

Course Title: GRADE FOUR ENGLISH-LANGUAGE ARTS-A	Course Description
<p>Course No. N/A Grade level: 4</p> <p>Text and Resource Options: *A. <i>Open Court Reading, Level 4 ; SRA/Open Court</i> *B. <i>Comprehension and Language Arts Skills; SRA/Open Court</i> *C. <i>Spelling and Vocabulary Skills; SRA/Open Court</i> D. <i>Target Spelling, 780; Steck-Vaughn</i> E. <i>Literature for English, Int. I, McGraw-Hill Contemporary</i> F. <i>Collections for Young Scholars, V. 4, Open Court</i> F. Grade level appropriate literature *Primary Adoption</p>	<p>Course Duration: *One Semester</p> <p>Credit Value: One Course</p>
<p align="center">Course Content: Key Content Standards and Course Objectives</p>	<p>The objectives for this course are based on all of the strands related to the Grade Four English-Language Arts Standards.</p> <p>This course will provide the foundational skills and knowledge for students to be successful in achieving the California High School Exit Exam English-Language Arts standards.</p>
<ol style="list-style-type: none"> Word Analysis, Fluency, and Systematic Vocabulary: Read narrative and expository text aloud with grade-appropriate fluency and accuracy and with appropriate pacing intonation, and expression (4-1.1). Apply knowledge of word origins, derivations, synonyms, antonyms and idioms to determine the meaning of words and phrases (4-1.2). Know common Greek and Latin derived roots and affixes and use this knowledge to analyze the meaning of complex words (4-1.4). Use a thesaurus to determine related words and concepts (4-1.5). Reading Comprehension: Identify structural patterns found in informational text (compare/contrast, cause/effect, sequential-chronological order, etc.) to strengthen comprehension (4-2.1). Use appropriate strategies when reading for different purposes (4-2.2). Make and confirm predictions about text by using prior knowledge (4-2.3). Follow multiple step instructions from a basic technical manual (4-2.7). Literary Response and Analysis: Describe the structural differences of various imaginative forms of literature, including fantasies, fables, myths, legends, and fairy tales (4-3.1). Identify the main events of the plot, their causes, and how each influences future action (s) (4-3.2). Identify and define the presence of figurative language in literary works, including simile, metaphor, hyperbole, and personification (4-3.5). Writing Strategies: Select focus, organization, and point of view based upon purpose, audience, length, and format requirements (4-1.1). Create a multiple paragraph composition that provides an introductory paragraph, establishes and supports a central idea with a topic sentence, includes supporting paragraphs, concludes with a paragraph that summarizes the points, and is indented properly (4-1.2). Write fluidly and legibly in cursive or joined italic (4-1.4). Use various reference materials as an aid to writing (4-1.7). Edit and revise selected drafts to improve coherence and progression (4-1.10). Writing Applications: Write narratives on incidents (4-2.1). Write responses to literature that demonstrate an understanding of the literary work and supports judgments through reference both to the text and prior knowledge (4-2.2). Write information reports (4-2.3). Write summaries (4-2.4). Written and Oral English Language Conventions: Use simple and compound sentences (4-1.1). Identify and use regular and irregular verbs, adverbs, prepositions and coordinating conjunctions (4-1.3). Use commas in direct quotations, apostrophes in possessives and contractions, and parentheses (4-1.4). Use underlining, quotations or italics to identify titles (4-1.5). Capitalize names of magazines, newspapers, works of art, musical compositions, names of organizations, and the first word in quotations (4-1.6). 	<p align="center">Key Content Standards and Course Objectives (cont.)</p> <ol style="list-style-type: none"> Listening and Speaking: Summarize major ideas and supporting evidence presented in spoken messages and formal presentations (4-1.2). Use details, examples, anecdotes, or experiences to explain or clarify information (4-1.8). Evaluate the role of the media in focusing attention on events and in forming opinions on issues (4-1.10). Make narrative presentations on an incident (4-2.1) Make informational presentations (4-2.2). Deliver oral summaries of articles and books that contain the main ideas of the event/article and the most significant details (4-2.3). Recite brief poems, brief soliloquies, or dramatic dialogues, using clear diction, tempo, volume, and phrasing. <p>*Open entry/open exit</p>
<p align="center">Methods of Study</p>	<p align="center">Evaluation of Performance Standards</p>
<ol style="list-style-type: none"> Students will complete all activities assigned. Students will participate in discussion with other class members and/or teacher. 	<ol style="list-style-type: none"> Students will complete all assignments and assessments with a minimum of 70% accuracy. The supervising teacher will be satisfied with the quality of the student's work.

GRADE FOUR ENGLISH-LANGUAGE ARTS A

Course Outline

I. Textbook Assignment Options:

A. *Open Court Reading*, Level 4-1 (1 Course)

1. Read: Units 1-3 in the *Open Court* textbook.

Complete:

- *Comprehension and Language Arts Skills*: exercises in Units 1-3.
- *Spelling and Vocabulary Skills*: exercises in Units 1-3.
- One Extension Activity for *Open Court*.

B. *Target Spelling 780* (1/2 Course)

- Read and complete all activities in the textbook

C. *Literature for English, Intermediate I* (1 Course)

- Read and complete all activities in the textbook.
- Complete one Extension Activity

D. *Collections for Young Scholars, Level 4* (Direct Instruction)

II. Extension Activities (select 1)

1. Write a multi-paragraph essay that describes a memory or experience you have had. Think of something you have done in the past that you wish you wouldn't have done. What were the risks and consequences of your actions? What would you have done differently if it happened again? Provide an introductory paragraph; establish and support a central idea with a topic sentence; include supporting paragraphs with simple facts, details, and explanations; and conclude with a paragraph that summarizes your points.
2. Select a story from your *Open Court Reading* textbook. Write a summary that includes the main ideas of the reading selection and the most significant details.
3. Teacher generated activity, approved by site administrator.

III. Evaluation

- Unit and/or final test.
- All textbook work must meet the 70% accuracy level for a "C" grade.