

## READING, ENGLISH, LANGUAGE ARTS

**LENGTH OF TIME:** Daily (2 Hours)

**GRADE LEVEL:** 4 (Fourth Grade)

### DESCRIPTION OF COURSE

Through this course, students will strengthen and extend the fundamental skills and strategies of reading, writing, listening, and speaking integrated through the Essential Questions. Higher order thinking is emphasized in all these areas of communication. Through reading and responding to a variety of texts and generating different types of writing, students will expand upon previous learning. Students will incorporate technology in their research and writing. Students will be evaluated through program assessments, Text-Dependent Analysis, and narrative, persuasive, and informational writing pieces.

### ESSENTIAL QUESTIONS

How do I read accurately and fluently to support text comprehension?

How do I read, understand, and respond to informational text?

How do I read, understand, and respond to works of literature?

How do I write for different purposes and audiences?

How do I present appropriately, listen critically, and respond intelligently?

**COURSE STANDARDS: PA CORE STANDARDS** (ACADEMIC STANDARDS FOR ENGLISH LANGUAGE ARTS PRE K-5) <https://www.pdesas.org/Page?pagelid=11>

### READING:

#### Standard 1.1: Foundational Skills

**Students will gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions. These foundational skills are not an end in and of themselves; rather, students apply them as effective readers**

1.1.4.A Intentionally Blank

1.1.4.B Intentionally Blank

1.1.4.C Intentionally Blank

1.1.4.D Know and apply grade-level phonics and word analysis skills in decoding words.

- Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words.

1.1.4.E Read with accuracy and fluency to support comprehension.

- 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.

## **Standard 1.2: Reading Informational Text**

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

1.2.4.A Determine the main idea of a text and explain how it is supported by key details, summarize the text.

1.2.4.B Refer to the details and examples in text to support what the text says explicitly and make references.

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.

1.2.4.D Compare and contrast an event or topic told from two different points of view.

1.2.4.E Use text structure to interpret information (e.g., chronology, comparison, cause/effect, problem/solution).

1.2.4.F Determine the meaning of words and phrases as they are used in grade-level text, including figurative language.

1.2.4.G Interpret various presentations of information with a text or digital source and explain how the information contributes to an understanding of text in which it appears.

1.2.4.H Explain how an author uses reasons and evidence to support particular points in a text.

1.2.4.I Integrate information from two texts on the same topic to demonstrate understanding of that topic.

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.

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.

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

## **Standard 1.3: Reading Literature**

**Students will read and respond to works of literature – with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.**

1.3.4.A Determine a theme of a text from details in the text; summarize the text.

1.3.4.B Cite relevant details from text to support what the text says explicitly and make inferences.

1.3.4.C Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.

1.3.4.D Compare and contrast an event or topic told from two different points of view.

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.

1.3.4.F Determine the meaning of words and phrases as they are used in grade-level text, including figurative language.

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.

1.3.4.H Compare and contrast similar themes, topics, and patterns of events in literature, including texts from different cultures.

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.

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.

1.3.4.K Read and comprehend literary fiction on grade level, reading independently and proficiently.

### **CURRICULUM PROGRAMS/TOOLS**

1. Benchmark Literacy Reading Series
2. Benchmark Literacy Word Study Program
3. Leveled Trade Books

## **INSTRUCTIONAL SUPPORTS/PRACTICES**

- Display and teach using a variety of forms of print (Mentor Texts)
- Provide several opportunities for both reading and writing of newly learned words
- Build a connection between fluency and comprehension
- Word Study Workshop
- Teach comprehension and metacognitive reading strategies
- Provide opportunities for the learner to respond to the text using a variety of mediums
- Expose students to a variety of media to gain information (computer, recorded media)
- Assist students in selecting age and ability-appropriate fiction and nonfiction materials to read
- Shared/Guided/Independent Reading
- Reader's and Writer's Workshop
- Comprehension, Reflection, & Response Activities
- Strategies for composition of Text-Dependent Analysis
- Teach close-reading strategies to further comprehension of text

## **ENGLISH / WRITING:**

### **Standard 1.4: Writing**

**Students will write for different purpose and audience. Students write clear and focused text to convey a well-defined perspective and appropriate content.**

1.4.4.A Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

1.4.4.B Identify and introduce the topic clearly.

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.

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.

1.4.4.E Use precise language and domain-specific vocabulary to inform about or explain the topic.

1.4.4.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

1.4.4.G Write opinion pieces on topics or texts.

1.4.4.H Introduce the topic and state an opinion on the topic.

1.4.4.I Provide reasons that are supported by facts and details.

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 sections related to the opinion.

- 1.4.4.K Choose words and phrases to convey ideas precisely.
- 1.4.4.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- 1.4.4.M Write narratives to develop real or imagined experiences or events.
- 1.4.4.N Orient the reader by establishing a situation and introducing a narrator and/or characters.
- 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.
- 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.
- 1.4.4.Q Choose words and phrases to convey ideas precisely.
- 1.4.4.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- 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.
- 1.4.4.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- 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.
- 1.4.4.V Conduct short research projects that build knowledge through investigation of different aspects of a topic.
- 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.
- 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.

## **CURRICULUM PROGRAMS/TOOLS**

1. Units of Study Writing Program
2. Benchmark Writer's Workshop Language Mini-Lessons
3. Mentor Texts
4. Zaner Bloser Cursive Writing Workbook

## **INSTRUCTIONAL SUPPORTS/PRACTICES**

- Implement Writer’s Workshop
- Small group and/or individual conferencing
- Student goal setting
- Writing rubrics
- Word Study
- Teach pre-writing strategies
- Integration of spelling strategies
- Integration of mentor texts
- Modeling of craft moves within writing
- Implementation of writers’ shares
- Implementation of writing mantras
- Create positive writing environment
- Offer resources for students to use in collecting information
- Provide opportunity for students to engage in shared, interactive, and independent writing
- Model appropriate spacing between letters, words, sentences, and paragraphs

## **Standard 1.5: Speaking and Listening**

Students will present appropriately in formal speaking situations, listening critically, and respond intelligently as individuals or in group discussions.

1.5.4.A Engage effectively in a range of collaborative discussions on grade-level topics and texts, building another’s ideas and expressing their own clearly.

1.5.4.B Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

1.5.4.C Identify the reasons and evidence a speaker provides to support particular points.

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.

1.5.4.E Differentiate between contexts that require formal English versus informal situations.

1.5.4.F Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

1.5.4.G Demonstrate command of the conventions of standard English when speaking, based on Grade 4 level and content.

## **CURRICULUM PROGRAMS/TOOLS**

Integrate using a cross-curricular approach.

## **INSTRUCTIONAL SUPPORTS/PRACTICES**

- Model appropriate speaking and listening behaviors
- Provide opportunities for students to demonstrate appropriate public speaking
- Verbalize thought processes
- Utilize various media for instruction
- Model prosody when reading aloud
- Offer examples of various dialogue presentations
- Model a systematic approach to collect, process, and present information
- Offer opportunities for the sharing of research

## **PERFORMANCE ASSESSMENTS**

1. Class Participation
2. Oral Presentation

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## **TITLES OF UNITS**

### **READING**

- Marking Period 1: Ask Questions/Identify Main Idea & Supporting Details  
Determine Text Importance/Identify Sequence of Events
- Marking Period 2: Visualize/Make Inferences  
Fix-Up Monitoring/ Summarize Information
- Marking Period 3: Determine Text Importance/Compare & Contrast  
Make Connections/Identify Cause & Effect  
Make Inferences/Draw Conclusions
- Marking Period 4: Summarize & Synthesize/Evaluate Author's Purpose  
Make Connections/Distinguish & Evaluate Fact & Opinion  
Ask Questions/Make Judgments

### **WRITING**

- Marking Period 1: Lessons from the Masters - Narrative
- Marking Period 2: Lab Reports & Science Books (\*Unit Modifications) -Opinion
- Marking Period 3: Writing About Reading - Information
- Marking Period 4: Poetry: Big Thoughts in Little Packages - Poetry

## **SAMPLE INSTRUCTIONAL STRATEGIES**

- Reading & Writing Workshop
- Direct instruction in large & small group settings
- Differentiated Instruction
- Teacher modeling
- Shared, Guided & Independent Reading
- Reflection & Response Comprehension Activities
- Strategy-based instruction

## **MATERIALS**

1. Benchmark Literacy Reading Series
2. Mentor and Leveled Trade Books
3. Units of Study Writing Program
4. Benchmark Writer's Workshop Language Mini-Lessons
5. Zaner-Bloser Cursive Writing Workbook

## **METHODS OF INTERVENTION AND ENRICHMENT**

1. Small group differentiated instruction
2. Student Support Team (SST)
3. Title I Reading Support
4. PAL (Gifted Support)

## **METHODS OF EVALUATION: (REQUIRED DISTRICT ASSESSMENTS)**

1. Benchmark Literacy Unit Assessment (Units 1-9)
2. Benchmark Literacy Comprehension Strategies Assessments (Units 1-9)
3. Developmental Reading Assessment (DRA2) Fall & Spring (as needed)
4. Dibles Next/CBA
5. Palisades Quarterly Writing Assessment
6. Palisades Beginning of the Year Writing Assessment
7. Measures of Academic Performance (MAP) – Fall, Winter, & Spring