



SPRING GROVE AREA SCHOOL DISTRICT



PLANNED COURSE OVERVIEW

Course Title: English Language Arts	Length of Course: Full Year
Grade Level(s): 4	Periods Per Cycle: 6
Units of Credit: N/A	Length of Period: 2 Hours
Classification: Required	Total Instructional Time: 360 Hours

Course Description

This course provides students with a foundation of skills in reading, writing, speaking, and listening.

Instructional Strategies, Learning Practices, Activities, and Experiences

Anchor Charts	Internet Research	Readers' Theater
Anticipatory Sets	Journals	Reports and Speeches
Bell Ringers	Kid Writing	Research
Class Discussions	Paper and Pencil Activities	Small Group Interventions
Closure	Posted Objectives	Teacher Demonstrations
Critical Thinking	Practice Exercises	Teacher-Made Tests
Graphic Organizers	Presentations	Technology Integration
Guided Reading	PSSA Released Passages	Videos/DVDs
Higher Level Questioning	Question-Answer Relationships	Wait-Time
Homework	Quizzes	Wait-Time Extended
Interaction Sequence		

Assessments

Daze – Cloze Comprehension Passage	Reports	Unit Tests – Journeys 2011
Homework	Selection Tests	DRA (Developmental Reading Assessment)
Oral Projects	Study Island Benchmarks	DIBELS (Dynamic Indicators of Basic Early Literacy Skills)
Presentations	Teacher Observations	
Projects	Teacher-Made Tests and Quizzes	

Materials/Resources

4 Square Writing
Destination Reading
Earobics – Reading Intervention Program
Guest Speakers
Imagination Station
Internet

Journeys 2011 [Houghton-Mifflin]
Leveled Readers
Mentor Texts
Resource Books
SAS (Standards Aligned System)

Study Island
Supplemental Readings
Trade Books, Picture Books, Big Books
Trait Crates
Videos / DVDs

Adopted: 1/27/88

Revised: 9/3/91; 7/15/98; 10/04; 1/17/11; 5/20/13

1.1 Foundational Skills	
Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
Phonics and Word Recognition	CC.1.1.4.D - Know and apply grade level phonics and word analysis skills in decoding words. <ul style="list-style-type: none"> • Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words.
Fluency	CC.1.1.4.E - Read with accuracy and fluency to support comprehension: <ul style="list-style-type: none"> • Read on-level text with purpose and understanding. • Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. • Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

1.2 Reading Informational Text

Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
Key Ideas and Details – Main Idea	CC.1.2.4.A - Determine the main idea of a text and explain how it is supported by key details; summarize the text.
Key Ideas and Details – Text Analysis	CC.1.2.4.B - Refer to details and examples in text to support what the text says explicitly and make inferences.
Craft and Structure – Point of View	CC.1.2.4.C - Explain events, procedures, ideas, or concepts in a text, including what happened and why, based on specific information in the text.
Craft and Structure – Text Structure	CC.1.2.4.D - Compare and contrast an event or topic told from two different points of view.
Craft and Structure – Text Structure	CC.1.2.4.E - Use text structure to interpret information (e.g., chronology, comparison, cause/effect, problem/ solution).
Craft and Structure – Vocabulary	CC.1.2.4.F - Determine the meaning of words and phrases as they are used in grade level text, including figurative language.
Integration of Knowledge and Ideas – Diverse Media	CC.1.2.4.G - 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.
Integration of Knowledge and Ideas – Evaluating Arguments	CC.1.2.4.H - Explain how an author uses reasons and evidence to support particular points in a text.
Integration of Knowledge and Ideas – Analysis Across Texts	CC.1.2.4.I - Integrate information from two texts on the same topic to demonstrate understanding of that topic.
Vocabulary Acquisition and Use	<p>CC.1.2.4.J - 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.</p> <p>CC.1.2.4.K - 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.</p>

1.2 Reading Informational Text

Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.

CONTENT/KEY CONCEPTS

OBJECTIVES/STANDARDS

Range of Reading

CC.1.2.4.L - Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.

1.3 Reading Literature	
Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
Key Ideas and Details – Theme	CC.1.3.4.A - Determine a theme of a text from details in the text; summarize the text.
Key Ideas and Details – Text Analysis	CC.1.3.4.B - Cite relevant details from text to support what the text says explicitly and make inferences.
Key Ideas and Details – Literary Elements	CC.1.3.4.C - Describe in depth a character, setting or event in a story or drama, drawing on specific details in the text.
Craft and Structure – Point of View	CC.1.3.4.D - Compare and contrast an event or topic told from two different points of view.
Craft and Structure – Text Structure	CC.1.3.4.E - Explain major differences between poems, drama and prose and refer to the structural elements of each when writing or speaking about a text.
Craft and Structure – Vocabulary	CC.1.3.4.F - Determine the meaning of words and phrases as they are used in grade level text, including figurative language.
Integration of Knowledge and Ideas – Sources of Information	CC.1.3.4.G - 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.
Integration of Knowledge and Ideas – Text Analysis	CC.1.3.4.H - Compare and contrast similar themes, topics, and patterns of events in literature, including texts from different cultures.
Vocabulary Acquisition and Use – Strategies	CC.1.3.4.I - 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.
Vocabulary Acquisition and Use	CC.1.3.4.J - 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.
Range of Reading	CC.1.3.4.K - Read and comprehend literary fiction on grade level, reading independently and proficiently.

1.4 Writing	
Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
Informative/Explanatory	CC.1.4.4.A - Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.
Informative/Explanatory Focus	CC.1.4.4.B - Identify and introduce the topic clearly.
Informative/Explanatory Content	CC.1.4.4.C - 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.
Informative/Explanatory Organization	CC.1.4.4.D - 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.
Informative/Explanatory Style	CC.1.4.4.E - Use precise language and domain-specific vocabulary to inform about or explain the topic.
Informative/Explanatory Conventions of Language	CC.1.4.4.F - Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
Opinion/Argumentative	CC.1.4.4.G - Write opinion pieces on topics or texts.
Opinion/Argumentative Focus	CC.1.4.4.H - Introduce the topic and state an opinion on the topic.
Opinion/Argumentative Content	CC.1.4.4.I - Provide reasons that are supported by facts and details.
Opinion/Argumentative Organization	CC.1.4.4.J - 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.
Opinion/Argumentative Style	CC.1.4.4.K - Choose words and phrases to convey ideas precisely.

1.4 Writing	
Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
Opinion/Argumentative Conventions of Language	CC.1.4.4.L - Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
Narrative	CC.1.4.4.M - Write narratives to develop real or imagined experiences or events.
Narrative Focus	CC.1.4.4.N - Orient the reader by establishing a situation and introducing a narrator and/or characters.
Narrative Content	CC.1.4.4.O - 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.
Narrative Organization	CC.1.4.4.P - 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.
Narrative Style	CC.1.4.4.Q - Choose words and phrases to convey ideas precisely.
Narrative Conventions of Language	CC.1.4.4.R - Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
Response to Literature	CC.1.4.4.S - Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and informational texts.
Production and Distribution of Writing / Writing Process	CC.1.4.4.T - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
Technology and Publication	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.
Conducting Research	CC.1.4.4.V - Conduct short research projects that build knowledge through investigation of different aspects of a topic.

<p>1.4 Writing</p> <p>Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</p>	
<p>Content/Key Concepts</p>	<p>Objectives/Standards</p>
<p>Credibility, Reliability, and Validity of Sources</p> <p>Range of Writing</p>	<p>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.</p> <p>CC.1.4.4.X - 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.</p>

1.5 Speaking and Listening	
Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
Comprehension and Collaboration / Collaborative Discussion	CC.1.5.4.A - Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and expressing their own clearly.
Comprehension and Collaboration / Critical Listening	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.
Comprehension and Collaboration / Evaluating Information	CC.1.5.4.C - Identify the reasons and evidence a speaker provides to support particular points.
Presentation of Knowledge and Ideas / Purpose, Audience, and Task	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.
Presentation of Knowledge and Ideas / Context	CC.1.5.4.E - Differentiate between contexts that require formal English versus informal situations.
Integration of Knowledge and Ideas / Multimedia	CC.1.5.4.F - Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
Conventions of Standard English	CC.1.5.4.G - Demonstrate command of the conventions of standard English when speaking based on grade 4 level and content.