



Reading/English Language Arts 4

Prince George's County Public Schools

School Year: 2018 – 2019

Prerequisites: Successful completion of Reading/English Language Arts 3

INSTRUCTOR & COURSE INFORMATION:

Name:

E-Mail Address:

Planning Time:

Phone Number::

TEXT: Scott Foresman Reading Street Common Core Grade 4, Writing Fundamentals, Supplemental texts,

Novel: *Shiloh*

Course Description:

This course is designed to prepare all students to be on track for college and career readiness by the time they graduate from high school. All lessons are aligned to the Maryland College and Career-Ready Standards for English Language Arts. The standards establish guidelines for English Language Arts teachers to ensure students at each grade level are taught the necessary skills to become critical readers and writers.

In this course, students will be required to read a variety of complex texts including stories, literature, and informational texts that provide facts and background knowledge on topics related to science and social studies. They will be asked questions that require them to refer back to what they have read and support their answers with reasoning and evidence from the text. Students will also be required to write for a variety of purposes such as narratives, opinion and explanatory information pieces. They will also engage in collaborative conversations with peers and demonstrate a command of formal English both in writing and speaking. These expectations will develop the critical-thinking, problem-solving, and analytical skills every student needs to be a literate person who is prepared for success in the 21st century.

Each student is expected to complete homework assignments and independent projects as well as at least 20 minutes of reading daily.

GOALS:

Students will:

- Read a balance of informational and literary texts.
- Read complex text from a variety of topics such as science and social studies.
- Read text that will increase on complexity.
- Gather and cite text evidence to engage in rich and rigorous conversations and written responses about text.
- Write using multiple sources to state an opinion and create an organizational structure that supports the writer's purpose, write informative/explanatory texts to examine a topic and write narratives to develop real or imagined experiences
- Use grammar and conventions, writing strategies, and all aspects of foundational academic vocabulary skills effectively when writing and speaking.

Elementary Reading and Oral and Written Communication (Grades 2-5)

Overview: The goal of grading and reporting is to provide the students with feedback that reflects their progress toward the mastery of the Maryland College and Career Ready Standards (MCCRS) found in the Reading Curriculum Instructional Maps.

Factors	Brief Description	Brief Description	Grade Percentage Per Quarter
	Reading	Oral/Written Communication	
Class Work	<p>This includes work completed in the classroom setting. Class work can include, but is not limited to:</p> <ul style="list-style-type: none"> ● Group Participation ● Written responses to text ● Active participation in whole/ small group discussions ● Completion of class assignments, including independent reading ● Evidence based selected responses (3-5), and graphic organizers 	<p>This includes work completed in the classroom setting. Classwork can include, but is not limited to:</p> <ul style="list-style-type: none"> ● Group Participation ● Grammar/ Vocabulary assignments ● Writing process ● Completion of class assignments 	35%
Homework	<p>This includes all work completed outside the classroom to be graded on its completion and student's preparation for class (materials, supplies, etc.) Assignments can include, but are not limited to:</p> <ul style="list-style-type: none"> ● Reading Logs 	<p>This includes all work completed outside the classroom to be graded on its completion and student's preparation for class (materials, supplies, etc.) Assignments can include, but are not limited to:</p> <ul style="list-style-type: none"> ● Spelling assignments ● Grammar/Vocabulary assignments 	15%
Assessments	<p>This category encompasses both the traditional (exams and quizzes) and alternative methods of assessing student learning with the goal of mastery (presentations, projects, portfolios, completion of graphic organizers, anecdotal notes of teacher observations, teacher conferences, student written responses) Assessments can include, but are not limited to:</p> <ul style="list-style-type: none"> ● Unit Culminating Task (3-5) ● Bringing Words to Life Vocabulary (3-4) ● Comprehension Strategy and Standard Application ● Written responses to prose constructed responses (PCR) (3-5) ● Reading responses (oral and written) 	<p>This category encompasses both the traditional (exams and quizzes) and alternative methods of assessing student learning with the goal of mastery (presentations, projects, portfolios). Assessments can include, but are not limited to:</p> <ul style="list-style-type: none"> ● Content of unit culminating task ● Spelling Test ● Published writing 	50%

Elementary Reading/English Language Arts Instruction and Pacing Overview

Fourth Grade

Quarter 1 September 4th-November 2nd

Unit/Theme	Guiding Questions	BWTL Words	Focus Reading Strategies and Standards	Analytic Writing	Launching Writer's Workshop	Assessments
1 Becoming a Close Reader	<p>How do we build a literacy community?</p> <p>What is complex text?</p> <p>How do we read closely?</p> <p>How do we synthesize across texts?</p> <p>How do we analyze non-print texts?</p>	variety courteous distinct territories experiences fortune landscape navigate enormous eruptions impressive preserve instinct effort energetic	Follow Your Inner Conversation (RL.4.1) Notice When You Lose Your Way (RL.4.1) Determine Importance (RI.4.2) Summarize (RI.4.2) Inferring (RL.4.1) Character Analysis (RL.4.3) Character, Setting, and Plot (RL.4.3) Interpret Visual Information (RI.4.7) Integrate Multiple Texts (RI.4.9) Main Idea and Details (RI.4.1, RI.4.2) Author's Reasons/Evidence (RI.4.8) Analyzing Characters (RL.4.3) Compare Print and Visual Presentations of Texts (RL.4.7)	Narrative Story (W.4.3) Research Simulation (W.4.2) Literary Analysis-Visual and Oral Presentations (W.4.2) Character and Setting (W.4.2)	Writing Fundamentals How Writers Work (W.4.3.b, W.4.5, W.4.6, L.4.1, L.4.2, L.4.3) Conventions Declarative and interrogative sentences Imperative and exclamatory sentences Complete subjects and predicates Commas Clauses and complex sentences Compound sentences	Ongoing: Analytic Writing County-wide: <ul style="list-style-type: none"> Reading/Writing Assessment Pretest Measures of Academic Progress Reading (MAP Growth)

Quarter 2 November 5th- January 25th

Unit/Theme	Guiding Questions	BWTL	Focus Reading Strategies and Standards	Analytic Writing	Writer's Workshop	Assessments
2 Patterns in Nature What are some patterns in nature?	<p><i>How do patterns in nature change things around us?</i></p> <p><i>What is the value of looking at patterns in nature?</i></p> <p><i>What patterns in nature guide the lives of animals?</i></p> <p><i>How have people explained pattern of night and day?</i></p> <p><i>How do weather patterns affect our lives?</i></p>	ideal migration zone barren equinox observe flock attitude ascent impact thrive tolerate estimate unpredictable severe	Determine Importance (RI.4.1) Integrating Strategies (RI.4.1) Questioning (RI.4.1) Summarize (RI.4.1) Monitoring (RI.4.1) Inferring (RI.4.1) Text Structure (RI.4.5) Main Idea and Details (RI.4.2) Words and Phrases (RL.4.4) Text Features (RI.4.7) Integrate Information (RI.4.9) Theme (RL.4.2) Characters (RL.4.3) Cause/Effect (RI.4.3) Firsthand/Secondhand Accounts (RI.4.6)	Research Simulation-Interview (W.4.2) Literary Analysis-Essay (W.4.2) Literary Analysis-Opinion Review (W.4.1) Research Simulation Explanation of Concepts Across Texts (W.4.2)	Writing Fundamentals Nonfiction Unit of Study (W.4.2) Conventions Kinds of pronouns Action and linking verbs Main and helping verbs Subject-verb agreement Past, present, future tense Modal auxiliaries	Ongoing: Analytic Writing County-wide <ul style="list-style-type: none"> Reading/Writing Assessment Posttest

Quarter 3 January 28 th - March 28 th						
Unity/Theme	Guiding Questions	BWTL Words	Focus Reading Strategies and Standards	Analytic Writing	Writers Workshop	Assessments
<p>3</p> <p>Right Versus Wrong</p> <p>How do people make difficult choices?</p>	<p><i>How does the meaning of "home" differ for different people?</i></p> <p><i>When do people choose to make sacrifices?</i></p> <p><i>How can one person's view of the world affect others?</i></p> <p><i>Why do people choose to make sacrifices?</i></p> <p><i>What does it take to be a hero?</i></p>	<p>repetition</p> <p>comfort</p> <p>relatives</p> <p>accomplish</p> <p>distinguish</p> <p>headway</p> <p>consequences</p> <p>responsible</p> <p>abandoned</p> <p>tense</p> <p>suspicious</p> <p>envy</p> <p>decency</p> <p>integrity</p> <p>valiant</p>	<p>Inferring (RL.4.1)</p> <p>Author's Use of Language (RL.4.4)</p> <p>Structure (RL.4.5)</p> <p>Theme (RL.4.2)</p> <p>Character, Settings, Events (RL.4.3)</p> <p>Point of View (RL.4.6)</p>	<p>Literary Analysis-Theme in Poetry (W.4.2, RL.4.2)</p> <p>Literary Analysis-Play Review (W.4.1)</p> <p>Summary (W.4.2, RL.4.2)</p> <p>Literary Analysis-Character Opinion (W.4.1, RL.4.3)</p> <p>Literary Analysis-Theme (W.4.2, RL.4.2)</p> <p>Literary Analysis-Character Article (W.4.1, RL.4.3)</p>	<p>Writing Fundamentals</p> <p>Cynthia Rylant Author Study Unit of Study (W.4.3)</p> <p>Conventions</p> <p>Adjectives and articles</p> <p>Adverbs</p> <p>Comparative and superlative adjectives/articles</p> <p>Time-order words</p> <p>Prepositions and prepositional phrases</p>	<p>Ongoing:</p> <p>Analytic Writing</p> <p>County-Wide:</p> <ul style="list-style-type: none"> Reading/Writing Assessment Posttest Measures of Academic Progress Reading (MAP Growth)

Quarter 4 March 29 th - June 20 th						
Unit/Theme	Guiding Questions	BWTL Words	Focus Reading Strategies and Standards	Analytic Writing	Writer's Workshop	Assessments
<p>4</p> <p>Inquiry-Immigration</p> <p>What did immigrants gain and lose?</p>	<p><i>How can we explore and inquire about events in history?</i></p> <p><i>Why did immigrants leave their homes?</i></p> <p><i>What was America like for the immigrants?</i></p> <p><i>Did immigrants find what they expected in America</i></p> <p><i>What did immigrants gain and lose?</i></p> <p><i>How can readers demonstrate a culmination of knowledge on a particular subject?</i></p>	<p>immigration</p> <p>migration</p> <p>culture</p> <p>resettlement</p> <p>detained</p> <p>discrimination</p> <p>acculturation</p> <p>assimilation</p> <p>integration</p> <p>native</p> <p>citizenship</p> <p>naturalization</p> <p>advantage</p> <p>adverse</p> <p>multiculturalism</p>	<p>Integrating Strategies</p> <p>Firsthand Accounts/ Interview RI.4.6</p> <p>Integrating Information from Multiple Sources RI.4.9</p> <p>Comparing and Contrasting Themes RL.4.9</p> <p>Author's Style and Language RL.4.4</p>	<p>W.3.1, W.3.2, W.3.3</p> <ul style="list-style-type: none"> Literary Analysis Narrative Story Research Simulation 	<p>Writing Fundamentals</p> <p>Feature Article/Editorial (W.4.3)</p> <p>Conventions:</p> <p>Conjunctions</p> <p>Capitalizations and abbreviations</p> <p>Titles</p> <p>Singular and plural nouns</p>	<p>Ongoing:</p> <p>Analytic Writing</p> <p>County-wide:</p> <ul style="list-style-type: none"> Measures of Academic Progress (MAP Growth) <p>State-wide:</p> <ul style="list-style-type: none"> PARCC Assessment

Key English Language Arts Literacy Shifts

Parents' Guide

The Standards for English Language Arts (ELA) describe varieties of expertise that ELA educators at all levels should seek to develop in their students. Below are recommended suggestions of what parents can do to support their child in developing the critical skills to becoming college and career-ready.

1. Read as much non-fiction as fiction.

- Encourage your child to read more non-fiction text independently.
- Promote independent reading for at least 30 minutes a day (25 books per year).
- Read non-fiction texts aloud or with your child
- Initiate discussions about the details of the non-fiction text.

2. Learn about the world by reading.

- Provide opportunities for your child to build knowledge through reading about topics of interest.
- Provide opportunities for students to explore careers across all fields.
- Initiate discussion about these topics.

3. Read more challenging material closely.

- Encourage your child to read more challenging texts.
- Encourage your child to reread for understanding.
- Know your child's reading level and provide a balance of challenging and just right text.
- Encourage your child to keep trying even when the text gets harder.

4. Discuss reading using evidence.

- Initiate discussions about text.
- Require your child to support their claims and disagreements with evidence.
- Encourage students to question and challenge information they read.
- Read the same book and discuss by citing evidence from the text.
- Encourage students to use supportive evidence as they write about their thinking.

5. Write non-fiction using evidence.

- Encourage your child to write in journals, letters, reading responses, notes, use of Blogs or Wikis for writing, creative writing of stories/ plays/ lyrics/ poems; research projects about topics of interest.
- Explore careers that require writing skills such as journalism, script writing, advertising, book or movie critics, authors, sports magazine writers, lawyers, television, etc.
- Compare and contrast writings on the same topic written by a variety of authors.

6. Increase academic vocabulary.

- Read non-fiction text about science, social studies and other topics.
- Discuss the meaning of difficult vocabulary words and how they are used in the text.
- Help increase your child's spoken and written academic vocabulary through word games, discussions, media, videos, student-made vocabulary notebooks, online word searches, etc.