

Grade 4 Language Arts Course Overview

Content Area: **English/Language Arts**
Course(s): **ILA-READING-4, ILA-WRITING-4**
Time Period:
Length: **Full Year**
Status: **Published**

Cover

EAST BRUNSWICK PUBLIC SCHOOLS **East Brunswick New Jersey**

Superintendent of Schools
Dr. Victor P. Valeski

ENGLISH/LANGUAGE ARTS **Grade 4**

Course No.: 4004 (Reading)
Course No.: 4014 (Writing)

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Course Overview

Grade 4 Balanced Literacy Curriculum

The Grade 4 Balanced Literacy Program is primarily implemented through the Reading and Writing Workshop Model. Typically, each "workshop" begins with a mini-lesson during which the teacher models a particular reading or writing

strategy. Students have an opportunity to discuss, ask questions, and try the strategy, often by turning and talking with a partner as the teacher listens in. Following the mini-lesson students read or write independently for an extended period during which time the teacher observes, confers, and/or works with small groups of students with similar needs. At the culmination of the workshop session, selected students share their strategies and work with the class.

Direct Instruction in phonics, vocabulary, and word study is an important part of any Balanced Literacy Program. What is explicitly taught is carried into both the Reading and Writing Workshops.

Components of A Balanced Literacy Program

Word Study

Word study is an effective alternative to traditional spelling instruction that provides explicit instruction in phonics, spelling, word recognition, and vocabulary. Word study is differentiated for each student using his or her invented spellings as a guide. The scope and sequence of word study instruction is based on extensive research that tells us students' progress through sequential developmental stages of word knowledge as they become fully literate. Word study involves examining sound, pattern, and meaning of words. Students compare and contrast features in words in word sorting activities.

Reading Workshop

Mini Lesson (8-10 minutes): A mini-lesson focuses on a specific concept. A typical mini-lesson includes a direct statement and modeling of the concept by the teacher, followed by a class discussion and execution of the concept taught.

- Connection - Teacher states the teaching point simply, clearly, and explicitly. He/she cues students so they get ready for the teaching point by using language such as, "Today, I am going to teach you..." or "Today you will learn..."
- Teach - Teacher models/explains/gives examples of the skill, strategy, or behavior she/he wants students to learn.
- Active Involvement - Students "have a go;" this is the time for students to practice the work the teacher just taught them.
- Link -Teacher ends the mini-lesson by linking the lesson to the work students will do during independent reading; linking is where the teacher reiterates his/her teaching point and directs the students to the work they will be doing during independent reading.

Independent Reading (30 minutes): During this time the teacher confers with individual students, takes conference notes on each child and meets with a guided and/or strategy group(s).

- Guided Reading - Teacher may meet with one to two guided reading groups each day. Guided reading groups consist of no more than six students on the same instructional reading level. Guided reading groups are flexible, constantly changing as the students' reading levels change.
- Strategy Group - Strategy groups are established based on who needs instruction on specific skills rather than level. Strategy groups are flexible and always changing based on students' needs. They should have no more than six students.
- Mid-Workshop Interruption - An intentional announcement used to communicate a brief pointer, reminder, or compliment halfway through independent practice. While students are working on an independent task, the teacher makes a brief interruption using a signal that gains everyone's attention (e.g. a bell, a patterned clap). Once everyone is attending, the teacher uses the moment to reinforce a teaching point, share an observation, address a misconception, or highlight an exemplar. Afterward, the teacher uses another signal to return students' attention back to their independent tasks. Giving a planned Mid-Workshop Interruption increases students' ability to maintain focus on a challenging task by allowing the brain to refresh and refocus; it is an opportunity to provide a framework for how students can continue working diligently for the remainder of the workshop.

Partner Reading: Students will talk with their partner about the books they are reading. Teachers facilitate the pairing of students in several different ways (same reading levels, below benchmark student with meeting or exceeding grade level student, meeting with exceeding, below grade level with approaching, etc.); what works in one classroom does not always work in another. Partnerships participate in discussions to strengthen their use of reading strategies and their

understanding of the text.

Share (3-5 minutes): Students and teacher return to meeting area to reinforce expectations and good reading habits. Teacher will choose several student/partnership exemplars to share what they did during independent practice and/or partner work.

Writing Workshop

Mini Lesson (8-10 minutes): A mini-lesson focuses on a specific concept. A typical mini-lesson includes a direct statement and model of the concept by the teacher, followed by a class discussion and execution of the concept taught.

- Connection - Teacher states the teaching point simply, clearly, and explicitly. He/she cues students so they get ready for the teaching point by using language such as, "Today, I am going to teach you..." or "Today you will learn..."
- Teach - Teacher models/explains/gives examples of the skill, strategy, or behavior she/he wants students to learn.
- Active Involvement - Students "have a go;" this is the time for students to try out the work the teacher just taught them.
- Link -Teacher ends the mini-lesson by linking the lesson to the work students will do during independent writing; linking is where the teacher reiterates his/her teaching point and directs the students to the work they will be doing during independent writing.

Independent Writing (20-30 minutes): During this time the teacher confers with individual students, takes conference notes and meets with a strategy group(s).

- Strategy Group - Strategy groups are flexible and always changing based on students' needs. They should have no more than six students.
- Mid-Workshop Interruption - An intentional announcement used to communicate a brief pointer, reminder, or compliment halfway through independent practice. While students are working on an independent task, the teacher makes a brief interruption using a signal that gains everyone's attention (e.g. a bell, a patterned clap). Once everyone is attending, the teacher uses the moment to reinforce a teaching point, share an observation, address a misconception, or highlight an exemplar. Afterward, the teacher uses another signal to return students' attention back to their independent tasks. Giving a planned Mid-Workshop Interruption increases students' ability to maintain focus on a challenging task by allowing the brain to refresh and refocus, and is an opportunity to provide a framework for how students can continue working diligently for the remainder of the workshop.

Partner Writing (10 minutes): Students will talk with their partners about their writing. Teachers facilitate the pairing of students based on student needs and skill level; what works in one classroom does not always work in another. Partnerships share their independent writing, ask each other questions and offer one another suggestions to help improve each other's work. Writing partnerships should be long term.

Share (3-5 minutes): Students and teacher return to meeting area to reinforce expectations and good writing habits. Teacher will choose several student/partnership exemplars to share what they did during independent practice.

Instructional Strategies

Shared Reading: Shared reading is an important component as it serves as the time for the teacher to model the active reading strategies (thinking/picturing aloud). This time can serve as an additional opportunity to model print strategies in an authentic setting. A shared reading text is one that can be seen by all students. This is also a time to teach vocabulary within the context of the book.

Close Reading: Reading a shorter text multiple times to uncover layers of meaning that lead to deep comprehension. This is another opportunity to teach vocabulary within the context of the book. This can be accomplished using the following types of text:

- Newspaper/magazine/current events article(s) like Time for Kids, Newsela, ReadWorks, etc.
- Web page excerpt on projector

- Poem
- Song
- Short Stories

Interactive Read Aloud: Reading aloud, one of the most important things teachers (and parents) can do. Reading aloud serves many purposes:

- Provides and promotes enjoyment and bonding
- A model for fluency, expression, and intonation
- Model active reading strategies (predict and infer, connect, visualize/envision, clarify, react, question, evaluate, summarize) to increase comprehension and enjoyment
- Encourage and scaffold conversation surrounding a text
- Reinforce the importance of story elements and story structure
- Increase listening and speaking skills

Use of Mentor Texts: as per the National Writing Project, [Mentor Texts](#) are pieces of literature that both teacher and student can return to and reread for many different purposes. They are texts to be studied and imitated. Mentor texts help students take risks and become different writers tomorrow than they are today. They help them try out new strategies and formats. They should be books that students can relate to and can even read independently *or* with some support. A mentor text doesn't have to be in the form of a book; a mentor text might be a poem, a newspaper article, song lyrics, comic strips, technical manuals, essays, etc.

[Link to Scope and Sequence Document for Grade 4](#)

Modifications

Each teacher, student, and classroom is unique and adaptations are specific to each situation. Differentiating instruction and providing multiples ways to assess allows more flexibility for students to meet the standards and requirements of the grade level. Below are samples of the types of modifications and accommodations that may occur for students based on need. This includes English Language Learners, students with a 504 plan, students with an IEP, students qualifying for basic skills support, and gifted and talented students.

Input	Output	Time
<p>Adapt the way instruction is delivered to the learner.</p> <p>For example:</p> <ul style="list-style-type: none"> • Use different and additional visual aids. • Plan more concrete and familiar examples. • Provide hands-on activities. • Please students in partnership or cooperative group. 	<p>Adapt how the learner can respond to instruction.</p> <p>For example:</p> <ul style="list-style-type: none"> • Allow a verbal response instead of written. • Utilize software for voice to text. • Use a communication book for students. 	<p>Adapt the time allotted and allowed for learning, task completion, or testing.</p> <p>For example:</p> <ul style="list-style-type: none"> • Individualize a timeline for completing a task. • Pace learning differently (increase or decrease (for some learners)) • Provide opportunities for brain breaks during a block of work.

<p style="text-align: center;">Difficulty</p> <p>Adapt the skill level, problem type, or the rules on how the learner may approach work.</p> <p>For example:</p> <ul style="list-style-type: none"> • Simplify task directions. • Break tasks into smaller parts. 	<p style="text-align: center;">Level of Support</p> <p>Increase the amount of personal assistance with specific learner.</p> <p>For example:</p> <ul style="list-style-type: none"> • Assign peer buddies or cross-age tutors. • Confer with student one-on-one or pull them in additional small groups. 	<p style="text-align: center;">Size</p> <p>Adapt the number of items that the learner is expected to learn or complete.</p> <p>For example:</p> <ul style="list-style-type: none"> • Reduce the number of post-its a student needs to complete in response to their independent reading. • Modify the amount of pages a student is expected to read or the amount of lines/pages a student is asked to write.
<p style="text-align: center;">Degree of Participation</p> <p>Adapt the extent to which a learner is actively involved in the task.</p> <p>For example:</p> <ul style="list-style-type: none"> • Allow for one-on-one or small group conferring to demonstrate understanding, rather than presentations to the whole class. 	<p style="text-align: center;">Alternate Goals</p> <p>Adapt the goals or outcome expectations while using the same material.</p> <p>For example:</p> <ul style="list-style-type: none"> • Students in the same class are expected to either write 5 paragraphs, 3 paragraphs, or one paragraph. Other students may meet with the teacher to provide a verbal response. • Students are expected to read different books and different amounts of a common text. • Students are expected to participate based on a personal goal that may differ from general class expectations. 	<p style="text-align: center;">Substitute Curriculum</p> <p>Provide differentiated instruction and materials to meet a learner's individual goals.</p> <p>For example:</p> <ul style="list-style-type: none"> • provide alternative text, anchor chart, or activities based on student readiness levels. • Use of Learning Ally or iReady instruction.

Textbooks and Other Resources

Units of Study for Teaching Reading Grade 4, Lucy Calkins with Colleagues from the Reading and Writing Project, 2015

Units of Study for Teaching Writing Grade 4, Lucy Calkins with Colleagues from the Reading and Writing Project, 2013

The Fountas & Pinnell Literacy Continuum, Irene Fountas and Gay Su Pinnell, 2017

The Reading Strategies Book, Jennifer Serravallo, 2015

The Writing Strategies Book, Jennifer Serravallo, 2017

Notice & Note: Strategies for Close Reading, Kyleene Beers and Robert E. Probst, 2013

Reading Nonfiction: Notice and Note Stances, Sign Posts, and Strategies, 2016

Words Their Way, Bear, Invernizzi, Johnston & Templeton

Newsela

ReadWorks

Suggested Read Alouds and Mentor Texts

Reading

Interpreting Characters

- *Tiger Rising* by Kate DiCamillo
- "Mango, Abuela, and Me" by Meg Medina
- "Papa's Parrot" in *Every Living Thing* by Cynthia Rylant

Reading the Weather, Reading the World

- *Rotten! Vultures, Beetles, Slime, and Nature's Other Decomposers* by Anita Sanchez
- *Everything Weather* by Kathy Furgang

Detail and Synthesis

- *Hot Day on Abbott Avenue* by Karen English
- *Fox* by Margaret Wild
- "Piper" (video aloud)

Historical Fiction Book Clubs

- *Rose Blanche* by Roberto Innocenti
- *Number the Stars* by Lois Lowry

Power and Perspective

- "Tia Isa Wants a Car" by Meg Medina
- *Each Kindness* by Jacqueline Woodson
- *Oliver Button is a Sissy* by Tomie dePaola

- *Crown: An Ode to the Fresh Cut* by Derrick Barnes
- *Dreamers* by Yuyi Morales
- "Big Red Lollipop" by Rukhsana Khan
- *How to Build a Hug: Temple Grandin and Her Amazing Squeeze Machine* by Amy Guglielmo and Jacqueline Tourville
- *Dear Primo* by Duncan Tonatiuh
- *This is the Rope* by Jacqueline Woodson

Reading for Life

- *Pond* by Jim LaMarche
- *Destiny's Gift* by Natasha Anastasia
- *Eye's that Kiss in the Corner* by Joanna Ho
- *A Fist for Joe Louis and Me* by Tirnka Hakes Noble

Writing

Up the Ladder: Narrative

- *Those Shoes* by Maribeth Boelts
- *Shortcut* by Donald Crews
- *Ish* by Peter H. Reynolds
- *Poppleton* series by Cynthia Rylant

Literary Essay

- *Fox* by Margaret Wild
- "Marble Champ" by Gary Soto
- "Eleven" by Sandra Cisneros
- *Fireflies* by Julie Brinkloe
- *The Other Side* by Jacqueline Woodson
- "Gloria Who Might Be My Best Friend" from *The Stories Julian Tells* by Ann Cameron

Arc of the Story

- *The Three Billy Goats Gruff* by Paul Galdone
- *Fireflies* by Julie Brinkloe
- *Pecan Pie Baby* by Jacqueline Woodson
- *Pippi Goes on Board* by Astrid Lindgren

Content Specific Standards

LA.RL.4	Reading Literature Text
LA.RL.4.1	Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
LA.RL.4.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
LA.RL.4.3	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
LA.RL.4.4	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature.
LA.RL.4.5	Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
LA.RL.4.6	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
LA.RL.4.7	Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.
LA.RL.4.8	(Not applicable to literature)
LA.RL.4.9	Compare, contrast and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
LA.RL.4.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.
LA.RI.4	Reading Informational Text
LA.RI.4.1	Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
LA.RI.4.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
LA.RI.4.3	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
LA.RI.4.4	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
LA.RI.4.5	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
LA.RI.4.6	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
LA.RI.4.7	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
LA.RI.4.8	Explain how an author uses reasons and evidence to support particular points in a text.
LA.RI.4.9	Integrate and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) information from two texts on the same topic in order to write or speak about the subject knowledgeably.
LA.RI.4.10	By the end of year, read and comprehend literary nonfiction at grade level text-complexity

or above, with scaffolding as needed.

LA.RF.4

Reading Foundation Skills

LA.RF.4.3

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

LA.RF.4.3.A

Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

LA.RF.4.4

Read with sufficient accuracy and fluency to support comprehension.

LA.RF.4.4.A

Read grade-level text with purpose and understanding.

LA.RF.4.4.B

Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.

LA.RF.4.4.C

Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

LA.W.4

Writing

LA.W.4.1

Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

LA.W.4.1.B

Provide reasons that are supported by facts from texts and/or other sources.

LA.W.4.1.C

Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).

LA.W.4.2

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

LA.W.4.2.B

Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.

LA.W.4.2.C

Link ideas within paragraphs and sections of information using words and phrases (e.g., another, for example, also, because).

LA.W.4.2.D

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

LA.W.4.2.E

Provide a conclusion related to the information or explanation presented.

LA.W.4.3

Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.

LA.W.4.3.B

Use dialogue and description to develop experiences and events or show the responses of characters to situations.

LA.W.4.3.C

Use a variety of transitional words and phrases to manage the sequence of events.

LA.W.4.3.D

Use concrete words and phrases and sensory details to convey experiences and events precisely.

LA.W.4.4

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

LA.W.4.5

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

LA.W.4.6

With some guidance and support from adults, 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.

LA.W.4.7

Conduct short research projects that build knowledge through investigation of different aspects of a topic.

LA.W.4.8

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.

LA.W.4.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
LA.W.4.9.A	Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).
LA.W.4.9.B	Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).
LA.W.4.10	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
LA.SL.4	Speaking and Listening
LA.SL.4.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.
LA.SL.4.1.A	Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
LA.SL.4.1.B	Follow agreed-upon rules for discussions and carry out assigned roles.
LA.SL.4.1.C	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
LA.SL.4.1.D	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
LA.SL.4.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
LA.SL.4.3	Identify the reasons and evidence a speaker provides to support particular points.
LA.SL.4.4	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 at an understandable pace.
LA.SL.4.5	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
LA.SL.4.6	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
LA.L.4	Language
LA.L.4.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.4.1.A	Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).
LA.L.4.1.B	Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.
LA.L.4.1.C	Use modal auxiliaries (e.g., can, may, must) to convey various conditions.
LA.L.4.1.D	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
LA.L.4.1.E	Form and use prepositional phrases.
LA.L.4.1.F	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
LA.L.4.1.G	Correctly use frequently confused words (e.g., to, too, two; there, their).
LA.L.4.2	Demonstrate command of the conventions of standard English capitalization, punctuation,

	and spelling when writing.
LA.L.4.2.A	Use correct capitalization.
LA.L.4.2.B	Use commas and quotation marks to mark direct speech and quotations from a text.
LA.L.4.2.C	Use a comma before a coordinating conjunction in a compound sentence.
LA.L.4.2.D	Spell grade-appropriate words correctly, consulting references as needed.
LA.L.4.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
LA.L.4.3.A	Choose words and phrases to convey ideas precisely.
LA.L.4.3.B	Choose punctuation for effect.
LA.L.4.3.C	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
LA.L.4.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
LA.L.4.4.A	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
LA.L.4.4.B	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
LA.L.4.4.C	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
LA.L.4.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
LA.L.4.5.A	Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
LA.L.4.5.B	Recognize and explain the meaning of common idioms, adages, and proverbs.
LA.L.4.5.C	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
LA.L.4.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
LA.4.W.4.1.A	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related idea the writer's purpose.

Interdisciplinary Standards

SOC.6.1.5.CivicsDP.2	Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).
SOC.6.1.5.CivicsCM.3	Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.
SCI.4-ESS2-1	Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation.

Grading and Evaluation Guidelines

Assessment:

Summative: Usually takes place at the end of a large chunk of learning and students/parents/teachers can use the results to see where the students performance lies compared to either a standard or a group of students.

Running Records: Running Records are used to determine students' independent, instructional and frustration reading levels. During the administration of a Running Record, a teacher records the student's reading behaviors, miscues, retelling and answers to comprehension questions, as he/she reads a leveled book. Students' oral reading rate (fluency) – words per minute is also determined via a Running Record. The books are leveled along a gradient from Level A (easiest) to Level Z (hardest).

Independent Reading Assessment: Assesses what students can do independently. Pinpoints students' comprehension during sustained reading of whole literary and informational texts.

On Demand Writing (WOD): On demand pre-assessments should be done before each unit in order to best assess students' ability within each genre. On demand post-assessments should also be done at the conclusion of each unit in order to show student growth. The on demand writing will be graded using a genre specific rubric based on the Writing Learning Progression. Prompts direct students to compose the best piece of writing they can - narrative, information, or opinion - in a fixed period of time.

Formative: Considered to be the most powerful type of assessment, the results are used to modify and validate instruction. Students receive immediate feedback. Teachers guide students as they monitor their progress and set new learning goals. Examples of formative assessments used during Reading and Writing Workshop include:

- Observations during mini lesson, small groups, and partner work.
- Conferences (anecdotal notes)
- Notes from strategy groups and book clubs
- Interactive class discussion
- Exit Slips
- Reading responses

Other Details

Language Arts: Grade 4

SCED Number: 51044

Course Number: 4004 (Reading)

Course Number: 4014 (Writing)

Schools: All Elementary (Bowne-Munro, Central, Chittick, Frost, Irwin, Lawrence Brook, Memorial, Warnsdorfer)

Minutes Per Week: 600

Course Duration: Full Year

CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
CRP.K-12.CRP6.1	Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
CRP.K-12.CRP7.1	Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.
CRP.K-12.CRP9.1	Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

Technology Standards

TECH.8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
TECH.8.1.5.A.2	Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures.
TECH.8.1.5.A.3	Use a graphic organizer to organize information about problem or issue.
TECH.8.1.5.B.CS2	Create original works as a means of personal or group expression.
TECH.8.1.5.C.CS2	Communicate information and ideas to multiple audiences using a variety of media and formats.
TECH.8.1.5.E.1	Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.
TECH.8.1.5.E.CS2	Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.

