

Cover Sheet - Planned Course Overview

- A. Planned Course Title: **Grade 4 ELA** Course Number:
- B. Grade level: **Fourth Grade** Level/Track:
- C. Board Approval Date: August 28, 2017
- D. Instructional Time:
1. Length of course in weeks: **36 weeks**
 2. Number of class periods per week: **5 class periods**
 3. Length of class periods: **90 minutes**
 4. Total clock hours/credit for the course: **1 academic school year**
- E. List of the units of study within the course and estimated number of weeks allotted to each:

Unit & Estimated Time	Standards
<p>Unit 1: Thinking It Through (40 days)</p>	<p>CC.1.2.4.A Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>CC.1.2.4.B Refer to details and examples in text to support what the text says explicitly and make inferences.</p> <p>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.</p> <p>CC.1.2.4.D Compare and contrast an event or topic told from two different points of view.</p> <p>CC.1.2.4.E Use text structure to interpret information (e.g., chronology, comparison, cause/effect, problem /solution).</p> <p>CC.1.2.4.F Determine the meaning of words and phrases as they are used in grade level text, including figurative language.</p> <p>CC.1.2.4.H Explain how an author uses reasons and evidence to support particular points in a text.</p> <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> <p>CC.1.2.4.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.</p>

	<p>CC.1.3.4.A Determine a theme of a text from details in the text; summarize the text.</p> <p>CC.1.3.4.B Cite relevant details from text to support what the text says explicitly and make inferences.</p> <p>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.</p> <p>CC.1.3.4.F Determine the meaning of words and phrases as they are used in grade level text, including figurative language.</p> <p>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.</p> <p>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.</p> <p>CC.1.3.4.K Read and comprehend literary fiction on grade level, reading independently and proficiently.</p> <p>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.</p> <p>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.</p> <p>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.</p>
<p>Unit 2: Amazing Animals (40 days)</p>	<p>CC.1.2.4.A Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>CC.1.2.4.B Refer to details and examples in text to support what the text says explicitly and make inferences.</p> <p>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.</p> <p>CC.1.2.4.D Compare and contrast an event or topic told from two different points of view.</p> <p>CC.1.2.4.E Use text structure to interpret information (e.g., chronology, comparison, cause/effect, problem/solution).</p> <p>CC.1.2.4.F Determine the meaning of words and phrases as they are used in grade level text, including figurative language.</p> <p>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.</p> <p>CC.1.2.4.H Explain how an author uses reasons and evidence to support particular points in a text.</p>

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<p>Unit 3: That's the Spirit! (40 days)</p>	<p>CC.1.2.4.B Refer to details and examples in text to support what the text says explicitly and make inferences.</p> <p>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.</p> <p>CC.1.2.4.D Compare and contrast an event or topic told from two different points of view.</p>

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<p>Unit 4: Fact or Fiction? (40 days)</p>	<p>CC.1.2.4.B Refer to details and examples in text to support what the text says explicitly and make inferences.</p> <p>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.</p>

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

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

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Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and informational texts.

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F. The texts or major resources for the course:

Title: *Wonders*

Publisher: McGraw-Hill

Copyright: 2014

Title: *Common Core Progress: English Language Arts*

Publisher: Sadlier Oxford

Copyright: 2014

G. Special Notes:

- The list of activities allows for selection of activities by teachers to meet the needs of students.
 - Teach mini-lessons on skills and strategies
 - Teaching of Close reading strategies
 - Use QAR strategies
 - Use RAPS (restate, answer, prove, sum it up) method and the Better Answer Sandwich to teach how to write an answer to the text dependent analysis question
 - Readers' Theater
 - Interactive notebook
 - Reading Apprenticeship strategies
 - Study Island independent practice or whole group with clickers
 - PDE released item samplers
 - Use graphic organizers to put focus students' understanding of skills and strategies
 - Learning centers
 - On-level, Beyond level, and Approaching level leveled readers
 - Journal and reading response activities
 - Book reports/ presentations

H. Names of the committee members who developed the planned course:

- Jean Anderson, Grade 4 ELA Teacher
- Breann Williams, Grade 4 ELA Teacher
- Nicolette Teles, K-12 Reading and Writing Supervisor