

WARREN COUNTY SCHOOL DISTRICT

PLANNED INSTRUCTION

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](#)

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](#), download the Excel file for SCED, click on SCED 6.0 tab, and chose the correct code that corresponds with the course.

WARREN COUNTY SCHOOL DISTRICT

PLANNED INSTRUCTION

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: Foundations 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).

WARREN COUNTY SCHOOL DISTRICT

PLANNED INSTRUCTION

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 text.	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

WARREN COUNTY SCHOOL DISTRICT

PLANNED INSTRUCTION

Performance Indicator	PA Core Standard and/or Eligible Content	Month Taught and Assessed for Mastery
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

WARREN COUNTY SCHOOL DISTRICT

PLANNED INSTRUCTION

Performance Indicator	PA Core Standard and/or Eligible Content	Month Taught and Assessed for Mastery
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

WARREN COUNTY SCHOOL DISTRICT

PLANNED INSTRUCTION

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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.