

Seneca Valley School District

ELA Curriculum

Grade 4

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Links and documents to support the ELA Curriculum Document

The Pennsylvania Department of Education publishes the **Standards Aligned System (SAS)** website to provide resources to school districts across the state. <http://www.pdesas.org> This site is utilized by the curriculum committee to access documents in the process of creating the Seneca Valley curriculum document.

Multiple documents have been utilized to create the Seneca Valley Curriculum Documents including:

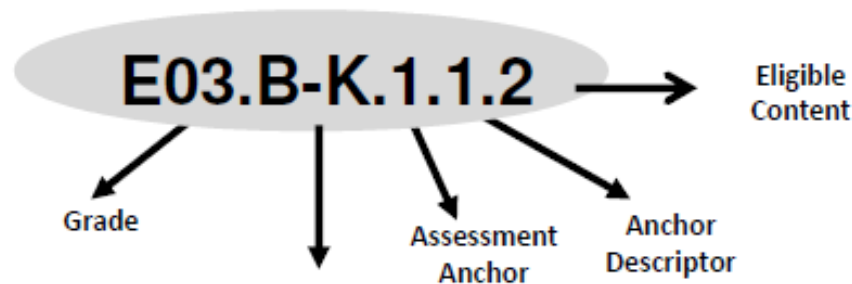
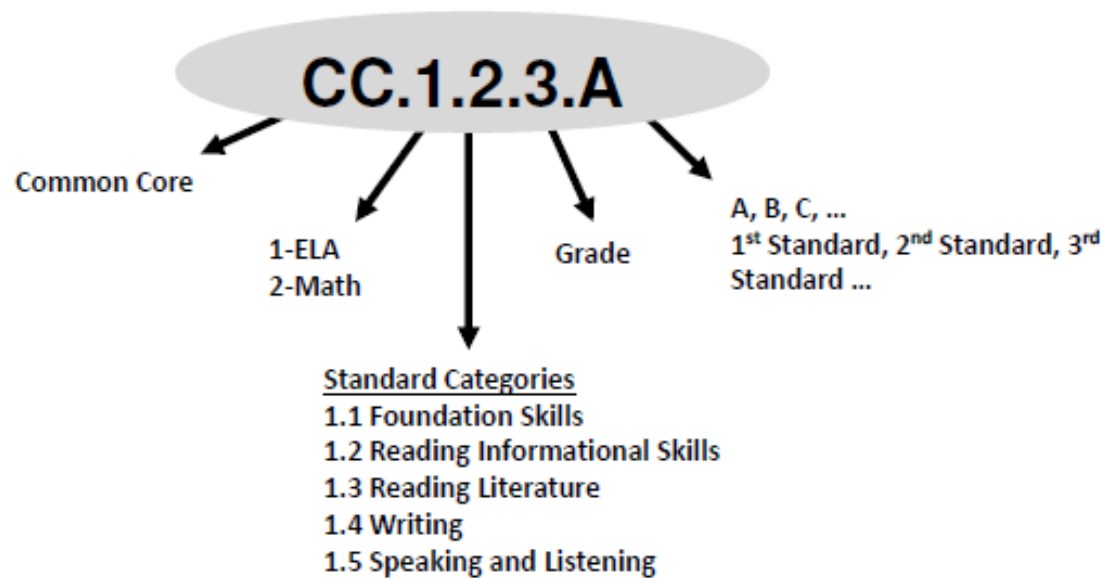
Pennsylvania Core Standards - This link will take you directly to the state PA Core Standards from which our documents are based upon. In addition, page 2 of the document provides an introduction to the five standard categories. <http://www.pdesas.org/Standard/PACore>

PA Core Curriculum Framework – This link will take you the framework developed by the state. You can select a subject/grade level and search by standard and grade level. This link will be helpful to dig deeper into the standards and view long term transfer goals, essential questions and concepts.

<http://www.pdesas.org/CurriculumFramework/PAC/>

ELA Assessment Anchors and Eligible Content – This link will take you ELA Assessment Anchors and Eligible Content for grades 3 – 8 as well as Literature and English Composition Assessment. (Please choose from the links listed in blue on the left side of the screen.) <http://www.pdesas.org/Standard/PACore>

Understanding the Organization of the PA Common Core Standards



Reporting Categories

- A = Literature Text
- B = Informational Text
- A-K and B-K = Key Ideas and Details
- A-C and B-C = Craft and Structure/Integration of Knowledge and Ideas
- A-V and B-V = Vocabulary Acquisition and Use
- C = Writing
- D = Language

<p>STANDARD CATEGORY 1.2 Reading Informational Text Students read, understand and respond to informational text-with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.</p>	
<p>GRADE LEVEL STANDARD CC.1.2.3.A Determine the main idea of a text; recount the key details and explain how they support the main idea.</p>	
<p>ASSESSMENT ANCHOR-The Assessment Anchors represent categories of subject matter (skills and concepts) that anchor the content of the PSSA. Each Assessment Anchor is part of a Reporting Category and has one or more Anchor Descriptors unified under and aligned to it. E03.B-K.1 Key Ideas and Details</p>	
<p>ANCHOR DESCRIPTOR-The Anchor Descriptor adds a level of specificity to the content covered by the Assessment Anchor. Each Anchor Descriptor is part of an Assessment Anchor and has one or more Eligible Content unified under and aligned to it. E03.B-K.1.1 Key Ideas and Details Demonstrate the understanding of key ideas and details in informational texts.</p>	<p>ELIGIBLE CONTENT-The Eligible Content is the most specific description of the skills and concepts assessed on the PSSA. This level is considered the assessment limit and helps educators identify the range of the content covered on the PSSA. E03.B-K.1.1.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.</p>

Foundational Skills

Overall Learning Focus/Goal

Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.

PA Common Core Standards		
CC.1.1.4.D Know and apply grade-level phonics and word analysis skills in decoding words.	•	•
CC.1.1.4.E Read with accuracy and fluency to support comprehension.	•	•

Reading Informational Texts

Overall Learning Focus/Goals

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PA Common Core Standards		
CC.1.2.4.A Determine the main idea of a text and explain how it is supported by key details; summarize the text.		
CC.1.2.4.B Refer to details and examples in text to support what the text says explicitly and make inferences.		
CC.1.2.4.C Explain events, procedures, ideas, or concepts in a text, including what happened and why, based on specific information in the text.		•
CC.1.2.4.D Compare and contrast an event or topic told from two different points of view.		
CC.1.2.4.E Use text structure to interpret information (e.g., chronology, comparison, cause/effect, problem/solution).		•

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CC.1.2.4.F Determine the meaning of words and phrases as they are used in grade level text, including figurative language.		
CC.1.2.4.G Interpret various presentations of information within a text or digital source and explain how the information contributes to an understanding of text in which it appears.	•	•
CC.1.2.4.H Explain how an author uses reasons and evidence to support particular points in a text.	•	•
CC.1.2.4.I Integrate information from two texts on the same topic to demonstrate understanding of that topic.	•	•
CC.1.2.4.J Acquire and use accurately grade appropriate conversational, general academic, and domain-	•	

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specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.		
CC.1.2.4.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.		
CC.1.2.4.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.		•

Reading Literature

Overall Learning Focus/Goal

PA Common Core Standards		
CC.1.3.4.A Determine a theme of a text from details in the text; summarize the text.		
CC.1.3.4.B Cite relevant details from text to support what the text says explicitly and make inferences.	•	
CC.1.3.4.C Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.	•	•
CC.1.3.4.D Compare and contrast an event or topic told from two different points of view.	•	•
CC.1.3.4.E Explain major differences between poems, drama, and prose and refer to the structural elements of each when writing or speaking about a		•

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text.		
CC.1.3.4.F Determine the meaning of words and phrases as they are used in grade level text, including figurative language.		•
CC.1.3.4.G 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.		•
CC.1.3.4.H Compare and contrast similar themes, topics, and patterns of events in literature, including texts from different cultures.		•
CC.1.3.4.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.		•
CC.1.3.4.J		

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Acquire and use accurately grade appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.		
CC.1.3.4.K Read and comprehend literary fiction on grade level, reading independently and proficiently.		•

Informative/Explanatory Writing

Overall Learning Goal/Focus

PA Common Core Standards		
CC.1.4.4.A Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.		•
CC.1.4.4.B Identify and introduce the topic clearly.	•	
CC.1.4.4.C Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension.	•	•
CC.1.4.4.D Group related information in	•	•

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<p>paragraphs and sections, linking ideas within categories of information using words and phrases; provide a concluding statement or section; include formatting when useful to aiding comprehension.</p>		
<p>CC.1.4.4.E Use precise language and domain-specific vocabulary to inform about or explain the topic.</p>	<ul style="list-style-type: none">•	
<p>CC.1.4.4.F Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p>	<ul style="list-style-type: none">•	

Opinion/Argumentative Writing

Overall Learning Focus/Goals

PA Common Core Standards		
CC.1.4.4.G Write opinion pieces on topics or texts.		
CC.1.4.4.H Introduce the topic and state an opinion on the topic.	•	•
CC.1.4.4.I Provide reasons that are supported by facts and details.	•	•
CC.1.4.4.J Create an organizational structure that includes related ideas grouped to support the writer’s purpose and linked in a logical order with a concluding statement or section related to the opinion.	•	•
CC.1.4.4.K Choose words and phrases to	•	•

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convey ideas precisely.		
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<p>CC.1.4.4.L Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p>	<ul style="list-style-type: none">•	<ul style="list-style-type: none">•
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Narrative Writing

Overall Learning Goal/Focus

PA Common Core Standards		
CC.1.4.4.M Write narratives to develop real or imagined experiences or events.		•
CC.1.4.4.N Orient the reader by establishing a situation and introducing a narrator and/or characters.	•	•
CC.1.4.4.O Use dialogue and descriptions to develop experiences and events or show the responses of characters to situations; use concrete words and phrases and sensory details to convey experiences and events precisely.	•	
CC.1.4.4.P Organize an event sequence that unfolds naturally, using a	•	•

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variety of transitional words and phrases to manage the sequence of events; provide a conclusion that follows from the narrated experiences and events.		
CC.1.4.4.Q Choose words and phrases to convey ideas precisely.	<ul style="list-style-type: none">•	<ul style="list-style-type: none">•
CC.1.4.4.R Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	<ul style="list-style-type: none">•	

Miscellaneous Writing Standards

Overall Learning Focus/Goal

PA Common Core Standards		
CC.1.4.4.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.	•	•
CC.1.4.4.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.		
CC.1.4.4.U With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others;		•

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demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.		
CC.1.4.4.V Conduct short research projects that build knowledge through investigation of different aspects of a topic.		•
CC.1.4.4.W 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.		•
CC.1.4.4.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.		•