

SPEED S.E.J.A #802
Reading Curriculum
Fourth Grade

Learner Outcomes (Skills/Concepts)	Suggested Activities and Materials	Assessment/Evidence of Mastery
<p>STATE GOAL 1: Read with understanding and fluency</p> <p>STANDARD A: Apply word analysis and vocabulary skills to comprehend selections.</p> <p>BENCHMARKS:</p> <ol style="list-style-type: none"> 1. 1.A.1a Apply word analysis skills (e.g. phonics, word patterns) to recognize new words. 2. 1.A.1b Comprehend unfamiliar words using context clues and prior knowledge; verify meanings with resource materials. 		
<p>STANDARD B: Apply reading strategies to improve understanding and fluency.</p> <p>BENCHMARKS:</p> <ol style="list-style-type: none"> 1. 1.B.1a Establish purposes for reading, make predictions, connect important ideas, and link text to previous experiences and knowledge. 2. 1.B.1b Identify genres (forms and purposes) of fiction, nonfiction, poetry and electronic literary forms. 3. 1B 1.c continuously check and clarify for understanding (e.g. reread, read ahead, use visual and context clues, ask questions, retell, use meaningful substitutions). 4. 1.B 1.d Read age-appropriate material aloud with fluency and accuracy 		
<p>STANDARD C: Comprehend a broad range of reading materials.</p> <p>BENCHMARKS:</p> <ol style="list-style-type: none"> 1.1.C.1a Use information to form and refine questions and predictions. 2. 1.C.1b Make and support inferences and form interpretations about main themes and topics. 3. 1.C.1c Compare and contrast the content and organization of selections. 4. 1.C.1d Summarize and make generalizations from content and relate to purpose of material. 5. 1.C.1e Explain how authors and illustrators use text and art to express their ideas (e.g. points of view, design hues, metaphor). 6. 1.C.1f Connect information presented in tables, maps and charts to printed or electronic text 		
<p>Use a combination of word analysis and vocabulary strategies (e.g., phonics, word patterns, structural analyses) to identify words.</p> <p>Learn and use high frequency root words, prefixes, and suffixes to understand word meaning.</p> <p>Use synonyms and antonyms to define words.</p> <p>Use word origins to construct the meanings of</p>	<p>KWL, picture/book walks, personalized stories, journal writing/responding, read stories/weekly readers/ News 2 You/ Time for Kids, compare movies to books you are reading, author studies, Tumble books</p> <p>Word wall, flashcards, word puzzle (making words activity), match word to picture, cloze activities</p>	<p>Rubrics</p> <p>Presentations</p> <p>Tests</p> <p>Quizzes</p> <p>Teacher Observations</p>

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<p>new words.</p> <p>Apply word analysis and vocabulary strategies across the curriculum and in independent reading to self correct miscues that interfere with meaning.</p> <p>Recognize the difference between denotative and connotative meanings of words.</p> <p>Determine the meaning of a word in context when the word has multiple meanings.</p> <p>Use additional resources (e.g., newspapers, interviews, technological resources) as applicable to clarify meanings of unfamiliar words.</p> <p>Set a purpose for reading and adjust as necessary before and during reading.</p> <p>Use self-questioning and teacher questioning to promote active reading.</p> <p>Infer before, during, and after reading.</p> <p>Select and use appropriate strategies according to textual complexities and reader purpose before and during reading.</p> <p>Make connections from text to text, text to self, text to world.</p>	<p>Charts, white board activities, flip book</p> <p>Graphic organizer, word web, brainstorming, dictionary activity, thesaurus</p> <p>Dictionary/ computer activities</p> <p>Prompted writing activities, peer editing, e-mail/instant messaging, interpretation activities, write out a procedure/ recipe/ instructions to another student (who has to follow to show the end product), write out problem solving steps in math</p> <p>Write out sentences on poster board and cover part of sentence with a post-it note, picture clues</p> <p>Daily oral reading/rereading of stories.</p> <p>Sequencing activity</p> <p>Create books relevant to theme and experiences.</p> <p>Use environmental print and labeling as a teaching tool.</p> <p>Make predictions</p> <p>Read for information, to find answers</p> <p>Answer comprehension questions throughout reading selection</p>	<p>Work sample</p> <p>Daily observation, monitoring ability to locate classroom materials, etc.</p> <p>Tests, quizzes, online quizzes</p> <p>Projects (dioramas, mobiles, shadow boxes, etc.)</p> <p>Oral reports</p> <p>Written reports</p> <p>Reading attitude surveys (see blackline masters)</p> <p>Reading interviews</p> <p>Reading interest inventories</p> <p>Retelling and summarizing (oral and written)</p> <p>Listening to students read and respond aloud</p> <ul style="list-style-type: none"> • Informal Reading Inventories • Running records or miscue analyses • Think alouds • Fluency assessments • Reading conferences (having one-on-one or group conversations) <p>Respond in Writing</p> <ul style="list-style-type: none"> • Written responses, such as reader response journal and reading logs

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<p>Demonstrate an accurate understanding of information in the text by focusing on the key ideas presented explicitly or implicitly and making connections text to text, text to self, text to world.</p> <p>Identify explicit and implicit main ideas.</p> <p>Differentiate between fact and opinion.</p> <p>Infer cause/effect relationships in expository text.</p> <p>Clarify understanding continuously (e.g., read ahead, use visual and context clues) during reading.</p> <p>Critique text using personal reflections and responses.</p> <p>Generalize meanings from figurative language.</p> <p>Apply self-monitoring techniques to adjust rate and utilize various resources according to purposes and materials.</p> <p>Read age-appropriate material aloud with fluency and accuracy. Use evidence in text to modify predictions and questions.</p> <p>Use evidence in text to respond to open-ended questions.</p> <p>Use evidence in text to generate and confirm or reject hypotheses</p>	<p>Use real life situations to relate text to students Apply what has been read to another situation (movie version, analyze information presented in story)</p> <p>Read a variety of genres to differentiate between various types of literature</p> <p>Graphic organizers (KWL, webs, Venn Diagrams)</p> <p>Journaling</p> <p>Acting out a scene from a story</p> <p>Highlighting text</p> <p>Fix-up strategies</p> <p>Written or oral CLOZE activities</p> <p>Self-monitoring using questions</p> <p>Summarizing mini-lessons GIST (summarize using 15 or fewer words)</p> <p>Skimming and scanning</p> <p>SMART (Self-Monitoring Approach to Reading and Thinking)</p> <p>Retelling</p> <p>Literary news report</p>	<ul style="list-style-type: none"> • Cloze assessments <p>Students create dramatic or visual arts responses to text</p> <ul style="list-style-type: none"> • dramatic responses to text: interviews of characters or conversations among characters, dramatizations of selected scenes or situations, production of commercials, pretend walks through the story's setting or the characters' neighborhoods • Visual Arts Responses: use an arts-based medium, draw or paint the setting or interesting characters in the story, or create a model of a scientific concept they've been studying. <p>Listening in on discussions such as those generated in book clubs, literature circles, and book talks (see Black Line Master)</p> <p>Using student self-assessment (see Black Line Master)</p>

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<p>Compare themes, topics, and story elements of various selections by one author.</p> <p>Interpret concepts or make connections through comparison, analysis, evaluation, and inference.</p> <p>Select reading strategies for text appropriate to the reader's purpose.</p> <p>Make generalizations based on relevant information from expository text.</p> <p>Recognize main ideas and secondary ideas in expository text.</p> <p>Paraphrase/summarize narrative text according to text structure</p> <p>Recognize how illustrations reflect, interpret, and enhance the text.</p> <p>Recognize similarities and differences when presented with varying styles or points of view.</p> <p>Apply information obtained from age-appropriate fiction and nonfiction materials to simple tables, maps, and charts.</p> <p>Apply appropriate reading strategies to fiction and non-fiction texts within and across content areas.</p> <p>Develop familiarity with available electronic literary forms(e.g. interactive web sites,</p>	<p>Oral response</p> <p>Who Wants But So When (Then)</p> <p>Generating questions/ answering questions (allowing wait time of at least 8 seconds)</p> <p>Timed repeated readings</p> <p>QAR (question-answer relationships)</p> <p>KWL/M</p>	

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interactive software, electronic mail)

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STATE GOAL 2: Read and understand literature representative of various societies, eras and ideas.

STANDARD A: Understand how literary elements and techniques are used to convey meaning.

BENCHMARKS:

1. 2A.2a Identify literacy elements and literary techniques (e.g. characterization, use of narration, use of dialogue) in a variety of literary works.
2. 2A.2b Describe how the development of theme, character, plot and setting contribute to the overall impact of a piece of literature.
3. 2A.2c Identify definitive features of literary forms (e.g., realistic fiction, historical fiction, fantasy, narrative, nonfiction, biography, plays, electronic literary forms).

STANDARD B: Read and interpret a variety of literary works

BENCHMARKS:

1. 2.B.2a Respond to literary material by making inferences, drawing conclusions and comparing it to their own experience, prior knowledge and other texts.
2. 2.B.2b Identify and explain themes that have been explored in literature from different societies and eras.
3. 2.B.2c Relate literary works and their characters, settings and plots to current and historical events, people and perspectives.

<p>Read a wide range of fiction.</p> <p>Identify and compare themes or messages in various selections.</p> <p>Compare one or more story elements (e.g., character, plot, setting) and points of view in a variety of works by a variety of authors from different times and cultures.</p> <p>Identify and discuss the elements of plot and subplot.</p> <p>Identify/compare characters' attributes and</p>	<p>Provides students with access of literature representative of a variety of cultures.</p> <p>Use graphic organizers (e.g. Venn diagram), compare/contrast papers</p> <p>Access prior knowledge.</p> <p>Use of oral language (talking), read-aloud</p> <p>Think aloud</p> <p>Acting out scenes, role playing</p>	<p>Reading attitude surveys (see blackline masters)</p> <p>Reading interviews</p> <p>Reading interest inventories</p> <p>Retelling and summarizing (oral and written)</p> <p>Listening to students read and respond aloud</p> <ul style="list-style-type: none"> • Informal Reading Inventories • Running records or miscue analyses • Think alouds • Fluency assessments • Reading conferences (having one-on-
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<p>motives.</p> <p>Make inferences about character traits and check text for verification.</p> <p>Analyze unfamiliar vocabulary.</p> <p>Identify metaphor, simile, onomatopoeia, and hyperbole in text.</p> <p>Discuss and respond to a variety of literature (e.g., folktales, legends, myths, fiction, nonfictions, poems).</p> <p>Identify rhythm and rhyme in original work.</p> <p>Identify poetic devices (e.g. alliteration, assonance, consonance, onomatopoeia, rhyme scheme)</p> <p>Make inferences, draw conclusions, make connections from text to text, text to self, text to world.</p> <p>Support an interpretation by citing text. Compare works by the same author.</p> <p>Analyze several works that have a common theme.</p> <p>Read a wide range of non-fiction (e.g. books, newspapers, magazines, textbooks, visual media)</p>	<p>Dictionaries and Thesauruses</p> <p>Internet research on new topics</p> <p>Context clues</p> <p>Book discussion group</p> <p>Short story writing, plays, poetry writing</p> <p>Deconstruct and reconstruct poems/literature</p> <p>Self-monitoring using questions</p> <p>Making mind pictures (visualizing in your head)</p> <p>Provides students with access of literature representative of a variety of cultures.</p> <p>Use graphic organizers (e.g. Venn diagram), compare/contrast papers</p> <p>Access prior knowledge.</p> <p>Use of oral language (talking), read-aloud</p> <p>Acting out scenes, role playing</p> <p>Dictionaries and Thesauruses</p> <p>Internet research on new topics</p> <p>Context clues</p>	<p>one or group conversations)</p> <ul style="list-style-type: none"> • Respond in Writing • Written responses, such as reader response journal and reading logs • Cloze assessments <p>Students create dramatic or visual arts responses to text</p> <ul style="list-style-type: none"> • dramatic responses to text: interviews of characters or conversations among characters, dramatizations of selected scenes or situations, production of commercials, pretend walks through the story's setting or the characters' neighborhoods • Visual Arts Responses: use an arts-based medium, draw or paint the setting or interesting characters in the story, or create a model of a scientific concept they've been studying. <p>Listening in on discussions such as those generated in book clubs, literature circles, and book talks (see Black Line Master)</p> <p>Using student self-assessment (see Black Line Master)</p> <p>Reading attitude surveys (see blackline masters)</p> <p>Reading interviews</p>

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<p>Make inferences, draw conclusions, and make connections from text to text, text to self, and text to world</p> <p>Support plausible interpretations with evidence from the text</p>	<p>Book discussion group</p> <p>Short story writing, plays, poetry writing</p> <p>Deconstruct and reconstruct poems/literature</p> <p>Self-monitoring using questions</p> <p>Making mind pictures (visualizing in your head)</p>	<p>Reading interest inventories</p> <p>Retelling and summarizing (oral and written)</p> <p>Listening to students read and respond aloud</p> <ul style="list-style-type: none"> • Informal Reading Inventories • Running records or miscue analyses • Think alouds • Fluency assessments • Reading conferences (having one-on-one or group conversations) • <p>Respond in Writing</p> <ul style="list-style-type: none"> • Written responses, such as reader response journal and reading logs • Cloze assessments <p>Students create dramatic or visual arts responses to text</p> <ul style="list-style-type: none"> • dramatic responses to text: interviews of characters or conversations among characters, dramatizations of selected scenes or situations, production of commercials, pretend walks through the story's setting or the characters' neighborhoods • Visual Arts Responses: use an arts-based medium, draw or paint the setting or interesting characters in the story, or create a model of a scientific concept they've been studying.

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		Listening in on discussions such as those generated in book clubs, literature circles, and book talks (see Black Line Master) Using student self-assessment (see Black Line Master)
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STATE GOAL 3: Write to communicate for a variety of purposes

STANDARD A: Use correct grammar, spelling, punctuation, capitalization, and structure.

BENCHMARKS:

1. 3.A.1 Write paragraphs that include a variety of sentence types; appropriate use of the eight parts of speech; and accurate spelling, capitalization and punctuation.

STANDARD B: Compose well-organized and coherent writing for specific purposes and audiences

BENCHMARKS:

1. 3.B.2a Generate and organize ideas using a variety of planning strategies (e.g., mapping, outlining, drafting).
2. 3.B.2b Establish central idea, organization, elaboration and unity in relation to purpose and audience.
3. 3.B.2c Expand ideas by using modifiers, subordination and standard paragraph organization.
4. 3.B.2d Edit documents for clarity, subjectivity, pronoun-antecedent agreement, adverb and adjective agreement and verb tense; proofread for spelling, capitalization and punctuation; and ensure that documents are formatted in final form for submission and/or publication.

STANDARDS C: Communicate ideas in writing to accomplish a variety of purposes

BENCHMARKS:

1. 3.C.2a Write for a variety of purposes and for specified audiences in a variety of forms including narrative (e.g., fiction, autobiography), expository (e.g., reports, essays) and persuasive writings (e.g., editorials, advertisements).
2. 3.C.2b Produce and format compositions for specified audiences using available technology

<p>Write fully-developed paragraph(s) using proper form (e.g., topic sentence, details, summary/conclusion sentence) and a variety of sentence types</p> <p>Demonstrate subject/verb agreement.</p> <p>Use appropriate capitalization.</p> <p>Use appropriate punctuation</p> <p>Use correct spelling of appropriate high</p>	<p>Use different types of writing(i.e, narrative, persuasive, expository, etc.) to convey ideas</p> <p>Peer checking of work</p> <p>Read, reread, and talk about what has been read</p> <p>Teacher modeling of writing</p> <p>Shared, guided and independent writing</p> <p>Writing share (author's chair)</p>	<p>Rubrics</p> <p>Daily work</p> <p>Tests/quizzes</p> <p>Observations</p> <p>Peer and/or self-assessment of work</p>
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<p>frequency words.</p> <p>Demonstrate progression from phonetic to conventional spelling of words.</p> <p>Demonstrate appropriate use of the various parts of speech (e.g., noun, pronoun, verb, adjective, adverb)</p> <p>Proofread one's own work and the work of others and revise accordingly</p> <p>Use prewriting strategies to choose a topic and generate ideas(e.g., webbing, brainstorming, listing, note taking, outlining, drafting, graphic organizers) with limited teacher assistance</p> <p>Compose topic sentence; establish and maintain a focus.</p> <p>Organize paragraph(s) with a clear beginning, middle, and end appropriate to purpose, audience, and context</p> <p>Use basic transitions to connect ideas.</p> <p>Elaborate ideas through first level supporting details (e.g., facts, description, reasons, narration)</p> <p>Use adjectives and adverbs to enrich written language</p>	<p>Writer conferences</p> <p>Use of resources (dictionary, thesaurus, internet) to check for facts, spelling errors, etc.</p> <p>Sentence diagramming</p> <p>Writing portfolio</p> <p>Outlining, webbing, brainstorming, listing, note taking, drafting, graphic organizers</p> <p>Independent writing on preferred subject</p> <p>Introduction of writing process (plan, write a draft, read, edit, and publish)</p> <p>Planning/prewriting, rehearsing, and gathering information</p> <ul style="list-style-type: none"> • Write a list of words or a question to answer • Do a quick write • Discuss and idea with a friend/classmate • Read/look at a book or poem • Draw pictures and then surround pictures with words • Reread an old piece of writing • Examine a picture • Listen to a song or some music, or a story read aloud • Use a story map or graphic organizer 	

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<p>Use a variety of sentence structures (e.g., simple, compound, complex) appropriately</p> <p>Revise and edit (e.g., conference with self, peer, volunteer, teacher)</p> <p>Use appropriate language, detail, and format for a specified audience.</p> <p>Use the characteristics of a well-developed narrative, expository and persuasive piece.</p> <p>Write creatively for a specified purpose and audience (e.g., short story, poetry, play, rap, parody)</p> <p>Write friendly letters</p> <p>Use available technology to design, produce, and present compositions and multimedia works.</p>	<ul style="list-style-type: none"> • View a film • Look out a window • Read through their writer's notebook <p>Writing prompts</p> <p>Authentic writing</p> <ul style="list-style-type: none"> • Biographical accounts • News stories • Interviews • Question and answer • Journals • Learning logs • Letters <p>Websites</p> <p>Power point presentations</p> <p>Websites</p> <p>Write letters for a variety of purposes</p>	

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STATE GOAL 4: Listen and speak effectively in a variety of situations

STANDARDS A: Listen effectively in formal and informal situations

BENCHMARKS:

1. 4.A.1a Demonstrate understanding of the listening process (e.g., sender, receiver, message) by summarizing and paraphrasing spoken messages orally and in writing in formal and informal situations.
2. 4.A.1b Ask and respond to questions related to oral presentations and messages in small and large group settings.
3. 4.A.c Restate and carry out a variety of oral instructions.

STANDARDS B: Speak effectively using language appropriate to the situation and audience.

BENCHMARKS:

1. 4.B.2a Present oral reports to an audience using correct language and nonverbal expressions for the intended purpose and message within a suggested organizational format.
2. 4.B.2b Use speaking skills and procedures to participate in group discussions.
3. 4.B.2c Identify methods to manage or overcome communication anxiety and apprehension (e.g., topic outlines, repetitive practice).
4. 4.B.2d Identify main verbal and nonverbal communication elements and strategies to maintain communications and to resolve conflict.

<p>Begin to assess the situation and determine, with limited direction from the teacher, the appropriate level of focus.</p> <p>Demonstrate the ability to listen for different purposes (e.g., information gathering, entertainment, social interaction).</p> <p>Record appropriate notes from content of a formal presentation.</p> <p>Paraphrase and summarize the content of both formal and informal presentations or messages (e.g., directions, announcements, conversations, speakers, media presentations).</p> <p>Distinguish between and formulate questions that are based on facts and those that are based</p>	<p>Listen to a guest speaker, take notes, and write follow-up questions and a summary of the presentation.</p> <p>Deliver a 3-5 minute persuasive speech on a school-related activity.</p> <p>Refer to following link for a detailed lesson plan: http://isbe.net/ils/ela/stage_D/4BD.pdf</p>	<p>Rubric (provided in lesson plan, or modified to suit expectations)</p>
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<p>on inferences and opinions.</p> <p>Formulate relevant and focused questions and answers in a variety of settings (e.g., cooperative learning groups, class discussions, guest speakers, debates, assemblies).</p> <p>Demonstrate comprehension by repeating or paraphrasing and executing a simple set of directions.</p> <p>Demonstrate awareness of characteristics of an audience and how they affect content and style of presentation.</p> <p>Distinguish among oral presentations intended to inform, to entertain, and to persuade.</p> <p>Organize information for the purposes of informing, entertaining, and persuading.</p> <p>Use language that is clear, audible, and appropriate.</p> <p>Use appropriate grammar, word choice, and pacing.</p> <p>Use details to elaborate and develop main ideas for purposes of informing, entertaining, and persuading.</p> <p>Adapt language to audience and purpose.</p>		

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STATE GOAL 5: Use the language arts to acquire, assess and communicate information.
STANDARDS A: Locate, organize, and use information from various sources to answer questions, solve problems and communicate ideas.
BENCHMARKS:

1. 5.A.2a Formulate questions and construct a basic research plan.
2. 5.A.2b Organize and integrate information from a variety of sources (e.g., books, interviews, library reference materials, web-sites, CD/ROMs).

STANDARD B: Analyze and evaluate information acquired from various sources.
BENCHMARKS:

1. 5.B.2a Determine the accuracy, currency and reliability of materials from various sources.
2. 5.B.2b Cite sources used.

STANDARD C: Apply acquired information, concepts and ideas to communicate in a variety of formats.
BENCHMARKS:

1. 5.C.2a Create a variety of print and no print documents to communicate acquired information for specific audiences and purposes.
2. 5.C.2b Prepare and deliver oral presentations based on inquiry or research.

<p>Formulate questions using aids (e.g., KWL, webs, graphic organizers).</p> <p>Define the focus of the research.</p> <p>Use a variety of sources (e.g. reference books, newspapers, magazines, encyclopedia, interviews, available technology) to collect information relevant to a topic.</p> <p>Recognize criteria for determining credible sources.</p> <p>Use organizational systems to locate information.</p>	<p>Research a topic, organize information, and write a report on that topic.</p> <p>Refer to following link for a detailed lesson plan: http://isbe.net/ils/ela/stage_D/5AD.pdf</p> <p>Gather, evaluate, and organize information for a written report.</p> <p>Visit the following link for a detailed lesson plan: http://isbe.net/ils/ela/stage_D/5BD.pdf</p>	<p>Rubric (provided in lesson plan, or modified to suit expectations)</p>
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Use available technology (e.g., menu feature, pull-down menu, word search, icons) to locate information.

Use text aids (e.g., table of contents, glossary, captions, chapter heading, index) to locate information.

Arrange information in an orderly manner (e.g., outlining, sequencing, graphic organizers).

Use organizational features of text and available technology (e.g., glossary, table of contents, indexes, icons, word search) to analyze and evaluate information.

Organize related information under main topics. Distinguish between main ideas and supporting details.

List sources of information selected for use in project (e.g., title, author, copyright date).

Access print, non-print information for written reports, letters, and/or stories.

Gather/organize/synthesize information.

Develop acquired information by using a recognizable format (e.g. research paper, poem, story, play, letter).

Suggested Activities and Materials

Write a multi-paragraph report using the researched information and present the report orally using an original visual aid.

http://isbe.net/files/ela/stage_D/5CD.pdf

Assessment/Evidence of Mastery

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Revise and edit the work.

Present information in oral, written, and available multi-media forms.

Introduce the topic, sometimes providing a context.

Select an organizational structure that is useful to the leader.

Communicate ideas, insights, or theories that have been elaborated or illustrated through facts, details, quotations, statistics, and/or information.

Use diagrams, charts, or illustrations appropriate to the text.

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