



# Course Syllabus Report

## LA1410 English Language Arts 4 (LA1410)

**DISTRICT APPROVED CURRICULA:**

**STATE COURSE CODE:** MISC0007 (Elementary Curriculum)

**GRADE LEVELS:** 4th Grade

**CREDITS:**

**PREREQUISITES:**

**COURSE GRADING SCALE:**

All summative assessments will be graded according to the corresponding rubric. Only summative assessment scores will calculate towards a student's final grade. Each summative assessment is linked to a FWPS Priority Standard (PS).

Excelling – EX - 100%-90%

Meeting – ME - 89%-70%

Approaching - AP- 69%-60%

Beginning – BE - 0%-59%

**INSTRUCTIONAL MATERIALS NEEDED:** Internet access, computer, printer, printer paper and ink, modern OS/software/web

browser, headphones with microphone- if not built into computer

**DEFAULT CERTIFICATED TEACHER:** Dale Bennett

**DESCRIPTION** Fourth grade students learn through rigorous and interesting textual analysis of

literature, drama, informational text, poetry and other text to improve reading skills and develop an

understanding of other perspectives and cultures. Fourth graders write paragraphs and short essays to

explore an array of relevant topics and advance writing skills. The lessons at this level have been written and

organized to meet and exceed district priority standards. Lessons are delivered in a variety of ways to meet

individual learning styles.

**ESSENTIAL LEARNINGS:** • Read skillfully with meaning and purpose using appropriate comprehension

and vocabulary strategies.

- Read, discuss, reflect, and respond, using evidence from text, to a wide variety of literary genres and informational text.
- Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- 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).
- Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
- Read and comprehend literature, including stories, dramas, and poetry.
- Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- Determine the meaning of general academic and domain-specific words or phrases in a text.
- Write opinion, narrative, and informative pieces.
- Revise and edit own writing to improve upon first draft(s).
- Use evidence from text to support own thinking or answers.
- Learn and use a variety of figurative language.
- Draw conclusions from texts using inferences.
- Take notes and provide sources of where information was learned.

- Write and give a speech.

**SYLLABUS • Read skillfully with meaning and purpose using appropriate comprehension**

**and vocabulary strategies.**

**• Read, discuss, reflect, and respond, using evidence from text, to a wide**

**variety of literary genres and informational text.**

**• Refer to details and exam**

**OBJECTIVES • Read skillfully with meaning and purpose using appropriate comprehension and vocabulary strategies.**

- Read, discuss, reflect, and respond, using evidence from text, to a wide variety of literary genres and informational text.
- Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- 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).
- Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
- Read and comprehend literature, including stories, dramas, and poetry.
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- Determine the meaning of general academic and domain-specific words or phrases in a text.
- Write opinion, narrative, and informative pieces.
- Revise and edit own writing to improve upon first draft(s).
- Use evidence from text to support own thinking or answers.
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- Draw conclusions from texts using inferences.
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## **STANDARDS**

### Literature 4.RL

#### Key Ideas and Details

4.RL.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

4.RL.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.

4.RL.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).

#### Craft and Structure

4.RL.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).

4.RL.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.

4.RL.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

#### Integration of Knowledge and Ideas

4.RL.7 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.

4.RI.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.

4.RI.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.

#### Integration of Knowledge and Ideas

4.RI.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.

4.RI.8 Explain how an author uses reasons and evidence to support particular points in a text.

4.RI.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

#### Writing 4.W

##### Text Types and Purposes

4.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

4.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

##### Production and Distribution of Writing

4.W.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.)

4.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)

4.W.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.

4.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

##### Vocabulary Acquisition and Use

4.L.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.

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##### Speaking and Listening 4.SL

## Comprehension and Collaboration

4.SL.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.

## Presentation of Knowledge and Ideas

4.SL.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.

file:///C:/Users/dabennett/Downloads/4th\_Grade\_ELA\_Priority\_Standards\_2017.pdf

## **LEARNING REQUIREMENTS**

**Weekly Work Completion:** Scholars will submit original work in all classes each week.

**Original Work Submissions:** Scholars will only submit their original work. If a scholar uses outside sources in the creation of their original work, citations must be present in the format requested by their teacher.

**Weekly Communication:** Scholars will communicate weekly with their teachers regarding their academic progress.

**Functioning Technology/Required Materials:** Scholars will always have constant and consistent access to the functioning hardware, software, technology, and required materials necessary to complete their coursework in all classes.

**Academic Integrity:** Academic integrity is essential to learning. scholars are expected to complete their own work. Copying, plagiarizing, cheating, or other methods of intentional deception are prohibited and could result in the scholar's removal from the class or iA entirely.

**IA Policy 1st Offense:** The scholar will be contacted by the teacher via

phone call, the scholar will be made aware of the plagiarism and examples of how this can be avoided will be discussed. Direct instruction on plagiarism will be delivered by the teacher. iA Administration and other teachers will be made aware of the plagiarism. The work must be redone without plagiarism.

2nd Offense: The scholar and parents will be contacted by the teacher directly and the scholar will have to complete the plagiarized assignment without plagiarism before moving on in the course. iA Administration will be made aware.

3rd Offense: The scholar will be withdrawn from the course or iA depending on the severity and/or frequency of the plagiarism.

WAC (Weekly Academic Contact): State regulations require scholars in online programs to have weekly academic contact with each teacher. This occurs by engaging with the curriculum and online instruction, submitting assignments to make progress in learning, and successfully completing courses. Scholars have multiple opportunities and methods to achieve weekly academic contact and receive teacher assistance and feedback: email, message, live online sessions, assignments, phone, and/or face-to-face meetings by appointment when applicable and in accordance with social distancing guidelines. In accordance with new state law the iA Weekly Academic Contact policies are changing. To ensure the success of all iA scholars, Weekly Academic Contact is required to remain enrolled at iA.

1st week missed WAC= Notification of missed WAC that informs scholars and parents of the consequences of additional missed WAC.

(Step 1)

2nd consecutive or 3rd cumulative week of missed WAC= The scholar and parent must conference with a designee to discuss the missed contact, administer a “screener”, and develop a data-based



interventions plan. (Step 2)

5th consecutive OR 6 cumulative of missed WAC= BECCA petition will be filed. (Step 3)

## **ACADEMIC GOALS**

The skills and knowledge captured in the ELA/literacy standards are designed to prepare students for life outside the classroom. They include critical-thinking skills and the ability to closely and attentively read texts in a way that will help them under

## **LEARNING ACTIVITIES**

Fourth grade students learn through rigorous and interesting textual analysis of literature, drama, informational text, poetry and other text to improve reading skills and develop an understanding of other perspectives and cultures. Fourth graders write paragraphs and short essays to explore an array of relevant topics and advance writing skills. The lessons at this level have been written and organized to meet and exceed district priority standards. Lessons are delivered in a variety of ways to meet individual learning styles.

Discussion., Individualized Reading., Practice/Rehearsal., Journaling., Read-alouds., Internet Research., Read grade level books from the approved book list.

## **EVALUATIONS**

Monthly Progress Review: State law also requires enrolled scholars to maintain monthly forward progress toward completing classes with success. Scholars are expected to complete one monthly module of at-standard work or have completed the teacher-prescribed plan as assigned by the certificated teacher of that course. If the assigned at-standard work is submitted, the scholar will be considered having made Satisfactory Progress. If the assigned work is not submitted

and/or is not at standard, the scholar will be considered having made Unsatisfactory Progress.

An overall Monthly Progress Review (MPR) score will be prepared in the ALE App and notification that they are ready to be viewed will be emailed to every family once a month by the Advisory/Homeroom teacher to communicate overall progress towards mastery and passing of the courses.

Scholars are either making Satisfactory Progress or Unsatisfactory Progress. If a scholar is considered having made Satisfactory progress (by the individual teachers in individual courses) in 50% or more of their courses, they will be considered having made Satisfactory progress overall. If a scholar is considered having made Unsatisfactory progress (by the individual teachers in individual courses) in more than 50% of their courses they will be considered having made Unsatisfactory Progress overall. If a scholar is determined to have made Unsatisfactory Progress for consecutive months, the Advisory/Homeroom teacher will include escalating intervention plans each month in the Monthly Progress Review. If a scholar reaches 3 months of Unsatisfactory Progress they may be withdrawn by the administration.

## **TIMELINES**

**OCTOBER** Complete all lessons and assignments in the October module on your "modules" page in Canvas.

**NOVEMBER** Complete all lessons and assignments in the November module on your "modules" page in Canvas.

**DECEMBER** Complete all lessons and assignments in the December module on your "modules" page in Canvas.

**JANUARY** Complete all lessons and assignments in the January module on your "modules" page in Canvas.

**FEBRUARY** Complete all lessons and assignments in the February module on your "modules" page in Canvas.

**MARCH** Complete all lessons and assignments in the March module on your "modules" page in Canvas.

**APRIL** Complete all lessons and assignments in the April module on your "modules" page in Canvas.

**MAY** Complete all lessons and assignments in the May module on your "modules" page in Canvas.

**JUNE** Complete all lessons and assignments in the June module on your "modules" page in Canvas.