

Course Title: GRADE FOUR ENGLISH-LANGUAGE ARTS-B	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>Collections for Young Scholars, V. 4; Open Court</i> E. Grade level appropriate literature</p>	<p>Course Duration: *One Semester</p> <p>Credit Value: One Course</p>
<p>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>Key Content Standards and Course Objectives (cont.)</p> <p>7. 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> <p>*Open entry/open exit</p>
<p>Methods of Study</p>	<p>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 B
Course Outline

I. Textbook Assignment Options:

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

1. Read: Units 4-6 in the *Open Court* textbook.

Complete:

- *Comprehension and Language Arts Skills*: exercises in Units 4-6.
- *Spelling and Vocabulary Skills*: exercises in Units 4-6.
- One Extension Activity for *Open Court*.

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

II. Extension Activities (select 1)

1. Write directions for making a peanut butter and jelly sandwich. Be precise and include each step. By following your instructions exactly, the reader should be able to make a peanut butter and jelly sandwich with ease.
2. After you have read the stories on communication from your *Open Court Reading* textbook, write an information report on the different types of communication. Include facts and 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.