POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

COURSE STANDARDS AND ANCHORS	
COURSE: English Language Arts	**GRADE: 4**
STRAND: Foundational Skills	**TIME FRAME: Year-long**

PA CORE STANDARD
1.1 Foundational Skills   *Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions. These foundational skills are not an end in and of themselves; rather, students apply them as effective readers.*

ESSENTIAL CONTENT

Phonics and Word Recognition
     o   <u>CC.1.1.4.D</u> - Know and apply grade-level phonics and word analysis skills in decoding words.
        • Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words.
 	
    Fluency
     o   <u>CC.1.1.4.E</u> - Read with accuracy and fluency to support comprehension.
        • Read on-level text with purpose and understanding.
        • Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
        • Use context to confirm or self- correct word recognition and understanding, rereading as necessary.

COURSE STANDARDS AND ANCHORS	
COURSE: English Language Arts	**GRADE: 4**
STRAND: Reading Informational Text	**TIME FRAME: Year-long**

PA CORE STANDARD
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.*

ESSENTIAL CONTENT

Key Ideas and Details
- **Main Idea**
  - CC.1.2.4.A - Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- **Text Analysis**
  - 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.

Craft and Structure
- **Point of View**
  - CC.1.2.4.D - Compare and contrast an event or topic told from two different points of view.
- **Text Structure**
  - CC.1.2.4.E - Use text structure to interpret information (e.g., chronology, comparison, cause/effect, problem/solution).
- **Vocabulary**
  - CC.1.2.4.F - Determine the meaning of words and phrases as they are used in grade- level text, including figurative language.

Integration of Knowledge and Ideas
- **Diverse Media**
  - 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.
- **Evaluating Ideas**
  - CC.1.2.4.H - Explain how an author uses reasons and evidence to support particular points in a text.
- **Analysis Across Texts**
  - CC.1.2.4.I - Integrate information from two texts on the same topic to demonstrate understanding of that topic.

Vocabulary Acquisition and Use
  - CC.1.2.4.J - 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.1.2.4.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.

Range of Reading
  - CC.1.2.4.L - Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

ASSESSMENT ANCHORS & ELIGIBLE CONTENT

Key Ideas and Details: E04.B-K.1
- E04.B-K.1.1 – Demonstrate understanding of key ideas and details in informational texts.
    - o E04.B-K.1.1.1 –Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
    - o E04.B-K.1.1.2 – Determine the main idea of a text and explain how it is supported by key details; summarize the text.
    - o E04.B-K.1.1.3 – Explain events, procedures, ideas, steps, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text

Craft and Structure: E04.B-C.2
- E04.B-C.2.1 – Demonstrate understanding of craft and structure in informational texts.
    - o E04.B-C.2.1.1 – Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided
    - o E04.B-C.2.1.2 – Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information and text features in a text or part of a text.

Integration of Knowledge and Ideas: E04.B-C.3
- E04.B-C.3.1 – Demonstrate understanding of connections within, between, and/or among informational texts.
    - o E04.B-C.3.1.1 – Explain how an author uses reasons and evidence to support particular points in a text
    - o E04.B-C.3.1.2 – Integrate information from two texts on the same topic in order to demonstrate subject knowledge
    - o E04.B-C.3.1.3 – Interpret text features (e.g., headings, graphics, charts, timelines, diagrams) and/or make connections between text and the content of text features.

Vocabulary Acquisition and Use: E04.B-V.4
- E04.B-V.4.1 – Demonstrate understanding of vocabulary and figurative language in informational texts
    - o E04.B-V.4.1.1 – 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.
        - Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
        - Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph, photograph, autograph*).
        - Determine the meaning of general academic and domain-specific words or phrases used in a text.
    - o E04.B-V.4.1.2 – Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
        - Explain the meaning of similes and metaphors in context.
        - Recognize and explain the meaning of common idioms, adages, and proverbs.
        - Demonstrate understanding of words by relating them to their antonyms and synonyms.

COURSE: English Language Arts	**GRADE: 4**
STRAND: Reading Literature Text	**TIME FRAME: Year-long**

PA CORE STANDARD
1.3 Reading Literature *Students read and respond to works of literature - with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.*

ESSENTIAL CONTENT

Key Ideas and Details
- **Theme**
  - CC.1.3.4.A - Determine a theme of a text from details in the text; summarize the text.
- **Text Analysis**
  - CC.1.3.4.B - Cite relevant details from text to support what the text says explicitly and make inferences.
- **Literary Elements**
  - 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.

Craft and Structure
- **Point of View**
  - CC.1.3.4.D - Compare and contrast an event or topic told from two different points of view.

Text Structure
  - 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 text.
- **Vocabulary**
  - CC.1.3.4.F - Determine the meaning of words and phrases as they are used in grade- level text, including figurative language.

Integration of Knowledge and Ideas
- **Sources of Information**
  - 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.
- **Text Analysis**
  - CC.1.3.4.H - Compare and contrast similar themes, topics, and patterns of events in literature, including texts from different cultures.

Vocabulary Acquisition and Use
- **Strategies**
  - 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 - 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.

Range of Reading
  - CC.1.3.4.K - Read and comprehend literary fiction on grade level, reading independently and proficiently.

ASSESSMENT ANCHORS & ELIGIBLE CONTENT

Key Ideas and Details: E04.A-K.1
- E04.A-K.1.1 – Demonstrate understanding of key ideas and details in literature.
  - E04.A-K.1.1.1 – Refer to details and examples in a text when explaining what the text explicitly says and when drawing inferences from the text.
  - E04.A-K.1.1.2 – Determine a theme of a story, drama, or poem from details in the text; summarize the text.
  - E04.A-K.1.1.3 – Describe in depth a character, setting, or event in a story, drama, or poem, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

Craft and Structure: E04.A-C.2
- E04.A-C.2.1 – Demonstrate understanding of craft and structure in literature.
  - E04.A-C.2.1.1 – Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
    - "Story" means narration of events told through the text types of story, drama, or poem.

Integration of Knowledge and Ideas: E04.A-C.3
- E04.A-C.3.1 – Demonstrate understanding of connections within, between, and/or among texts.
  - E04.A-C.3.1.1 – 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.
    - "Story" means narration of events told through the text types of story, drama, or poem.

Vocabulary Acquisition and Use – E04.A-V.4
- E04.A-V.4.1 – Demonstrate an understanding of vocabulary and figurative language in literature.
  - E04.A-V.4.1.1 – 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.
    - Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase, including words or phrases that allude to significant characters found in literature (e.g., *Herculean effort*).
    - Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph, photograph, autograph*).
  - E04.A-V.4.1.2 – Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
    - Explain the meaning of similes and metaphors in context.
    - Recognize and explain the meaning of common idioms, adages, and proverbs.
    - Demonstrate understanding of words by relating them to their antonyms and synonyms.

COURSE: English Language Arts	GRADE(S): 4
STRAND: Writing	TIME FRAME: Year-Long

PA CORE STANDARD

1.4 Writing
Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

ESSENTIAL CONTENT

Informative/Explanatory
- o CC.1.4.4.A - Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.
- **Focus**
  - o CC.1.4.4.B - Identify and introduce the topic clearly.
- **Content**
  - o 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.
- **Organization**
  - o CC.1.4.4.D - Group related information in 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.
- **Style**
  - o CC.1.4.4.E - Use precise language and domain-specific vocabulary to inform about or explain the topic.

Conventions of Language
- o CC.1.4.4.F - Demonstrate a grade- appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

Opinion/Argumentative
- o CC.1.4.4.G - Write opinion pieces on topics or texts
- **Focus**
  - o CC.1.4.4.H - Introduce the topic and state an opinion on the topic.
- **Content**
  - o CC.1.4.4.I - Provide reasons that are supported by facts and details.
- **Organization**
  - o 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.
- **Style**
  - o CC.1.4.4.K - Choose words and phrases to convey ideas precisely.
- **Conventions of Language**
  - o CC.1.4.4.L - Demonstrate a grade- appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

Narrative
- o CC.1.4.4.M - Write narratives to develop real or imagined experiences or events.
- **Focus**
  - o CC.1.4.4.N - Orient the reader by establishing a situation and introducing a narrator and/or characters.
- **Content**
  - o 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.
- **Organization**

- o CC.1.4.4.P - Organize an event sequence that unfolds naturally, using a variety of transitional words and phrases to manage the sequence of events; provide a conclusion that follows from the narrated experiences and events.
- **Style**
  - o CC.1.4.4.Q - Choose words and phrases to convey ideas precisely.
- **Conventions of Language**
  - o CC.1.4.4.R - Demonstrate a grade- appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

Response to Literature
- o 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.

Production & Distribution of Writing
- **Writing Process**
  - o CC.1.4.4.T - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

Technology & Publication
- o 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; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

Conducting Research
- o CC.1.4.4.V - Conduct short research projects that build knowledge through investigation of different aspects of a topic.

Credibility, Reliability, and Validity of Sources
- o 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.

Range of Writing
- o 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.

ASSESSMENT ANCHORS & ELIGIBLE CONTENT

Text Types and Purposes: E04.C.1
- E04.C.1.1 – Write opinion pieces on topics or texts, supporting a point of view with reasons and information..
  - o E04.C.1.1.1 – Introduce a topic or text for the intended audience, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
  - o E04.C.1.1.2 – Provide reasons that are supported by facts and details.
  - o E04.C.1.1.3 – Link an opinion and reasons using words and phrases (e.g., *for instance*, *in order to*, *in addition*).
  - o E04.C.1.1.4 – Provide a concluding statement or section related to the opinion presented.
- E04.C.1.2 – Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
  - o E04.C.1.2.1 – Introduce a topic for the intended audience, and group related information in paragraphs and/or sections to support the writer's purpose.
  - o E04.C.1.2.2 – Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
  - o E04.C.1.2.3 – Link ideas within categories of information using words and phrases (e.g., *another*, *for example*, *also*, *because*).
  - o E04.C.1.2.4 – Use precise language and domain-specific vocabulary to inform about or explain the topic.
  - o E04.C.1.2.5 - Provide a concluding statement or section related to the information or explanation presented.
- E04.C.1.3 – Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details,

and clear event sequences.
- E04.C.1.3.1 – Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally to support the writer's purpose.
- E04.C.1.3.2 Provide a concluding statement or section related to the information or explanation presented.
- E04.C.1.3.3 – Use a variety of transitional words and phrases to manage the sequence of events.
- E04.C.1.3.4 – Use concrete words and phrases and sensory details to convey experiences and events precisely.
- E04.C.1.3.5 - Provide a conclusion that follows from the narrated experiences or events.

Conventions of Standard English: E04.D.1
- E04.D.1.1 – Demonstrate command of the conventions of standard English grammar and usage.
  - E04.D.1.1.1 – Use relative pronouns (e.g., *who, whose, whom, which, that*) and relative adverbs (e.g., *where, when, why*).
  - E04.D.1.1.2 – Form and use the progressive verb tenses (e.g., *Iwas walking*, *I am walking*, *I will be walking*).
  - E04.D.1.1.3 – Use modal auxiliaries (e.g., *can*, *may*, *must*) to convey various conditions.
  - E04.D.1.1.4 – Order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag).*
  - E04.D.1.1.5 – Form and use prepositional phrases.
  - E04.D.1.1.6 – Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.
  - E04.D.1.1.7 – Correctly use frequently confused words (e.g., *to*, *too*, *two*; *there*, *their, they're*).
  - E04.D.1.1.8 – Ensure subject-verb and pronoun-antecedent agreement.
- E04.D.1.2 – Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.
  - E04.D.1.2.1 – Use correct capitalization.
  - E04.D.1.2.2 – Use commas and quotation marks to mark direct speech and quotations from a text.
  - E04.D.1.2.3 – Use a comma before a coordinating conjunction in a compound sentence.
  - E04.D.1.2.4 – Spell grade-appropriate words correctly.

Knowledge of Language: E04.D.2
- E04.D.2.1 – Use knowledge of language and its conventions.
  - E04.D.2.1.1 – Choose words and phrases to convey ideas precisely.
  - E04.D.2.1.2 - Choose punctuation for effect.
  - E04.D.2.1.3 - Choose words and phrases for effect.

COURSES: English Language Arts	GRADE(S): 4
STRAND: Speaking & Listening	TIME FRAME: Year Long

PA CORE STANDARD
1.5 Speaking and Listening *Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.*

ESSENTIAL CONTENT

Comprehension and Collaboration
- **Collaborative Discussion**
  - CC.1.5.4.A - 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**
  - CC.1.5.4.B - Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- **Evaluating Information**
  - CC.1.5.4.C - Identify the reasons and evidence a speaker provides to support particular points.

Presentation of Knowledge and Ideas
- **Purpose, Audience, and Task**
  - CC.1.5.4.D - 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 with adequate volume, appropriate pacing, and clear pronunciation.
- **Context**
  - CC.1.5.4.E - Differentiate between contexts that require formal English versus informal situations.
- **Multimedia**
  - CC.1.5.4.F - Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

Conventions of Standard English
- CC.1.5.4.G - Demonstrate command of the conventions of standard English when speaking, based on Grade 4 level and content.

CONTENT UNITS

COURSE: English Language Arts	GRADE: 4

UNIT 1: Think It Through

THEME: How can a challenge bring out our best?

ESSENTIAL QUESTIONS:
- Where do good ideas come from?
- How do your actions affect others?
- How do people respond to natural disasters?
- How can science help you understand how things work?
- How can starting a business help others?

UNIT OBJECTIVES:
- Cite relevant evidence from text
- Identify character, setting, plot
- Sequence events
- Make predictions
- Draw evidence from literature and informational text
- Write narrative text
- Prewrite, draft, edit/revise and publish for specific writing task
- Engage in collaborative discussions
- Paraphrase portions of a story
- Present information
- Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons
- Acquire and use academic vocabulary
- Demonstrate understanding of synonyms
- Determine problem and solution
- Demonstrate understanding of idioms
- Use age appropriate intonation, expression, accuracy and rate when reading orally
- Determine text structure
- Compare and Contrast
- Reread for text evidence
- Use grade appropriate conventions when writing sentences
- Spell grade appropriate words correctly
- Demonstrate understanding of multiple meaning words
- Determine cause and effect
- Use context clues to understand the meaning of a word
- Determine main idea and key details
- Use suffixes as clues to the meaning of a word
- Summarize the text
- Interpret information presented visually

TERMINOLOGY:
- Close reading

- Genre
- Character, characterization
- Figurative language
- Irony (e.g., dramatic, situational, verbal)
- Narrator
- Parable
- Synonyms
- Multiple-meaning words
- Fluency: intonation, expression, rate, accuracy, phrasing
- Inflectional endings
- Persuasive
- Expository
- Narrative
- Subjects and predicates
- Compound sentences
- Clauses
- Complex sentences
- Text Structure
- Sequence
- Cause and Effect
- Main Idea and Key Details

SUGGESTED EXEMPLAR TEXTS:
- M.C. Higgins the Great
- The Accidental Hero
- Volcanoes
- Happy Birthday, Martin Luther King

CONTENT UNITS

COURSE: English Language Arts	GRADE: 4

UNIT 2: Amazing Animals

THEME: What can animals teach us?

ESSENTIAL QUESTIONS:
- What are some messages in animal stories?
- How do animal characters change familiar stories?
- How are all living things connected?
- What helps an animal survive?
- How are writers inspired by animals?

UNIT OBJECTIVES:
- Cite relevant evidence from text/literature
- Determine theme
- Engage in collaborative discussions
- Explain the functions of nouns in general and functions in particular sentences
- Paraphrase portions of a story
- Present information
- Form and use regular and irregular plural nouns
- Use root words as clues to the meaning of a word
- Ask and answer questions
- Draw evidence from literature
- Write a narrative text using the writing process
- Write an explanatory essay using the writing process
- Demonstrate understanding of antonyms
- Use age appropriate intonation, expression, accuracy and rate when reading orally

TERMINOLOGY:
- Character, characterization
- Figurative language
- Irony (e.g., dramatic, situational, verbal)
- Narrator
- Parable
- Fluency: intonation, expression, rate, accuracy, phrasing
- Summarize
- Meter
- Rhyme
- Literary elements
- Close Reading
- Genre
- Theme
- Main idea and details
- Folktale
- Drama
- Narrative
- Expository

- Lyric Poetry
- Haiku
- Prefixes
- Inflectional endings
- Digraphs
- Possessives
- Suffixes
- R-Controlled vowels
- Contractions
- Nouns: common, proper, singular, plural, irregular plural, possessive

SUGGESTED EXEMPLAR TEXTS:
- Because of Winn-Dixie
- The Cricket in Times Square
- A River Ran Wild
- Horses

CONTENT UNITS

COURSE: English Language Arts	GRADE: 4

UNIT 3: That's The Spirit

THEME: How can you show your community spirit?

ESSENTIAL QUESTIONS:
- How can you make new friends feel welcome?
- In what ways can you help your community?
- How can one person make a difference?
- How can words lead to change?
- In what ways can advances in science be helpful or harmful?

UNIT OBJECTIVES:
- Identify and explain plot structure (i.e., exposition, rising action, crisis/climax, falling action, and resolution/denouement) in short stories.
- Understand and explain why plots in short stories usually focus on a single event.
- Analyze how authors create the setting in a short story.
- Define the concept of theme and identify the theme(s) in stories read.
- Identify and explain characterization techniques in short stories.
- Identify and explain the use of figurative language in short stories.
- Analyze how authors create tone in short stories.
- Identify the point of view in a short story and analyze how point of view affects the reader's interpretation of the story.

TERMINOLOGY:
- Character, characterization
- Figurative language
- Irony (e.g., dramatic, situational, verbal)
- Narrator
- Parable
- Genre
- Close reading
- Fluency: expression, rate, accuracy
- Point of view
- Fantasy
- Realistic fiction
- Biography
- Narrative
- Opinion
- Informative
- Persuasive

- Closed syllables
- R-Controlled vowels
- Open syllables
- Plural
- Suffixes
- Compound words, roots, and related words
- Verbs: action, linking, irregular, helping, tense

SUGGESTED EXEMPLAR TEXTS:
- The House of Dies Drear
- Mrs. Frisby and the Rats of NIMH
- Quest for the Tree Kangaroo: An Expedition to the Cloud Forest of New Guinea
- Who Was Jackie Robinson?

CONTENT UNITS	
COURSE: English Language Arts	**GRADE: 4**

UNIT 4: Fact or Fiction

THEME: How do different writers treat the same topic?

ESSENTIAL QUESTIONS:
- Why do we need government?
- Why do people run for public office?
- How do inventions and technology affect your life?
- How can you explain what you see in the sky?
- How do writers look at success in different ways?

UNIT OBJECTIVES:
- Identify and explain plot structure (i.e., exposition, rising action, crisis/climax, falling action, and resolution/denouement) in short stories.
- Understand and explain why plots in short stories usually focus on a single event.
- Analyze how authors create the setting in a short story.
- Define the concept of theme and identify the theme(s) in stories read.
- Identify and explain characterization techniques in short stories.
- Identify and explain the use of figurative language in short stories.
- Analyze how authors create tone in short stories.
- Identify the point of view in a short story and analyze how point of view affects the reader's interpretation of the story.

TERMINOLOGY:
- Character, characterization
- Figurative language
- Irony (e.g., dramatic, situational, verbal)
- Narrator
- Parable
- Close reading
- Genre
- Cause and effect
- Point of view
- Theme
- Narrative poetry
- Expository
- Historical fiction
- Fantasy
- Narrative Nonfiction
- Inflectional endings
- Vowel team syllables

- R-Controlled vowels
- Diphthongs
- Latin roots
- Idioms
- Synonyms
- Paragraph clues
- Connotation
- Denotation
- Stanza
- Repetition
- Literary elements
- Fluency: expression, rate, accuracy, phrasing
- Pronouns
- Antecedents
- Pronoun-verb agreement
- Possessive pronouns
- Homophones

SUGGESTED EXEMPLAR TEXTS:
- The Moon and I
- A History of US (Book 1: The First American: Prehistory-1600)
- Project Mulberry
- Riding Freedom

CONTENT UNITS

COURSE: English Language Arts	GRADE: 4

UNIT 5: Figure It Out

THEME: What helps you understand the world around you?

ESSENTIAL QUESTIONS:
- In what ways do people show they care about each other?
- What are some reasons people moved west?
- How can inventions solve problems?
- What can you discover when you look closely at something?
- How can learning about the past, help you understand the present?

UNIT OBJECTIVES:
- Identify and explain plot structure (i.e., exposition, rising action, crisis/climax, falling action, and resolution/denouement) in short stories.
- Understand and explain why plots in short stories usually focus on a single event.
- Analyze how authors create the setting in a short story.
- Define the concept of theme and identify the theme(s) in stories read.
- Identify and explain characterization techniques in short stories.
- Identify and explain the use of figurative language in short stories.
- Analyze how authors create tone in short stories.
- Identify the point of view in a short story and analyze how point of view affects the reader's interpretation of the story.

TERMINOLOGY:
- Character, characterization
- Figurative language
- Irony (e.g., dramatic, situational, verbal)
- Narrator
- Parable
- Close reading
- Genre
- Simile
- Metaphor
- Homograph
- Greek roots
- Antonyms
- Proverbs
- Adages
- Visualize
- Summarize
- Problem and solution
- Cause and effect
- Sequence
- Realistic fiction

- Tall tale
- Biography
- Expository
- Informational
- Opinion
- Narrative
- Closed syllables
- Open syllables
- Latin prefixes
- Vowel teams
- R-Controlled vowels
- Suffixes
- Fluency: intonation, expression, rate, accuracy, phrasing
- Adjectives
- Articles

SUGGESTED EXEMPLAR TEXTS:
- The Borrowers Afield
- The Little Prince
- Ellis Island
- Toys: Amazing Stories Behind Some Great Inventions

APPLICABLE TO ALL UNITS

INSTRUCTIONAL STRATEGIES & TOOLS:
- Anticipation guides
- Access and Conquer-Graphic Strategy
- Baseline information for text
- Class discussion
- Close Reading
  (A close reading is a careful and purposeful reading. Close reading is one of the shifts in the CC that demands student focus on what the author has to say, the author's purpose, the text structure and the meaning of the author's chosen words.)
- Cooperative Learning
- Differentiated instruction
- Guided questioning
- Integrated technology and 21st century skills
- K/W/L's
- Marginal note questions
- Mnemonic devices
- Modeling
- Online resources
- Read/Evaluate/Write
- Read it, write it, link it
- Rituals as learning tools
- Think aloud
- Think/pair/share
- Thinking Maps

TEACHER CREATED MATERIALS:
- Double entry journals
- Graphic organizers
- Outlining
- Vocabulary journals
- Skill and drill worksheets to introduce individual reading skills
- Charts
- Diagrams
- Excerpts
- Historical fiction
- Interviews
- Open ended questions
- Writing starters
- Discussion questions
- Picture starters

ASSESSMENTS:

Summative
- DIBELS Benchmark assessment
- PSSA
- Portfolio
- Rubric
- ACCESS

Formative

- DIBELS Progress Monitoring
- Collaborative learning
- Graphic organizers
- Journals/logs
- KWL
- Teacher Observation

Diagnostic
- RGR – AS ADMINISTERED AND EVALUATED BY READING SPECIALISTS
- PAST – AS ADMINISTERED AND EVALUATED BY READING SPECIALISTS
- Reading Wonders Diagnostic & Placement Test

REMEDIATION:
- Colored highlighters for focus
- Explicit modeling followed by systematic guided practice of each skill
- Focus modality approach (i.e. VAKT – visual auditory kinesthetic and tactile)
- Individual conferences
- One-on-one instruction
- Re-teaching challenging concepts to gain mastery
- SAS Portal
- Teachertube.com
  (As needed, establish baseline via video clips)
- Word analysis mini lessons
- Reading Wonders: Approaching Level and English Language Learner Level

ENRICHMENT:
- In-depth discussion and extended activities
- Individualized enriched vertical assignments and projects
- Extending skills to the next level of complexity
- Reading Wonders: Beyond Level

ELL Differentiation: Math & ELA Overlay: http://pdesas.org/Page/Viewer/ViewPage/15
                            ELL Differentiation Tool: http://ell.eslportalpa.info/differentiation-tool/

UTILIZATION OF SPECIALIZED STAFF AS NEEDED:
- ESL Teachers
- Guidance Counselors
- Librarian/Media Specialist
- Reading Specialists
- Instructional Support Teachers
- Related Arts Teachers
- Special Education Teachers

ADDITIONAL RESOURCES:
- McGraw Hill: Reading Wonders
- McGraw Hill: Wonder Works
- McGraw Hill: English Language Development (ELD) Kit
- Study Island

- PSSA Coach Books
- Benchmark Universe

Grades 4–5 ELP Standards

Grades 4-5: Standards 1 and 2

ELP Standard		By the end of each English language proficiency level, an ELL can . . .				
		Level 1	Level 2	Level 3	Level 4	Level 5
4-5.1	**An ELL can . . .** construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing.	use a very limited set of strategies to: • identify a few key words and phrases from read-alouds, simple written texts, and oral presentations.	use an emerging set of strategies to: • identify the main topic • retell a few key details from read-alouds, simple written texts, and oral presentations.	use a developing set of strategies to: • determine the main idea or theme, and • retell a few key details • retell familiar stories from read-alouds, simple written texts, and oral presentations.	use an increasing range of strategies to: • determine the main idea or theme, and • explain how some key details support the main idea or theme • summarize part of a text from read-alouds, written texts, and oral presentations.	use a wide range of strategies to: • determine two or more main ideas or themes • explain how key details support the main ideas or themes • summarize a text from read-alouds, written texts, and oral presentations.
4-5.2	**An ELL can . . .** participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.	• participate in short conversations • participate in short written exchanges • actively listen to others • respond to simple questions and some wh-questions about familiar topics.	• participate in short conversations • participate in short written exchanges • actively listen to others • respond to simple questions and wh-questions about familiar topics and texts.	• participate in short conversations and discussions • participate in short written exchanges • respond to others' comments • add some comments of his or her own • ask and answer questions about familiar topics and texts.	• participate in conversations and discussions • participate in written exchanges • build on the ideas of others • express his or her own ideas • ask and answer relevant questions • add relevant information and evidence about a variety of topics and texts.	• participate in extended conversations and discussions • participate in extended written exchanges • build on the ideas of others • express his or her own ideas clearly • pose and respond to relevant questions • add relevant and detailed information using evidence • summarize the key ideas expressed about a variety of topics and texts.

Grades 4-5: Standards 3, 4, and 5

ELP Standard		By the end of each English language proficiency level, an ELL can . . .				
		Level 1	Level 2	Level 3	Level 4	Level 5
4-5.3	**An ELL can . . .** speak and write about grade-appropriate complex literary and informational texts and topics.	• communicate simple information about familiar texts, topics, events, or objects in the environment.	• deliver short oral presentations • compose written texts about familiar texts, topics, and experiences.	including a few details, • deliver short oral presentations • compose written narratives or informational texts about familiar texts, topics, and experiences.	including some details, • deliver short oral presentations • compose written narratives or informational texts about a variety of texts, topics, and experiences.	including details and examples to develop a topic, • deliver oral presentations • compose written narrative or informational texts about a variety of texts, topics, and experiences.
4-5.4	**An ELL can . . .** construct grade-appropriate oral and written claims and support them with reasoning and evidence.	• express an opinion about a familiar topic.	• construct a simple claim about a familiar topic • give a reason to support the claim.	• construct a claim about familiar topics • introduce the topic • provide a few reasons or facts to support the claim.	• construct a claim about a variety of topics • introduce the topic • provide several reasons or facts to support the claim • provide a concluding statement.	• construct a claim about a variety of topics • introduce the topic • provide logically ordered reasons or facts to support the claim • provide a concluding statement.
4-5.5	**An ELL can . . .** conduct research and evaluate and communicate findings to answer questions or solve problems.	• recall information from experience • gather information from a few provided sources • label some key information.	• recall information from experience • gather information from provided sources • record some information.	• recall information from experience • gather information from print and digital sources to answer a question • identify key information in orderly notes.	• recall information from experience • gather information from print and digital sources to answer a question • record information in organized notes, with charts, tables, or other graphics, as appropriate • provide a list of sources.	• recall information from experience • gather information from print and digital sources • summarize key ideas and information in detailed and orderly notes, with graphics as appropriate • provide a list of sources.

Grades 4-5: Standards 6, 7, and 8

ELP Standard		By the end of each English language proficiency level, an ELL can . . .				
		Level 1	Level 2	Level 3	Level 4	Level 5
4-5.6	**An ELL can . . .** analyze and critique the arguments of others orally and in writing.	• identify a point an author or speaker makes.	• identify a reason an author or speaker gives to support a main point • agree or disagree with the author or speaker.	• tell how one or two reasons support the specific points an author or speaker makes or fails to make.	• describe how reasons support the specific points an author or speaker makes or fails to make.	• explain how an author or speaker uses reasons and evidence to support or fail to support particular points • (at grade 5) identify which reasons and evidence support which points.
4-5.7	**An ELL can . . .** adapt language choices to purpose, task, and audience when speaking and writing.	• recognize the meaning of some words learned through conversations, reading, and being read to.	with emerging control, • adapt language choices to different social and academic contents • use some words learned through conversations, reading, and being read to.	with developing control, • adapt language choices according to purpose, task, and audience • use an increasing number of general academic and content-specific words, phrases, and expressions in conversation, discussions, and short written text.	with increasing ease, • adapt language choices and style (includes register) according to purpose, task, and audience • use a wider range of general academic and content-specific words and phrases in speech and writing.	• adapt language choices and style according to purpose, task, and audience • use a wide variety of general academic and content-specific words and phrases in speech and writing.
4-5.8	**An ELL can . . .** determine the meaning of words and phrases in oral presentations and literary and informational text.	relying heavily on context, visual aids, and knowledge of morphology in his or her native language, • recognize the meaning of a few frequently occurring words, phrases, and formulaic expressions in simple oral discourse, read-alouds, and written texts about familiar topics, experiences, or events.	using context, some visual aids, reference materials, and knowledge of morphology in his or her native language, • determine the meaning of some frequently occurring words, phrases, and expressions in simple oral discourse, read-alouds, and written texts about familiar topics, experiences, or events.	using context, visual aids, reference materials, and a developing knowledge of English morphology, • determine the meaning of frequently occurring words and phrases • determine the meanings of some idiomatic expressions in texts about familiar topics, experiences, or events.	using context, reference materials, and an increasing knowledge of English morphology, • determine the meaning of general academic and content-specific words, phrases • determine the meaning of a growing number of idiomatic expressions in texts about a variety of topics, experiences, or events.	using context, reference materials, and knowledge of English morphology, • determine the meaning of general academic and content-specific words and phrases • determine the meaning of figurative language (e.g., metaphors, similes, adages, and proverbs) in texts about a variety of topics, experiences, or events.

Grades 4-5: Standards 9 and 10

ELP Standard		By the end of each English language proficiency level, an ELL can . . .				
		Level 1	Level 2	Level 3	Level 4	Level 5
4-5.9	**An ELL can . . .** create clear and coherent grade-appropriate speech and text.	with support (including context and visual aids), and using non-verbal communication, • communicate simple information about an event or topic • use a narrow range of vocabulary and syntactically simple sentences	with support (including visual aids and modeled sentences), • communicate simple information about a topic • recount a simple sequence of events in order • use frequently occurring linking words (e.g., *and, then*)	with support (including modeled sentences), • introduce an informational topic • present one or two facts about the topic • recount a short sequence of events in order • use an increasing range of temporal and other linking words (e.g., *next*, *because*, *and*, *also*) • provide a concluding statement	• introduce an informational topic • develop the topic with facts and details • recount a more detailed sequence of events, with a beginning, middle, and end • use transitional words and phrases to connect events, ideas, and opinions (e.g., *after a while*, *for example*, *in order to*, *as a result*) • provide a conclusion	• introduce an informational topic • develop the topic with facts and details • recount a more detailed sequence of events, with a beginning, middle, and end • use a variety of linking words and phrases to connect ideas, information, or events • provide a concluding statement or section.
		with limited control.	with emerging control.	with developing control.	with increasingly independent control.	
4-5.10	**An ELL can . . .** make accurate use of standard English to communicate in grade-appropriate speech and writing.	with support (including context and visual aids), • recognize and use a small number of frequently occurring nouns, noun phrases, and verbs • understand and respond to simple questions.	with support (including visual aids and modeled sentences), • recognize and use some frequently occurring nouns, pronouns, verbs, prepositions, adjectives, adverbs, and conjunctions • produce simple sentences in response to prompts.	with support (including modeled sentences), • use some relative pronouns (e.g., who, whom, which, that), • use some relative adverbs (e.g., where, when, why), • use some prepositional phrases • produce and expand simple and compound sentences.	• use relative pronouns (e.g., who, whom, which, that), • use relative adverbs (e.g., where, when, why), • use prepositional phrases • use subordinating conjunctions • produce and expand simple, compound, and a few complex sentences.	• use relative pronouns (e.g., who, whom, which, that), • use relative adverbs (e.g., where, when, why) • use prepositional phrases • use subordinating conjunctions • use the progressive and perfect verb tenses • produce and expand simple, compound, and complex sentences.