**COURSE DESCRIPTION**

**Course Title:** English Language Arts 4

**Course Number:** 08403

**Course Prerequisites:** None

**Course Description:** The WCSD English Language Arts program is built upon the PA Core Standards and is designed to develop the reading, writing, speaking, and listening skills of all learners. Grade 4 learners will develop and enhance their fluency and independent reading skills and the ability to read, comprehend, and analyze literary and informational texts. Students will learn to draw evidence from text to support reading comprehension and analysis. Students will develop and strengthen writing skills and will write for a variety of purposes. Students will use reading and writing strategies to interpret and analyze text and to respond to grade-appropriate text dependent analysis prompts. Spelling, vocabulary, and grammar concepts will be integrated throughout the reading and writing process.

**Suggested Grade Level**: Grade 4

**Length of Course:** Two Semesters

**Units of Credit:** None

**PDE Certification and Staffing Policies and Guidelines (CSPG) Required Teacher Certifications:**

CSPG 69P K-4, CSPG 70 4-8, Elementary K-6

To find the CSPG information, go to [CSPG](https://www.education.pa.gov/Educators/Certification/Staffing%20Guidelines/Pages/default.aspx)

**Certification verified by the WCSD Human Resources Department:** Yes No

**WCSD STUDENT DATA SYSTEM INFORMATION**

**Course Level:** Academic

**Mark Types:** Check all that apply.

F – Final Average MP – Marking Period EXM – Final Exam

**GPA Type**:  GPAEL-GPA Elementary  GPAML-GPA for Middle Level  NHS-National Honor Society

UGPA-Non-Weighted Grade Point Average  GPA-Weighted Grade Point Average

**State Course Code**: 01032

To find the State Course Code, go to [State Course Code](https://nces.ed.gov/forum/sced.asp), download the Excel file for *SCED*, click on SCED 6.0 tab, and chose the correct code that corresponds with the course.

**TEXTBOOKS AND SUPPLEMENTAL MATERIALS**

**Board Approved Textbooks, Software, and Materials:**

**Title:**  Reading Wonders Comprehensive Program-Gr. 4

**Publisher:** The McGraw-Hill Companies, Inc.

**ISBN #:**  978-0-02-141737-7

**Copyright Date:** 2014

**WCSD Board Approval Date:** 6/8/2015

**Supplemental Materials:** Fundations Level 3-Wilson Language Training Corporation, Step Up to Writing, and Readworks

**Curriculum Document**

**WCSD Board Approval:**

**Date Finalized:** 2/15/2021

**Date Approved:**  4/12/2021

**Implementation Year:** 2021-2022

**SPECIAL EDUCATION, 504, and GIFTED REQUIREMENTS**

The teacher shall make appropriate modifications to instruction and assessment based on a student’s Individual Education Plan (IEP), Chapter 15 Section 504 Plan (504), and/or Gifted Individual Education Plan (GIEP).

**SCOPE AND SEQUENCE OF CONTENT, CONCEPTS, AND SKILLS**

| **Performance Indicator** | **PA Core Standard and/or Eligible Content** | **Month Taught and Assessed for Mastery** |
| --- | --- | --- |
| Foundational Skills: Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions. | CC.1.1.4 | August  June |
| Know and apply grade-level phonics and word analysis skills in decoding words. | CC.1.1.4.D | August  June |
| Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words. | CC.1.1.4.D.a | September  June |
| Read with accuracy and fluency to support comprehension. | CC.1.1.4.E | August  June |
| Read on-level text with purpose and understanding. | CC.1.1.4.E.a | September |
| Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. | CC.1.1.4.E.b | September |
| Use context to confirm or self-correct word recognition and understanding, rereading as necessary. | CC.1.1.4.E.c | August  June |
| Reading Informational Text: Read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence. | CC.1.2.4 | September |
| Determine the main idea of a text and explain how it is supported by key details; summarize the tex. | CC.1.2.4.A | October |
| Refer to details and examples in text to support what the text says explicitly and make inferences. | CC.1.2.4.B | September |
| Explain events, procedures, ideas, or concepts in a text, including what happened and why, based on specific information in the text. | CC.1.2.4.C | September |
| Compare and contrast an event or topic told from two different points of view. | CC.1.2.4.D | September |
| Use text structure to interpret information (e.g., chronology, comparison, cause/effect, problem/solution). | CC.1.2.4.E | September  April |
| Determine the meaning of words and phrases as they are used in grade level text, including figurative language. | CC.1.2.4.F | January |
| Interpret various presentations of information within a text or digital source and explain how the information contributes to an understanding of text in which it appears. | CC.1.2.4.G | January  June |
| Explain how an author uses reasons and evidence to support particular points in a text. | CC.1.2.4.H | December  January |
| Integrate information from two texts on the same topic to demonstrate understanding of that topic. | CC.1.2.4.I | January |
| Acquire and use accurately grade appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic. | CC.1.2.4.J | September  June |
| Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools. | CC.1.2.4.K | October  March |
| Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently. | CC.1.2.4.L | March |
| Reading Literature: 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. | CC.1.3.4 | August  June |
| Determine a theme of a text from details in the text; summarize the text. | CC.1.3.4.A | December  January |
| Cite relevant details from text to support what the text says explicitly and make inferences. | CC.1.3.4.B | September |
| Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text. | CC.1.3.4.C | October |
| Compare and contrast an event or topic told from two different points of view. | CC.1.3.4.D | October  March |
| Explain major differences between poems, drama, and prose and refer to the structural elements of each when writing or speaking about a text. | CC.1.3.4.E | April  May |
| Determine the meaning of words and phrases as they are used in grade level text, including figurative language. | CC.1.3.4.F | December |
| Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text. | CC.1.3.4.G | April  May |
| Compare and contrast similar themes, topics, and patterns of events in literature, including texts from different cultures. | CC.1.3.4.H | December  March |
| Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. | CC.1.3.4.I | September  November |
| Acquire and use accurately grade appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic. | CC.1.3.4.J | September  June |
| Read and comprehend literary fiction on grade level, reading independently and proficiently. | CC.1.3.4.K | August |
| Writing: Write for different purposes and audiences, write clear and focused text to convey a well-defined perspective and appropriate content. | CC.1.4.4 | September  June |
| Write informative/ explanatory texts to examine a topic and convey ideas and information clearly. | CC.1.4.4.A | April |
| Identify and introduce the topic clearly. | CC.1.4.4.B | October |
| Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension. | CC.1.4.4.C | April |
| Group related information in paragraphs and sections, linking ideas within categories of information using words and phrases; provide a concluding statement or section; include formatting when useful to aiding comprehension. | CC.1.4.4.D | April |
| Use precise language and domain-specific vocabulary to inform about or explain the topic. | CC.1.4.4.E | October |
| Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. | CC.1.4.4.F | August  June |
| Write opinion pieces on topics or texts. | CC.1.4.4.G | January  May |
| Introduce the topic and state an opinion on the topic. | CC.1.4.4.H | January  May |
| Provide reasons that are supported by facts and details. | CC.1.4.4.I | January  May |
| 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 related to the opinion. | CC.1.4.4.J | December  May |
| Choose words and phrases to convey ideas precisely. | CC.1.4.4.K | December |
| Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. | CC.1.4.4.L | August  June |
| Write narratives to develop real or imagined experiences or events. | CC.1.4.4.M | September |
| Orient the reader by establishing a situation and introducing a narrator and/or characters. | CC.1.4.4.N | September |
| Use dialogue and descriptions to develop experiences and events or show the responses of characters to situations; use concrete words and phrases and sensory details to convey experiences and events precisely. | CC.1.4.4.O | October |
| Organize an event sequence that unfolds naturally, using a variety of transitional words and phrases to manage the sequence of events; provide a conclusion that follows from the narrated experiences and events. | CC.1.4.4.P | November  May |
| Choose words and phrases to convey ideas precisely. | CC.1.4.4.Q | September |
| Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. | CC.1.4.4.R | August  June |
| Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts. | CC.1.4.4.S | June |
| With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. | CC.1.4.4.T | November  March |
| 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.U | May  June |
| Conduct short research projects that build knowledge through investigation of different aspects of a topic. | CC.1.4.4.V | February  June |
| 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.W | May |
| Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. | CC.1.4.4.X | September  May |
| Speaking and Listening: Present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions. | CC.1.5.4 | August  September |
| Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others’ ideas and expressing their own clearly. | CC.1.5.4.A | August  September |
| Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. | CC.1.5.4.B | March  June |
| Identify the reasons and evidence a speaker provides to support particular points. | CC.1.5.4.C | January  May |
| 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.D | February  May |
| Differentiate between contexts that require formal English versus informal situations. | CC.1.5.4.E | January  June |
| Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. | CC.1.5.4.F | May  June |
| Demonstrate command of the conventions of standard English when speaking, based on Grade 4 level and content. | CC.1.5.4.G | August  June |

**ASSESSMENTS**

**PSSA Academic Standards, Assessment Anchors, and Eligible Content:** The teacher must be knowledgeable of the PDE Academic Standards, Assessment Anchors, and Eligible Content and incorporate them regularly into planned instruction.

**Formative Assessments:** The teacher will utilize a variety of assessment methods to conduct in-process evaluations of student learning.

**Effective formative assessments for this course include:** center activities, cooperative learning activities, games, online activities, oral responses, teacher observations, local assessments, and worksheets.

**Summative Assessments:** The teacher will utilize a variety of assessment methods to evaluate student learning at the end of an instructional task, lesson, and/or unit.

**Effective summative assessments for this course include:** performance assessments, projects, tests, and quizzes.