions</u> – Let students publish work. Display work on bulletin board.</p> | | |
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LEARNING STANDARDS AND CONTENT ACTIVITIES

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Academic Content Standard #6: All students will participate in speaking and listening through formal presentations and informal discussions of literature and media.

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| <p>STANDARD 6</p> <p>25. Listen to others. Ask relevant questions. Distinguish between relevant and irrelevant facts and opinions. Take notes when directed.</p> <p>26. Listen to a selection of literature (fiction and/or nonfiction). Relate it to similar experiences. Predict story events. Retell the actions of the story in sequence, and describe the characters and setting. Identify and define new words and concepts. Summarize the selection.</p> <p>27. Speak using skills appropriate to formal speech situations. Use complete sentences. Pronounce words correctly. Use appropriate volume. Pace speech so it is understandable. Demonstrate an awareness of audience. Speak with</p> | <p>25. Put students into pairs, one interviewer and one interviewee, asking questions to find out information about person.</p> <p>26. Have students do a literature report and include character, setting, and plot.</p> <p>27. Encourage students to write an informational speech. Give and discuss.</p> <p>28. Have students read some informational article. Choose leader and have discussion.</p> <p>29. Encourage students to write a report, present it, and evaluate.</p> <p>30. Show video related to topic of</p> | <ul style="list-style-type: none"> • Notebooks • Projects • Homework assignments • Classroom work • Independent assignments • Classroom discussion • Cooperative presentation • Role-play activities | <ul style="list-style-type: none"> • Textbook • Teacher-generated resources • Textbook resources |

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| <p>a purpose in mind.</p> <p>28. Contribute to discussions. Ask relevant questions to gain information, clarify thinking, and understand others. Respond with pertinent information or opinions to questions asked. Listen to and acknowledge the contributions of others. Adjust involvement and encourage others to participate. Summarize when required. Provide information. Express personal needs, choices, plans, experiences, ideas, feelings, and points of view.</p> <p>29. Participate in small and large group discussions and presentations. Participate in everyday conversation. Present an oral reading. Deliver a report on an assigned topic. Conduct interviews. Give directions. Participate orally in group presentations or reports.</p> <p>30. Use media for learning purposes. Summarize information received via television, radio, film, or Internet. Access information on the Internet. Recognize that films can represent either accurate or fictional versions of the same event. Identify the role of advertisers in the media. Develop a presentation on a topic.</p> | <p>discussion.</p> <p><u>Correctives</u> – Modify the assignment to accommodate the learner. Allow students more time.</p> <p><u>Extensions</u> – Students may work in a group.</p> | | |
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LEARNING STANDARDS AND CONTENT ACTIVITIES

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Academic Content Standard #7: All students will utilize resources to identify the origin of English words and the change of words and speech over time.

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|---|---|---|---|
| <p>STANDARD 7</p> <p>9. Identify words from other languages that are commonly used English words. Use a dictionary to find the meaning of these words.</p> <p>10. Identify language variations in written and oral text and relate them to differences in occupation or geographical location.</p> | <p>9. Encourage students to use dictionaries to find the meaning of words.</p> <p>10. Have students read different articles from different geographical locations. Compare word usage. Compare occupational variations.</p> <p><u>Correctives</u> – Modify the assignment to accommodate the learner. Allow students more time.</p> <p><u>Extensions</u> – Students may work in groups.</p> | <ul style="list-style-type: none"> • Cooperative presentation • Homework assignments • Classroom work • Independent assignments | <ul style="list-style-type: none"> • Textbook • Teacher-generated resources • Textbook resources |

LEARNING STANDARDS AND CONTENT ACTIVITIES

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Academic Content Standard #8: All students will research a topic using appropriate sources, organize, present the information, and credit sources.

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|---|---|--|---|
| <p>STANDARD 8</p> <p>13. Select a topic for research.</p> <p>14. Locate information using appropriate sources and strategies. Locate and survey sources for a particular task, (e.g., newspapers, dictionaries, encyclopedias, nonfiction trade books, interviews, observations, and electronic media). Select appropriate sources. Use table of contents, key words, guide words, and appendices. Use traditional and electronic search tools.</p> <p>15. Organize and present main ideas from the research. Take notes from sources using a structured format. Present orally, or in writing, several of the main ideas.</p> | <p>13. Brainstorm and select a topic for research.</p> <p>14. Discuss available resources (computers, dictionaries, newspapers, and encyclopedias) should all be play roles.</p> <p>15. Encourage students to do a report using the notes and research.</p> <p><u>Correctives</u> – Modify lesson to accommodate learner.</p> <p><u>Extension</u> – Student may work in groups.</p> | <ul style="list-style-type: none"> • Projects • Notebook • Classroom work • Independent assignments • Classroom discussion • Oral work | <ul style="list-style-type: none"> • Textbook • Teacher-generated resources • Textbook resources |

