COURSE DESCRIPTION

Course Title: English Language Arts Grade 4

Course Number: 08403

Course Prerequisites: English Language Arts Grade 3

Course Description:
English Language Arts Grade 4 is designed around the Pennsylvania CORE Standards for English Language Arts which will enable our students to read independently, through critical analysis and interpretation of literature in all content areas. The students will be expected to read and write for a variety of purposes utilizing the writing process and a variety of resources, including but not limited to print, visual arts, and electronic mediums. Students will develop and utilize effective listening and speaking skills.

Suggested Grade Level: Fourth Grade

Length of Course: _____ One Semester   X   Two Semesters _____ Other (Describe)

Units of Credit: _____None_____ (Insert **_NONE_** if appropriate.)

PDE *Certification and Staffing Policies and Guidelines (CSPG)* **Required Teacher Certification(s):**
CSPG 69P K-4, CSPG 70 4-8, Elementary K-6

Certification verified by WCSD Human Resources Department:
    X   Yes _____ No

Board Approved Textbooks, Software, Materials:
Title:
Publisher:
ISBN #:
Copyright Date:
Date of WCSD Board Approval:

Novel List – English Language Arts Grade 4 - The novels identified below are meant to be taught *only* in fourth grade.

Novels Taught District-Wide	Optional Fourth Grade Novels
Because of Winn-Dixie – DiCamillo The Best Christmas Pageant Ever – Robinson The Sign of the Beaver - Speare	Frindle – Clements Tales of a Fourth Grade Nothing – Blume Stuart Little – White Shiloh – Naylor Sarah Plain and Tall – MacLachlan The Last Holiday Concert – Clements One Crazy Summer – Williams-Garcia Bunnicula – Howe Mr. Popper's Penguins – Atwater amd Atwater The Whipping Boy – Fleischman and Sis The Cricket in Times Square – Selden Borrowers Afield – Norton Miracles on Maple Hill – Sorensen The Skirt –Soto The Moon and I - Byars The Birchbark House – Erdich Time Cat: The Remarkable Journeys of Jason and Gareth - Alexander Who Was Jackie Robinson? - Herman Project Mulberry - Park Riding Freedom – Munoz Ryan The Accidental Hero - Myklusch Mrs. Frisby and the Rats of NIMH – O'Brien The Little Prince – de Saint-Exupery* How to Eat Fried Worms - Rockwell*

*Part of the Warren County School District Virtual Academy Curriculum.

BOARD APPROVAL:

    Date Written: February 2015

    Date Approved:

    Implementation Year: 2015-2016

SPECIAL EDUCATION AND GIFTED REQUIREMENTS

The teacher shall make appropriate modifications to instruction and assessment based on a student's Individual Education Plan (IEP) or Gifted Individual Education Plan (GIEP).

SPECIFIC EDUCATIONAL STANDARDS, CONTENT, & SKILLS

Language Arts Skills and Concepts	PA Common Core Standards and Eligible Content
1.1 Foundational Skills	
Phonics and Word Recognition	
CC.1.1.4.D Know and apply grade-level phonics and word analysis skills and decoding words.	**CC.1.1.4.D**
Fluency	
CC.1.1.4.E Read with accuracy and fluency to support comprehension.	**CC.1.1.4.E**
1.2 Reading Informational Text	
Key Ideas and Details – Main Idea	
E04.B-K.1.1.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.	**CC.1.2.4.A**
Key Ideas and Details – Text Analysis	
E04.B-K.1.1.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	**CC.1.2.4.B**
E04.B-K.1.1.3 Explain events, procedures, ideas, steps, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	**CC.1.2.4.C**
Craft and Structure – Point of View	
E04.B-C.2.1.1 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	**CC.1.2.4.D**
Craft and Structure – Text Structure	
E04.B-C.2.1.2 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information and text features in a text or part of a text.	**CC.1.2.4.E**
Integration and Knowledge of Ideas – Diverse Media	
E04.B-C.3.1.3 Interpret text features (e.g., headings, graphics, charts, timelines, diagrams) and/or make connections between text and the content of text features.	**CC.1.2.4.G**
Integrations of Knowledge and Ideas – Evaluating Arguments	
E04.B-C.3.1.1 Explain how an author uses reasons and evidence to support particular points in a text.	**CC.1.2.4.H**
Integration of Knowledge and Ideas – Analysis Across Texts	
E04.B-C.3.1.2 Integrate information from two texts on the same topic in order to demonstrate subject knowledge.	**CC.1.2.4.I**
Vocabulary Acquisition and Use	
E04.B-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.	**CC.1.2.4.F** **CC.1.2.4.J**

a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.	**CC.1.2.4.K**
b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).	
c. Determine the meaning of general academic and domain-specific words or phrases used in a text.	
E04.B-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
a. Explain the meaning of similes and metaphors in context.	
b. Recognize and explain the meaning of common idioms, adages, and proverbs.	
c. Demonstrate understanding of words by relating them to their antonyms and synonyms.	

Range of Reading

CC.1.2.4.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.	**CC.1.2.4.L**

1.3 Reading Literature

Key Ideas and Details – Theme

E04.A-K.1.1.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.	**CC.1.3.4.A**

Key Ideas and Details – Text Analysis

E04.A-K.1.1.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	**CC.1.3.4.B**

Key Ideas and Details – Literary Elements

E04.A-K.1.1.3 Describe in depth a character, setting, or event in a story, drama, or poem, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	**CC.1.3.4.C**

Craft and Structure – Point of View

E04.A-C.2.1.1 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	**CC.1.3.4.D**

Craft and Structure – Text Structure

CC.1.3.5.E Explain major differences between poems, drama, and prose and refer to the structural elements of each when writing or speaking about a text.	**CC.1.3.5.E**

Integrations of Knowledge and Ideas – Sources of Information

C.C.1.3.4.G Make connections between the text of the story or drama and a visual or oral presentation of the text, identifying where each version	**CC.1.3.5.G**

reflects specific descriptions and directions in the text.	
Integration of Knowledge and Ideas – Text Analysis	
E04.A-C.3.1.1 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	**CC.1.3.5.H**
Vocabulary Acquisition and Use	

E04.A-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
 	
    a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase, including words or phrases that allude to significant characters found in literature (e.g., Herculean effort).
 	
    b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
 	
E04.A-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 	
    a. Explain the meaning of similes and metaphors in context.
 	
    b. Recognize and explain the meaning of common idioms, adages, and proverbs.
 	
    c. Demonstrate understanding of words by relating them to their antonyms and synonyms.
	CC.1.3.4.F
	
	CC.1.3.4.I
	
	CC.1.3.4.J

Range of Reading	
C.C.1.3.4.K Read and comprehend literary fiction on grade level, reading independently and proficiently.	**CC.1.3.4.K**
1.4 Writing	
Text Types and Purposes - Informational/Explanatory	
CC.1.4.4.A Write informative/explanatory text to examine a topic and convey ideas and information clearly.	**CC.1.4.4.A**
E04.C.1.2.1 Introduce a topic for the intended audience and group related information in paragraphs and/or sections to support the writer's purpose. E04.C.1.2.2 Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. E04.C.1.2.3 Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). E04.C.1.2.4 Use precise language and domain-specific vocabulary to inform about or explain the topic. E04.C.1.2.5 Provide a concluding statement or section related to the	**CC.1.4.4.B** **CC.1.4.4.C** **CC.1.4.4.D** **CC.1.4.4.E**

information or explanation presented.	
Text Types and Purposes – Opinion/Argumentative	
CC.1.4.4.G Write opinion pieces on topic or text.	**CC.1.4.4.G**
E04.C.1.1.1 Introduce a topic or text for the intended audience, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.	**CC.1.4.4.D** **CC.1.4.4.H.**
E04.C.1.1.2 Provide reasons that are supported by facts and details.	**CC.1.4.4.I**
E04.C.1.1.3 Link an opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).	**CC.1.4.4.J**
E04.C.1.1.4 Provide a concluding statement or section related to the opinion presented.	
Text Types and Purposes – Narrative	
CC.1.4.4.M Write narratives to develop real or imagined experiences or events.	**CC.1.4.4.M**
E04.C.1.3.1 Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally to support the writer's purpose; establish a controlling point.	**CC.1.4.4.N** **CC.1.4.4.O**
E04.C.1.3.2 Use narrative techniques such as dialogue and description to develop experiences and events or to show the responses of characters to situations.	**CC.1.4.4.P** **CC.1.4.4.Q**
E04.C.1.3.3 Use a variety of transitional words and phrases to manage the sequence of events.	
E04.C.1.3.4 Use concrete words and phrases and sensory details to convey experiences and events precisely.	
E04.C.1.3.5 Provide a conclusion that follows from the narrated experiences or events.	
The Writing Process, Technology and Publication, and Conducting Research	
CC.1.4.4.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.	**CC.1.4.4.T** **CC.1.4.4.U**
CC.1.4.4.U With some guidance and support, use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.	**CC.1.4.4.V** **CC.1.4.4.W**
CC.1.4.4.V conduct short research projects that build knowledge through investigation of different aspects of a topic.	**CC.1.4.4.X**
CC.1.4.4.W Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.	
CC.1.4.4.X Write routinely over extended timeframes (time for research,	

reflection, and revision) in shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.	

Conventions of Standard English	
E04.D.1.1.1 Use relative pronouns (e.g., who, whose, whom, which, that) and relative adverbs (e.g., where, when, why).	**CC.1.4.4.E**
E04.D.1.1.2 Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.	**CC.1.4.4.F** **CC.1.4.4.K**
E04.D.1.1.3 Use modal auxiliaries (e.g., can, may, must) to convey various conditions.	**CC.1.4.4.L**
E04.D.1.1.4 Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).	**CC.1.4.4.Q** **CC.1.4.4.R**
E04.D.1.1.5 Form and use prepositional phrases.	
E04.D.1.1.6 Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.*	
E04.D.1.1.7 Correctly use frequently confused words (e.g., to, too, two; there, their, they're).*	
E04.D.1.1.8 Ensure subject-verb and pronoun-antecedent agreement.	
E04.D.1.2.1 Use correct capitalization.	
E04.D.1.2.2 Use commas and quotation marks to mark direct speech and quotations from a text.	
E04.D.1.2.3 Use a comma before a coordinating conjunction in a compound sentence.	
E04.D.1.2.4 Spell grade-appropriate words correctly.	
E04.D.2 Knowledge of Language	
E04.D.2.1.1 Choose words and phrases to convey ideas precisely.*	
E04.D.2.1.2 Choose punctuation for effect.*	
E04.D.2.1.3 Choose words and phrases for effect.*	

Text-Dependent Analysis	
E04.E.1.1.1 Introduce text(s) for the intended audience, state a topic, and create an organizational structure in which related ideas are logically grouped to support the writer's purpose.	**CC.1.4.4.B** **CC.1.4.4.C**
E04.E.1.1.2 Develop the analysis using a variety of evidence from text(s) to support claims, opinions, and inferences.	**CC.1.4.4.D**
E04.E.1.1.3 Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).	**CC.1.4.4.E** **CC.1.4.4.H**
E04.E.1.1.4 Use precise language and domain-specific vocabulary to	

inform about or explain the topic.	**CC.1.4.4.J**
E04.E.1.1.5 Provide a concluding statement or section related to the analysis presented.	**CC.1.4.4.K**

1.5 Speaking and Listening	
CC.1.5.4.A Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' idea and expressing their own clearly.	**CC.1.5.4.A** **CC.1.5.4.B**
CC.1.5.4.B Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	**CC.1.5.4.C** **CC.1.5.4.D**
CC.1.5.4.C Identify the reasons and evidence a speaker provides to support particular points.	**CC.1.5.4.E**
CC.1.5.4.D 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 ideas or themes; speak clearly with adequate volume, appropriate pacing, and clear pronunciation.	**CC.1.5.4.F** **CC.1.5.4.G**
CC.1.5.4.E Differentiate between contexts that require formal English versus informal situations.	
CC.1.5.4.F Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas and themes.	
CC.1.5.4.G Demonstrate command of the conventions of standard English when speaking, based on grade 4 level in content.	

For essential questions and content, see Curriculum Map - Language Arts Grade 4

ASSESSMENTS

Suggested Formative Assessments: The teacher will develop and use standards-based assessments throughout the course.

- Pre-Assessments of prior knowledge (e.g. entrance cards or KWL chart)
- Labs/lab reports
- Bell ringers/Problems of the Day(PODs)
- Discussions
- Teacher observation/Questioning
- Graphic organizers (e.g. Venn diagrams, word mapping, webbing, KWL chart, etc.)
- Summarizing
- Retelling
- Notetaking
- Problem-based learning modules
- Authentic assessment
- Oral presentations
- Outlining

- Journaling
- Student presentations/projects
- Open-ended response
- Classroom Performance System (CPS)

Suggested Summative Assessments:
- Essays
- Open-Ended Responses
- Projects
- Quizzes/tests
- Student presentations
- Portfolios

District Approved Assessment Instruments
- Any district approved assessment instrument

Portfolio Assessment: _____ Yes __X__ No

District-wide Final Examination Required: _____ Yes __X__ No

Course Challenge Assessment (Describe): N/A

WRITING TEAM: Sue Bingman, Wendy Carrington, Brea Norris

WCSD STUDENT DATA SYSTEM INFORMATION

1. Is there a required final examination? _____ Yes __X__ No

2. Does this course issue a mark/grade for the report card?

   __X__ Yes _____ No

3. Does this course issue a Pass/Fail mark? _____ Yes __X__ No

4. Is the course mark/grade part of the GPA calculation?

   _____ Yes __X__ No

5. Is the course eligible for Honor Roll calculation? _____ Yes __X__ No

6. What is the academic weight of the course?

   __X__ No weight/Non credit _____ Standard weight

   _____ Enhanced weight (Describe)