

# Southern York County School District Instructional Plan

Course/Subject: English Language Arts

Grade Level: 4

Textbook(s)/Instructional Materials Used:

- Traditions; Houghton Mifflin Reading; ISBN # 0-618-61940-2
- Selections from guided reading resource collection

Dates: August - October  
(First Quarter Marking Period 1)

Unit: 1-5: Foundational Skills, Reading Informational Text, Reading Literature, Writing, Listening and Speaking

## Stage 1 – Desired Results

Pennsylvania Core Standards:

1. **Foundational Skills:** Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.
  - CC.1.1.4.D Know and apply grade level phonics and word analysis skills in decoding words. (letter-sound correspondences, syllabication patterns, morphology)
  - CC.1.4.E Read with accuracy and fluency to support comprehension. (read with purpose, understanding, accuracy, appropriate rate, expression, and use context to confirm or self-correct word recognition)
2. **Reading Informational Text:** Students 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.A Determine the main idea of a text and explain how it is supported by details; summarize the text.
  - CC.1.2.4.B Refer to details and examples in text to support what the text says explicitly and make inferences.
  - CC.1.2.4.C Explain events, procedures, ideas, or concept in a text, including what happened and why, based specific information in the text.
  - CC.1.2.4.F Determine the meaning of words and phrases used in grade level text, including figurative language.
  - CC.1.2.4.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.
3. **Reading Literature:** Students read and respond to works of literature – with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
  - CC.1.3.4.K Read and comprehend literary fiction on grade level, reading independently and proficiently.
  - CC.1.3.4.F Determine the meaning of words and phrases as they are used in grade level text, including figurative language.
  - 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.
  - 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.

4. **Writing (Narrative):** Students write for different purposes and audiences. Students write clear and focused texts to convey a well-defined perspective and appropriate content.
- CC.1.4.4.M Write narratives to develop real or imagined experiences or events.
  - CC.1.4.4.N Orient the reader by establishing a situation and introducing a narrator and/or characters.
  - 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.
  - 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.
  - CC.1.4.4.Q Choose words and phrases to convey ideas precisely.
  - CC1.4.4.R Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
  - CC1.4.4.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
5. **Speaking and Listening:** Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
- 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.
  - CC 1.5.4.G Demonstrate command of the conventions of standard English when speaking based on grade 4 level and content.

<p><b>Understanding(s):</b> <i>Students will understand . . .</i></p> <ol style="list-style-type: none"> <li>1. Phonics and word recognition</li> <li>2. Fluency</li> <li>3. Key ideas and details</li> <li>4. Craft and structure</li> <li>5. Integration of knowledge and ideas</li> <li>6. Vocabulary acquisition and use</li> <li>7. Range of reading</li> <li>8. Narrative</li> <li>9. Response to literature</li> <li>10. Production of writing</li> <li>11. Technology and publication</li> <li>12. Range of writing</li> <li>13. Comprehension and collaboration</li> <li>14. Presentation and integration of knowledge and ideas</li> <li>15. Conventions of standard English</li> </ol>	<p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>▪ How do proficient readers accurately and fluently decode new words?</li> <li>▪ How can strategic readers comprehend literary non-fiction, informational, and fiction text?</li> <li>▪ What makes clear and effective narrative writing?</li> <li>▪ How do students actively engage in collaborative discussions while building on others' ideas and expressing their own clearly?</li> <li>▪ How do students speak and write using standard English?</li> </ul>
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**Learning Objectives:**

**Students will know and be able to ...**

- Decode words - Using letter-sound correspondences, syllabication patterns, and morphology. **(Appendix A)**
- Read accurately and fluently to support comprehension. **(Appendix B)**
- Determine the main idea of a text and its supporting details. **(Appendix C)**
- Summarize text. **(Appendix D)**
- Infer. **(Appendix E)**
- Determine the meaning of words, including figurative language. **(Appendix F)**
- Read and comprehend literary non-fiction.
- Read and comprehend literary fiction.
- Read independently and proficiently.
- Explain major differences between genres of text. **(Appendix G)**
- Analyze characters, setting, and events in text. **(Appendix H)**
- Write narratives using dialogue and descriptions.
- Introduce a narrator and/or characters.
- Sequence events using a variety of transitional words and phrases.
- Convey ideas precisely.
- Demonstrate the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- Develop and strengthen writing by following the writing process.
- Actively participate in collaborative discussions.
- Demonstrate command of standard spoken English.
- Gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.
- Read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.
- Read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.
- Write for different purposes and audiences.
- Write clear and focused text to convey a well-defined perspective and appropriate context.
- Present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

**Dates: November – January  
(Second Quarter Marking Period 2)**

**Units: 1-5 – Foundational Skills, Reading Informational Text, Reading Literature, Writing, Speaking and Listening**

**Stage 1 – Desired Results**

**Pennsylvania Core Standard(s):**

**\*\*Disclaimer: Continue to reinforce the skills outlined in marking one, in addition to teaching the skills listed below.**

**1. Foundational Skills**

- **CC1.1.4.D Know and apply grade level phonics and work analysis skills and decoding words. (letter-sound correspondences, syllabication patterns, morphology)**
- **CC1.1.4.E Read with accuracy and fluency to support comprehension. (read with purpose, understanding, accuracy, appropriate rate, expression, and use context to confirm or self-correct word recognition)**

**2. Reading Informational Text**

- **CC.1.2.4.D Compare and contrast an event or topic told from two different points of view. (see Appendix A)**

- CC.1.2.4.E Use text structure to interpret information (example: chronology, comparison, cause/effect, problem/solution.)
- CC1.2.4.K Determine or clarify the meaning of unknown and multiple-meaning words and phrase based on grade level reading and content, choosing flexibly from a range of strategies and tools. (see Appendix B)
- CC.1.2.4.H Explain how an author uses reasons and evidence to support particular points in a text.

**3. Reading Literature**

- CC.1.3.4.B Cite relevant details from text to support what the text says explicitly and make inferences.
- CC1.3.4.D Compare and contrast an event or topic told from two different points of view. (see Appendix A)
- CC1.3.4.A Determine a theme of a text from details in the text; summarize the text. (see Appendix C)

**4. Writing (Informative/Explanatory)**

- 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.
- CC.1.4.4.A Write informative/explanatory text to examine a topic and convey ideas and information clearly.
- CC1.4.4.B Identify and introduce the topic clearly.
- CC1.4.4.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.
- CC1.4.4.F Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

**5. Speaking and Listening**

- 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.
- CC1.5.4.E Differentiate between contexts that require formal English versus information situations.

**Understanding(s):**

*Students will understand . . .*

1. Phonics and word recognition
2. Fluency
3. Key ideas and details
4. Craft and structure
5. Integration of knowledge and ideas
6. Vocabulary acquisition and use
7. Range of reading
8. Informative/Explanatory
9. Response to literature
10. Production of writing
11. Technology and publication
12. Production and distribution of writing
13. Range of writing
14. Comprehension and collaboration
15. Presentation and integration of knowledge and ideas
16. Conventions of standard English
17. Conduct research

**Essential Question(s):**

- How do proficient readers accurately and fluently decode new words?
- How do strategic readers create meaning from informational text?
- What is this text really about?
- What makes clear and effective informative/explanatory writing?
- How do learners make decisions concerning formal and informal language in social and academic settings?

**Learning Objectives:****Students will know and be able to ...**

- Decode words using letter-sound correspondences, syllabication patterns, and morphology.
- Read accurately and fluently to support comprehension.
- Compare and contrast from two different points of view.
- Use text structure to interpret information.
- Clarify the meaning of unknown and multiple-meaning words.
- Explain statements that support an author's viewpoint.
- Make inferences.
- Summarize text.
- Determine a theme.
- Write informative/explanatory text.
- Introduce topics clearly.
- Develop topics to aide comprehension.
- Organize text to aide comprehension.
- Use precise language to explain the topic.
- Demonstrate grade appropriate command of the English language while orally presenting a topic.

**Dates: February – March  
(Third Quarter Marking Period 3)**

**Units: 1-5 – Foundational Skills, Reading Informational Text, Reading Literature, Writing, Speaking and Listening**

**Stage 1 – Desired Results****Pennsylvania Core Standard(s):**

**\*\*Disclaimer: Continue to reinforce the skills outlined in marking one and two, in addition to teaching the skills listed below.**

**1. Foundational Skills**

- **CC.1.1.4.D Know and apply grade level phonics and word analysis skills in decoding words. (letter-sound correspondences, syllabication patterns, morphology)**
- **CC.1.1.4.E Read with accuracy and fluency to support comprehension. (read with purpose, understanding, accuracy, appropriate rate, expression, and use context to confirm or self-correct word recognition)**

**2. Reading Informational Text**

- **CC.1.2.4.I Integrate information from two texts on the same topic to demonstrate understanding of that topic. (See Appendix A)**
- **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.**

**3. Reading Literature**

- **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. (See Appendix B)**
- **CC.1.3.4.H Compare and contrast similar themes, topics, and patterns of events in literature, including texts from different cultures. (See Appendix C)**
- **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.**
- **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.**

**4. Writing (Opinion)**

- **CC.1.4.4.G Write opinion pieces on topics or texts. (See Appendix C)**
- **CC1.4.4.H Introduce the topic and state an opinion on the topic.**
- **CC.1.4.4.I Provide reasons that are supported by facts and details.**
- **CC1.4.4.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.**
- **CC.1.4.4.K Choose words and phrases to convey ideas precisely.**
- **CC.1.4.4.L Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.**
- **CC1.4.4.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.**
- **CC1.4.4.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 setting.**

**5. Speaking and Listening**

- **CC1.5.4.B Paraphrase portions of the text read aloud or information presented in diverse media and formats, including visually, quantitatively and orally. (See Appendix D)**

<p><b>Understanding(s):</b> <i>Students will understand . . .</i></p> <ol style="list-style-type: none"><li>1. Phonics and word recognition</li><li>2. Fluency</li><li>3. Key ideas and details</li><li>4. Craft and structure</li><li>5. Integration of knowledge and ideas</li><li>6. Vocabulary acquisition and use</li><li>7. Range of reading</li><li>8. Opinion writing</li><li>9. Response to literature</li><li>10. Production of writing</li><li>11. Technology and publication</li><li>12. Production and distribution of writing</li><li>13. Range of writing</li><li>14. Comprehension and collaboration</li><li>15. Presentation and integration of knowledge and ideas</li><li>16. Conventions of standard English</li><li>17. Conducting research</li></ol>	<p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"><li>▪ How do proficient readers accurately and fluently decode new words?</li><li>▪ How do readers make connections among ideas and between texts with a focus on textual evidence?</li><li>▪ How do effective readers make connections, compare, and contrast texts, including texts from different cultures?</li><li>▪ What makes clear and effective opinion writing?</li><li>▪ How does one cite evidence to support the speaker’s opinion?</li></ul>
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<p><b>Learning Objectives:</b> <i>Students will know and be able to ...</i></p> <ul style="list-style-type: none"><li>▪ Decode words using letter-sound correspondences, syllabication patterns, and morphology.</li><li>▪ Read accurately and fluently to support comprehension.</li><li>▪ Integrate information from two texts.</li><li>▪ Formulate grade appropriate conversational words and phrases.</li><li>▪ Connect the text of a story and a visual/oral presentation of the text.</li><li>▪ Compare and contrast similar themes in literature including texts from different cultures.</li><li>▪ Differentiate the meaning of unknown and multiple meaning words utilizing a range of strategies and tools.</li><li>▪ Distinguish between grade appropriate words and phrases.</li><li>▪ Formulate opinion pieces on topics or texts.</li><li>▪ Develop a logical argument to support an opinion utilizing facts and details.</li></ul>
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- Create an organizational structure to support the writer’s purpose in a logical order.
- Incorporate words and phrases to convey ideas precisely.
- Demonstrate grade appropriate commands of the conventions of standard English.
- Construct a one page, typed, and published writing in a single setting.
- Summarize portions of oral text or other diverse media formats.
- Critique a speaker’s point of view with evidence.

**Dates:** Dates: April – June  
(Fourth Quarter Marking Period 4)

**Units:** 1-5 – Foundational Skills, Reading Informational Text, Reading Literature, Writing, Speaking and Listening

**Stage 1 – Desired Results**

**Pennsylvania Core Standard(s):**

**\*\*Disclaimer:** Continue to reinforce the skills outlined in the previous marking periods, in addition to teaching the skills listed below.

**1. Foundational Skills**

- **CC1.1.4.D Know and apply grade level phonics and word analysis skills in decoding words. (letter-sound correspondences, syllabication patterns, morphology)**
- **CC1.4.4.E Read with accuracy and fluency to support comprehension. (read with purpose, understanding, accuracy, appropriate rate, expression, and use context to confirm or self-correct word recognition)**

**2. Reading Informational Text**

- **CC1.2.4.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.**
- **CC.1.2.4.I Integrate information from two texts on the same topic to demonstrate understanding of that topic.**
- **CC1.2.4.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.**

**3. Reading Literature**

- **CC.1.3.4.H Compare and contrast similar themes, topics, and patterns of events in literature, including texts from different cultures.**
- **CC1.3.4.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.**

**4. Writing (Range of Writing, Credibility, Reliability, and Validity of Sources)**

- **CC.1.4.4.V Conduct short research projects that build knowledge through investigation of different aspects of a topic.**
- **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. (See Appendix A)**
- **CC1.4.4.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.**

**5. Speaking and Listening**

- **CC.1.5.4.C Identify the reasons and evidence a speaker provides to support particular points.**
- **CC.1.5.4.F Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.**

**Understanding(s):**

*Students will understand . . .*

1. Phonics and word recognition
2. Fluency

**Essential Question(s):**

- How do proficient readers accurately and fluently decode new words?

3. Key ideas and details
4. Craft and structure
5. Integration of knowledge and ideas
6. Vocabulary acquisition and use
7. Range of reading
8. Response to literature
9. Production of writing
10. Technology and publication
11. Production and distribution of writing
12. Range of writing
13. Comprehension and collaboration
14. Presentation and integration of knowledge and ideas
15. Conventions of standard English
16. Conducting research
17. Credibility, reliability, and validity of source

- How do effective readers integrate information from two texts to demonstrate an understanding of a topic?
- How do effective readers make connections and compare and contrast texts, including texts from different cultures?
- How do writers evaluate effective sources in order to take notes and categorize information?
- How do task, purpose, and audience influence how speakers craft and deliver a message?

**Learning Objectives:**

**Students will know and be able to ...**

- Decode words using letter-sound correspondences, syllabication patterns, and morphology.
- Read accurately and fluently to support comprehension.
- Analyze textual and digital sources.
- Integrate information from two texts to demonstrate thorough understanding of a topic.
- Formulate grade appropriate conversational words and phrases.
- Compare and contrast similar themes in literature including texts from different cultures.
- Distinguish between grade appropriate words and phrases.
- Categorize information obtained from various sources, including digital sources.
- Identify sources utilized.
- Write over short and extended time frames for specific tasks, purposes, and audiences.
- Identify the reasons and evidence a speaker provides to support particular points.
- Create recordings and displays to enhance presentations.