

Loyalsock Township School District

Benchmarks: What Students Should Know and Be Able to Do

PA Core English Language Arts (ELA)

The PA Core English Language Arts Curriculum Framework specifies what is to be taught for each subject in the curriculum. In Pennsylvania, Curriculum Frameworks include **Long Term Transfer Goals**, **Big Ideas**, **Concepts**, **Competencies**, and **Essential Questions** aligned to Standards and Assessment Anchors and, where appropriate, Eligible Content.

Curriculum Framework Definitions:

- **Long Term Transfer Goals:** Statements that identify what we want students to be able to do when they confront new challenges - both inside and outside of school. They give purpose to our learning and become the guiding force in designing instruction.
- **Big Ideas:** Declarative statements that describe concepts that transcend grade levels. Big Ideas are essential to provide focus on specific content for all students.
- **Concepts:** Describe what students should know (key knowledge) as a result of this instruction specific to grade level.
- **Competencies:** Describe what students should be able to do (key skills) as a result of this instruction, specific to grade level.
- **Essential Questions:** Questions connected to the SAS framework and are specifically linked to the Big Ideas. They should frame student inquiry, promote critical thinking, and assist in learning transfer.

Long Term Transfer Goals

1. Comprehend and evaluate complex texts across a range of types and disciplines.
2. Be a critical consumer of text and other media to recognize, understand, and appreciate multiple perspectives and cultures.
3. Produce writing to address task, purpose, perspective, and intended audience; research and gather evidence to create a clear and coherent message.
4. Communicate effectively for varied purposes and audiences.
5. Listen actively to engage in a range of conversations, to analyze and synthesize idea and positions, and to evaluate accuracy in order to learn, reflect, and respond.

Grade 4 Overview

Foundational Skills

Phonics & Word Recognition * Fluency

Listening and Speaking/Comprehension and Collaboration

Collaborative Discussion * Critical Listening * Evaluating Information

Listening and Speaking/Conventions of Standard English

Conventions of Standard English

Listening and Speaking/Integration of Knowledge and Ideas

Multimedia

Listening and Speaking/Presentation of Knowledge and Ideas

Purpose, Audience, and Task * Context

Reading Informational Text/Craft and Structure

Point of View * Text Structure * Vocabulary

Reading Informational Text/ Integration of Knowledge and Ideas

Diverse Media * Evaluating Arguments * Analysis across Texts

Reading Informational Text/ Key Ideas and Details

Main Idea * Text Analysis

Reading Informational Text/ Range of Reading

Range of Reading

Reading Informational Text/ Vocabulary Acquisition and Use

Vocabulary Acquisition and Use

Reading Literature/Craft and Structure

Point of View * Text Structure * Vocabulary

Reading Literature/Integration of Knowledge and Ideas

Sources of Information * Text Analysis

Reading Literature/Key Ideas and Details

Theme * Text Analysis * Literary Elements

Reading Literature/Range of Reading

Range of Reading

Reading Literature/Vocabulary Acquisition and Use

Strategies * Vocabulary Acquisition and Use

Writing

Focus for Writing * Content for Writing * Organization for Writing * Production and Distribution of Writing *

Writing Style * Writing Conventions * Response to Literature * Technology and Publication *

Conducting Research * Credibility, Reliability, and Validity of Sources * Range of Writing

Foundational Skills

- **Big Idea**
 - Effective readers use appropriate strategies to construct meaning.
- **Essential Question**
 - How do strategic readers create meaning from informational and literary text?

Concepts	Competencies
Phonics and Word Recognition	Students will use combined knowledge of all letter-sound correspondences, syllabication , patterns, and morphology to read accurately unfamiliar multi-syllabic words.
Fluency	Students will read on level text with purpose and understanding with accuracy and fluency. Students will read on level text orally with accuracy, appropriate rate, and expression on successive readings. Students will use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Listening and Speaking/Comprehension and Collaboration

- **Big Idea**
 - Active listeners make meaning from what they hear by questioning, reflecting, responding and evaluating.
- **Essential Questions**
 - What do good listeners do?
 - How do active listeners make meaning?
 - How do active listeners know what to believe in what they hear?

Concepts	Competencies
Collaborative Discussion	Students will engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and expressing their own clearly.
Critical Listening	Students will paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
Evaluating Information	Students will identify the reasons and evidence a speaker provides to support particular points.

Listening and Speaking/Conventions of Standard English

- **Big Idea**
 - Effective speakers prepare and communicate messages to address the audience and purpose.
- **Essential Questions**
 - How do task, purpose, and audience influence how speakers craft and deliver a message?
 - How do speakers employ language and utilize resources to effectively communicate a message?

Concepts	Competencies
Conventions of Standard English	Students will demonstrate command of the conventions of standard English when speaking based on Grade 4 level and content.

Listening and Speaking/Integration of Knowledge and Ideas

- **Big Idea**
 - Effective speakers prepare and communicate messages to address the audience and purpose.
- **Essential Question**
 - How do speakers employ language and utilize resources to effectively communicate a message?

Concepts	Competencies
Multimedia	Students will add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

Listening and Speaking/Presentation of Knowledge and Ideas

- **Big Idea**
 - Effective speakers prepare and communicate messages to address the audience and purpose.
- **Essential Questions**
 - How do task, purpose, and audience influence how speakers craft and deliver a message?
 - How do speakers employ language and utilize resources to effectively communicate a message?

Concepts	Competencies
Purpose, Audience, and Task	Students will 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 and speak clearly with adequate volume, appropriate pacing, and clear pronunciation.
Context	Students will differentiate between contexts that require formal English versus informal situations.

Reading Informational Text/Craft and Structure

- **Big Ideas**
 - Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.
 - An expanded vocabulary enhances one's ability to express ideas and information.
- **Essential Questions**
 - How does interaction with text provoke thinking and response?
 - How do readers know what to believe in what they read, hear, and view?
 - What strategies and resources do I use to figure out unknown vocabulary?

Concepts	Competencies
Point of View	Students will compare and contrast an event or topic told from two different points of view.
Text Structure	Students will use text structure to interpret information (e.g., chronology, comparison, cause/effect, and problem/solution).
Vocabulary	Students will determine the meaning of words and phrases as they are used in grade level text, including figurative language.

Reading Informational Text/ Integration of Knowledge and Ideas

- **Big Ideas**
 - Effective readers use appropriate strategies to construct meaning.
 - Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.
- **Essential Questions**
 - How do strategic readers create meaning from informational and literary text?
 - What is this text really about?
 - How does interaction with text provoke thinking and response?

Concepts	Competencies
Diverse Media	Students will 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.
Evaluating Arguments	Students will explain how an author uses evidence to support particular points in a text.
Analysis Across Texts	Students will integrate information from two texts on the same topic to demonstrate understanding of that topic.

Reading Informational Text/ Key Ideas and Details

- **Big Ideas**
 - Effective readers use appropriate strategies to construct meaning.
 - Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.
- **Essential Questions**
 - How do strategic readers create meaning from informational and literary text?
 - What is this text really about?
 - How does interaction with text provoke thinking and response?

Concepts	Competencies
Main Idea	Students will determine the main idea of a text; recount the key details and explain how they support the main idea.
Text Analysis	Students will refer to details and examples in text to support what the text says explicitly and make inferences.
Text Analysis	Students will explain events, procedures, ideas, or concepts, or steps in a procedure is connected within a text, using language that pertains to time, sequence, and cause/effect.

Reading Informational Text/ Range of Reading

- **Big Idea**
 - Effective readers use appropriate strategies to construct meaning.
- **Essential Questions**
 - How do strategic readers create meaning from informational and literary text?
 - What is this text really about? How do readers know what to believe?
 - How does what readers read influence how they should read it?
 - How does a reader's purpose influence how text should be read?

Concepts	Competencies
Range of Reading	Students will read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.

Reading Informational Text/ Vocabulary Acquisition and Use

- **Big Ideas**
 - An expanded vocabulary enhances one’s ability to express ideas and information.
 - Effective readers use appropriate strategies to construct meaning.
- **Essential Questions**
 - Why learn new words?
 - How do strategic readers create meaning from informational and literary text?
 - What strategies and resources do learners use to figure out unknown vocabulary?

Concepts	Competencies
Vocabulary Acquisition and Use	Students will acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.
Vocabulary Acquisition and Use	Students will determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing from a range of strategies and tools.

Reading Literature/Craft and Structure

- **Big Ideas**
 - Effective readers use appropriate strategies to construct meaning.
 - An expanded vocabulary enhances one’s ability to express ideas and information.
- **Essential Questions**
 - How do strategic readers create meaning from informational and literary text?
 - What is this text really about?
 - How does what readers read influence how they should read?
 - Why learn new words?
 - What strategies and resources do learners use to figure out unknown vocabulary?
 - How do learners develop and refine their vocabulary?

Concepts	Competencies
Point of View	Students will compare and contrast an event or topic told from two different points of view.
Text Structure	Students will explain major differences between poems , drama , and prose and refer to the structural elements of each when writing and speaking about a text.
Vocabulary	Students will determine the meaning of words and phrases as they are used in grade level text, including figurative language , similes , metaphors , and personification .

Reading Literature/Integration of Knowledge and Ideas

- **Big Ideas**
 - Effective readers use appropriate strategies to construct meaning.
 - Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.
- **Essential Questions**
 - How do strategic readers create meaning from informational and literary text?
 - What is this text really about?
 - How does what readers read influence how they should read it?
 - How does a reader's purpose influence how text should be read?
 - How does interaction with text provoke thinking and response?

Concepts	Competencies
Sources of Information	Students will 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.
Text Analysis	Students will compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

Reading Literature/Key Ideas and Details

- **Big Idea**
 - Effective readers use appropriate strategies to construct meaning.
- **Essential Questions**
 - How do strategic readers create meaning from informational and literary text?
 - What is this text really about?

Concepts	Competencies
Theme	Students will determine the central message, lesson, or moral in literary text and explain how it is conveyed in text.
Text Analysis	Students will ask and answer questions about the text and make inferences from text, referring to the text to support their responses.
Literary Elements	Students will describe characters in a story and explain how their actions contribute to the sequence of events.

Reading Literature/Range of Reading

- **Big Idea**
 - Effective readers use appropriate strategies to construct meaning.
- **Essential Questions**
 - How do strategic readers create meaning from informational and literary text?
 - What is this text really about?
 - How do readers know what to believe?
 - How does what readers read influence how they should read it?
 - How does a reader's purpose influence how text should be read?

Concepts	Competencies
Range of Reading	Students will read and comprehend literature on grade level, reading independently and proficiently.

Reading Literature/Vocabulary Acquisition and Use

- **Big Ideas**
 - An expanded vocabulary enhances one's ability to express ideas and information.
 - Effective readers use appropriate strategies to construct meaning.
- **Essential Questions**
 - Why learn new words?
 - What strategies and resources does the learner use to figure out unknown vocabulary?
 - How do strategic readers create meaning from informational and literary text?

Concepts	Competencies
Vocabulary Acquisition and Use	Students will acquire and use accurately grade appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.
Vocabulary Acquisition and Use	Students will 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.

Reading Literature/Craft and Structure

- **Big Ideas**
 - Effective readers use appropriate strategies to construct meaning.
 - An expanded vocabulary enhances one’s ability to express ideas and information.
- **Essential Questions**
 - How do strategic readers create meaning from informational and literary text?
 - How does what readers read influence how they should read?
 - Why learn new words?
 - What strategies and resources do I use to figure out unknown vocabulary?

Concepts	Competencies
Point of View	Students will acknowledge differences in the points of views of characters, including by speaking in a different voice for each character when reading dialogue aloud.
Text Structure	Students will describe the overall structure of a story, including how the beginning serves as an introduction to the story and how the ending serves as the conclusion of the action .
Vocabulary	Students will describe how words and phrases supply rhythm and meaning in a story, poem, or song.

Reading Literature/Integration of Knowledge and Ideas

- **Big Ideas**
 - Effective readers use appropriate strategies to construct meaning.
 - Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.
- **Essential Questions**
 - How do strategic readers create meaning from informational and literary text?
 - What is this text really about?
 - How does what readers read influence how text should be read?
 - How does interaction with text provoke thinking and response?

Concepts	Competencies
Sources of Information	Students will use information from illustrations and words, in print or digital text , to demonstrate understanding of characters, setting, or plot .
Text Analysis	Students will compare and contrast two or more versions of the same story by different authors or from different cultures.

Reading Literature/Key Ideas and Details

- **Big Idea**
 - Effective readers use appropriate strategies to construct meaning.
 - Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.
- **Essential Questions**
 - How do strategic readers create meaning from informational and literary text?
 - What is this text really about?
 - How does interaction with text provoke thinking and response?

Concepts	Competencies
Theme	Students will determine a theme of a text from details in the text and summarize the text.
Text Analysis	Students will cite relevant details from text to support what the text says explicitly and make inferences.
Literary Elements	Students will describe in depth a character, setting, or event in a story or drama , drawing on specific details in the text.

Reading Literature/Range of Reading

- **Big Idea**
 - Effective readers use appropriate strategies to construct meaning.
- **Essential Questions**
 - How do strategic readers create meaning from informational and literary text?
 - What is this text really about?
 - How do readers know what to believe?
 - How does what readers read influence how they should read it?
 - How does a reader's purpose influence how text should be read?

Concepts	Competencies
Range of Reading	Students will read and comprehend literary fiction on grade level, reading independently and proficiently.

Reading Literature/Vocabulary Acquisition and Use

- **Big Ideas**
 - Effective readers use appropriate strategies to construct meaning.
 - An expanded vocabulary enhances one's ability to express ideas and information.
- **Essential Questions**
 - How do strategic readers create meaning from informational and literary text?
 - Why learn new words?
 - What strategies and resources does the learner use to figure out unknown vocabulary?
 - How do learners develop and refine their vocabulary?

Concepts	Competencies
Strategies	Students will 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.
Vocabulary Acquisition and Use	Students will 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.

Writing

- **Big Ideas**
 - Audience and purpose influence the writer's choice of organizational pattern, language, and literacy techniques.
 - Rules of grammar and convention of language support clarity of communications between writers/speakers, and readers/listeners.
 - Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.
 - Effective research requires multiple sources of information to gain or expand knowledge.
- **Essential Questions**
 - Why do writers write?
 - What is the purpose?
 - What makes clear and effective writing?
 - Who is the audience?
 - What will work best for the audience?

- How do grammar and the conventions of language influence spoken and written communication?
- How does the interaction with text provoke thinking and response?
- How does one present findings best?
- What does a reader look for and how can s/he find it?
- How does a reader know a source can be trusted?

Concepts	Competencies
Focus for Writing	<p>Informational: Students will identify and introduce the topic clearly.</p> <p>Opinion: Students will introduce the topic and state an opinion on the topic.</p> <p>Narrative: Students will orient the reader by establishing a situation and introducing a narrator and/or characters.</p>
Content for Writing	<p>Informative: Students will 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.</p> <p>Opinion: Students will provide reasons that are supported by facts and details.</p> <p>Narrative: Students will use dialogue and descriptions to develop experiences and events or show the responses of characters to situations and use concrete words and phrases and sensory details to convey experiences and events precisely.</p>
Organization for Writing	<p>Informational: Students will group related information in paragraphs and sections, linking ideas within categories of information using words and phrases. Students will provide a concluding statement or section and include formatting when useful to aiding comprehension.</p> <p>Opinion: Students will 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.</p> <p>Narrative: Students will organize an event sequence that unfolds naturally, using a variety of transitional words and phrases to manage the sequence of events and provide a conclusion that follows from the narrated experiences and events.</p>
Production and Distribution of Writing	With guidance and support from peers and adults, students will develop and strengthen writing as needed by planning, revising, and editing.
Writing Style	<p>Informational: Students will use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>Opinion: Students will choose words and phrases to convey ideas precisely.</p> <p>Narrative: Students will choose words and phrases to convey ideas precisely.</p>
Writing Conventions	Students will demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. Students will focus on the following vocabulary: quotations, relative pronouns, progressive verb tenses, auxiliaries, prepositional phrases, fragments, run-ons, antecedents, coordinating conjunctions, and compound sentences.
Response to Literature	Students will draw evidence from text to support analysis, reflection, and research.
Technology and Publication	With some guidance and support, students will use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others and demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

English Language Arts

**Grade
4**

Conducting Research	Students will conduct short research projects that build knowledge through investigation of different aspects of a topic.
Credibility, Reliability, and Validity of Sources	Students will 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.
Range of Writing	Students will 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.