

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

- CC.1.1.4.D - 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

- CC.1.1.4.E - 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.

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

PA CORE STANDARD
<p>1.2 Reading Informational Text <i>Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.</i></p>

ESSENTIAL CONTENT
<p>Key Ideas and Details</p> <ul style="list-style-type: none"> ● Main Idea <ul style="list-style-type: none"> ○ <u>CC.1.2.4.A</u> - Determine the main idea of a text and explain how it is supported by key details; summarize the text. ● Text Analysis <ul style="list-style-type: none"> ○ <u>CC.1.2.4.B</u> - Refer to details and examples in text to support what the text says explicitly and make inferences. ○ <u>CC.1.2.4.C</u> - Explain events, procedures, ideas, or concepts in a text, including what happened and why, based on specific information in the text. <p>Craft and Structure</p> <ul style="list-style-type: none"> ● Point of View <ul style="list-style-type: none"> ○ <u>CC.1.2.4.D</u> - Compare and contrast an event or topic told from two different points of view. ● Text Structure <ul style="list-style-type: none"> ○ <u>CC.1.2.4.E</u> - Use text structure to interpret information (e.g., chronology, comparison, cause/effect, problem/solution). ● Vocabulary <ul style="list-style-type: none"> ○ <u>CC.1.2.4.F</u> - Determine the meaning of words and phrases as they are used in grade- level text, including figurative language. <p>Integration of Knowledge and Ideas</p> <ul style="list-style-type: none"> ● Diverse Media <ul style="list-style-type: none"> ○ <u>CC.1.2.4.G</u> - 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 <ul style="list-style-type: none"> ○ <u>CC.1.2.4.H</u> - Explain how an author uses reasons and evidence to support particular points in a text. ● Analysis Across Texts <ul style="list-style-type: none"> ○ <u>CC.1.2.4.I</u> - Integrate information from two texts on the same topic to demonstrate understanding of that topic. <p>Vocabulary Acquisition and Use</p> <ul style="list-style-type: none"> ○ <u>CC.1.2.4.J</u> - 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. ○ <u>CC.1.2.4.K</u> - 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. <p>Range of Reading</p> <ul style="list-style-type: none"> ○ <u>CC.1.2.4.L</u> - Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

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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.
 - 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.
 - 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.
 - 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.
 - 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
 - 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.
 - E04.B-C.3.1.1 – Explain how an author uses reasons and evidence to support particular points in a text
 - E04.B-C.3.1.2 – Integrate information from two texts on the same topic in order to demonstrate subject knowledge
 - 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
 - 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.
 - 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.

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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.

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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.

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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

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

Conventions of Language

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

Opinion/Argumentative

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

Narrative

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

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- 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**
 - CC.1.4.4.Q - Choose words and phrases to convey ideas precisely.
- **Conventions of Language**
 - 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

- 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

- 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

- 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

- 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

- 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

- 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..
 - 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.
 - E04.C.1.1.2 – Provide reasons that are supported by facts and details.
 - E04.C.1.1.3 – Link an opinion and reasons using words and phrases (e.g., *for instance, in order to, in addition*).
 - 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.
 - 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.
 - E04.C.1.2.2 – Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
 - E04.C.1.2.3 – Link ideas within categories of information using words and phrases (e.g., *another, for example, also, because*).
 - E04.C.1.2.4 – Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - 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,

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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., *I was 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.

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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.

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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

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- 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

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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

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- 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

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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

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- 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?

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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

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- 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

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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

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- 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

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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

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- 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

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- PSSA Coach Books
- Benchmark Universe

English Language Development Standard 1: English language learners communicate in English for
SOCIAL AND INSTRUCTIONAL purposes within the school setting.
Grade Level: 4-5

16.1.4-5		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standards
RECEPTIVE	Listening	16.1.4-5.1L Identify materials needed to complete tasks (e.g., Take out a number 2 pencil.) using realia, oral directions, and peer support.	16.1.4-5.2L Select materials needed to complete tasks using phrases and short sentences with a partner (e.g., You need your activity sheet and math book.)	16.1.4-5.3L Match materials needed to complete tasks with their uses using realia, oral directions, and/or peer support.	16.1.4-5.4L Sequence use of materials or resources needed to complete tasks using realia, oral directions, and/or peer support.	16.1.4-5.5L Evaluate use of materials or resources needed to complete tasks based on oral discourse (e.g., I may need to change my answer. Which kind of writing tool would be best?)	Not Applicable
	Reading	16.1.4-5.1R Match words or short phrases [e.g., library, play sports] to pictures associated with school community.	16.1.4-5.2R Classify phrases and short sentences associated with school community (e.g., Where we eat lunch) using graphic organizers.	16.1.4-5.3R Use context clues to determine meaning of words associated with school community in illustrated texts.	16.1.4-5.4R Analyze information about school community using a variety of printed materials during shared reading.	16.1.4-5.5R Draw conclusions about school community using a variety of printed materials during shared reading.	Not Applicable
PRODUCTIVE	Speaking	16.1.4-5.1S Produce one-word responses to WH-questions about self with oral and picture prompts.	16.1.4-5.2S Produce phrases or short sentences in response to open-ended questions about self with oral and picture prompts.	16.1.4-5.3S Answer open-ended questions about self using complete sentences with a partner.	16.1.4-5.4S Ask for and provide clarification of personal information during conversation in a small group.	16.1.4-5.5S Provide extended discourse with justification in regard to personal information or opinions.	Not Applicable

16.1.4-5		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standards
	Writing	<p>16.1.4-5.1W Label pictures showing socially and culturally appropriate behaviors in school using a picture dictionary.</p>	<p>16.1.4-5.2W Describe illustrations of socially and culturally appropriate behaviors in school with sentence starters.</p>	<p>16.1.4-5.3W Produce a written solution to correct an inappropriate behavior in school with a small group.</p>	<p>16.1.4-5.4W Summarize a variety of solutions to correct an inappropriate behavior in school in a small group.</p>	<p>16.1.4-5.5W Create multimedia brochures contrasting appropriate American school behaviors with those of other countries with a partner.</p>	Not Applicable

English Language Development Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Language Arts**.

Grade Level: 4-5

16.2.4-5		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standards
RECEPTIVE	Listening	16.2.4-5.1L Point to illustrated words from repeated informational text (e.g., video, media, lecture) with a partner.	16.2.4-5.2L Sort pictures from repeated informational text (e.g. video, media, lecture) with teacher modeling.	16.2.4-5.3L Categorize oral information using pictures from informational text (e.g., video, media, lecture) with a graphic organizer.	16.2.4-5.4L Compare peers' ideas about informational text (e.g., video, media, lecture) using a graphic organizer in a small group discussion.	16.2.4-5.5L Draw conclusions from informational text (e.g., video, media, lecture) during group discussion.	CC.1.5.4.A CC.1.5.5.A CC.1.5.4.C CC.1.5.5.C
	Reading	16.2.4-5.1R Point to words associated with fact or opinion using a picture dictionary or one-to-one translator.	16.2.4-5.2R Identify language indicative of fact or opinion using phrases and sentences from fictional graded reader using a word bank.	16.2.4-5.3R Use context clues to identify fact and opinion from a chapter in fictional text using a graphic organizer.	16.2.4-5.4R Classify evidence of fact and opinion using examples in fictional text using a graphic organizer.	16.2.4-5.5R Draw conclusions about facts and opinions from fictional text using a rubric.	CC.1.2.4.B CC.1.2.5.B CC.1.2.4.E CC.1.2.5.E CC.1.2.4.H CC.1.2.5.H CC.1.2.4.K CC.1.2.5.K
PRODUCTIVE	Speaking	16.2.4-5.1S Answer simple WH-questions about an informational text illustrations (e.g., What animal is carrying the books?) with teacher prompting. My Librarian is a Camel by Margaret Ruurs	16.2.4-5.2S Identify the main idea and a supporting detail from an illustrated informational text using sentence frames (e.g., In Kenya, librarians use _____) with a partner.	16.2.4-5.3S Restate the main idea and details from an illustrated informational text with a partner.	16.2.4-5.4S Discuss opinions about informational text using supporting details and sentence frames in a small group. (e.g., In my opinion; I believe).	16.2.4-5.5S Express and defend opinions with details from informational text using class notes in a class debate.	CC.1.5.4.A CC.1.5.5.A CC.1.5.4.D CC.1.5.5.D

16.2.4-5		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standards
	Writing	16.2.4-5.1W Respond to illustrated events from an informational text using word or phrases with an illustrated word bank.	16.2.4-5.2W Produce short sentences about illustrated events from an informational text using sentence frames.	16.2.4-5.3W Compare and contrast details from an informational graded reader using a Venn Diagram.	16.2.4-5.4W Summarize details from a grade-level informational text using notes.	16.2.4-5.5W Write a persuasive essay using details from a grade-level informational text with a guided model.	CC.1.4.4.D CC.1.4.5.D CC.1.4.4.J CC.1.4.5.J CC.1.4.4.P CC.1.4.5.P CC.1.4.5.Q CC.1.4.5.Q

English Language Development Standard 3: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Mathematics**.

Grade Level: 4-5

16.3.4-5		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standards
RECEPTIVE	Listening	16.3.4-5.1L Point to the multiplication problem from short descriptions (e.g., times 10) by the teacher with visual support.	16.3.4-5.2L Sort the factors in a multiplication task following two-step oral directions with a partner.	16.3.4-5.3L Find the product of multiplication problems following multi-step oral directions with manipulatives in a small group.	16.3.4-5.4L Solve a multiplication problem from oral directions using realia (e.g., buying four apples using grocery ad).	16.3.4-5.5L Solve multiplication problems based on oral discourse with a partner.	CC.2.1.4.C.2 CC.2.1.5.C.2
	Reading	16.3.4-5.1R Match labeled parts of a division equation with its definition using visuals.	16.3.4-5.2R Identify parts of a division equation from a simple word problem using sentence stems with a model.	16.3.4-5.3R Sequence steps in solving a division word problem using sentence strips with a partner.	16.3.4-5.4R Interpret data (e.g., using charts, graphs, etc.) to determine division quotients in a small group.	16.3.4-5.5R Identify ways of using division in everyday life from multiple sources (e.g., approved search engines, textbooks, etc).	CC.2.1.4.C.1 CC.2.1.5.C.1 CC.2.1.4.C.2 CC.2.1.5.C.2 CC.2.3.5.A.1
PRODUCTIVE	Speaking	16.3.4-5.1S Name parts of a fraction with teacher modeling.	16.3.4-5.2S Restate and use phrases to describe fractions using manipulatives with a partner.	16.3.4-5.3S Retell a story involving fractions in a triad.	16.3.4-5.4S Explain the concept of fractions using a graphic organizer in a small group.	16.3.4-5.5S Explain with examples ways fractions are used to solve problems in daily life.	CC.2.1.4.C.1 CC.2.1.5.C.1 CC.2.1.4.C.2 CC.2.1.5.C.2 CC.2.4.4.A.4 CC.2.4.5.A.4

16.3.4-5		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standards
	Writing	<p>16.3.4-5.1W Give examples of patterns in nature with an illustrated word bank.</p>	<p>16.3.4-5.2W Give examples of patterns in nature using general content words (e.g., shape, size, color).</p>	<p>16.3.4-5.3W Give examples of patterns in nature using sentence stems (e.g., I see that __; I noticed that __).</p>	<p>16.3.4-5.4W Give examples of patterns in nature using a paragraph frame.</p>	<p>16.3.4-5.5W Give examples of patterns in nature using complex sentence frames (e.g., I noticed that ____ is similar to ____).</p>	<p>CC.2.2.4.A.4 CC.2.2.5.A.4</p>

English Language Development Standard 4: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Science**.

Grade Level: 4-5

16.4.4-5		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standards
RECEPTIVE	Listening	16.4.4-5.1L Identify conservation measures using pictures and realia following oral descriptions.	16.4.4-5.2L Select and label the orally described conservation measures using realia with a partner.	16.4.4-5.3L Categorize conservation choices (e.g., past and present technology use) using real life examples.	16.4.4-5.4L Compare orally described conservation choices (e.g., past and present technology use) using real life examples.	16.4.4-5.5L Evaluate conservation measures from oral explanations of grade-level materials.	EE.4.5.4.A EE 4.5.4.C
	Reading	16.4.4-5.1R Match labels and symbols of weather patterns with teacher modeling.	16.4.4-5.2R Identify weather patterns from visually supported captions or short statements.	16.4.4-5.3R Sequence descriptive sentences and pictures to illustrate weather patterns.	16.4.4-5.4R Interpret texts to find solutions to weather pattern prediction problems with a small group.	16.4.4-5.5R Research the effects of weather patterns on the community using grade-level reading material.	ST 3.3.4.A5 ST 3.3.5.A5
PRODUCTIVE	Speaking	16.4.4-5.1S Name parts of geological forms with a small group.	16.4.4-5.2S Ask WH-questions about geological forms using pictures and realia with a partner.	16.4.4-5.3S Describe how geological forms are organized with a partner.	16.4.4-5.4S Explain features of geological forms using a graphic organizer.	16.4.4-5.5S Evaluate and explain characteristics of geological forms from grade-level material.	ST 3.3.4.A1 ST 3.3.5.A1 ST 3.3.4.A2 ST 3.3.5.A2 ST 3.3.4.A3 ST 3.3.5.A3 ST 3.3.4.A6 ST 3.3.5.A6
	Writing	16.4.4-5.1W Draw and label pictures of scientific phenomena based on observations (e.g., life cycles) in L1 or L2.	16.4.4-5.2W Record observations of scientific phenomena based on visuals/realia using a graphic organizer.	16.4.4-5.3W Describe and record observations of scientific phenomena on a tri-fold science board.	16.4.4-5.4W Produce journals based on scientific observations from classroom experiments.	16.4.4-5.5W Summarize explanations and observations in a scientific journal using grade-level materials.	ST 3.2.4.A.1 ST 3.2.5.A.1

English Language Development Standard 5: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Social Studies**.

Grade Level: 4-5

16.5.4-5		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standards
RECEPTIVE	Listening	16.5.4-5.1L Point to tools and artifacts based on oral descriptions with visual support.	16.5.4-5.1L Point to pictures of tools and artifacts based on oral classifications with a partner.	16.5.4-5.1L Sequence use of tools and artifacts described orally using a timeline with a partner.	16.5.4-5.1L Identify the differences between tools and artifacts of different time periods using a guided model.	16.5.4-5.1L Draw conclusions about tools and artifacts through oral discourse after video on anthropological sites.	8.2.4.B 8.2.5.B 8.3.4.B 8.3.5.B 8.4.4.B 8.4.5.B
	Reading	16.5.4-5.1R Sequence migration stories from non-fiction texts using a graphic novel format with single words or phrases	16.5.4-5.2R Sequence migration stories from a non-fiction text using a graphic novel with sentence strips.	16.5.4-5.3R Sequence migration stories from a non-fiction text after a group reading.	16.5.4-5.4R Sequence migration stories from a non-fiction text with a partner.	16.5.4-5.5R Sequence migration stories from a non-fiction text.	8.3.4.D 8.3.5.D
PRODUCTIVE	Speaking	16.5.4-5.1S Present to peers the responsibilities of branches of government using iPad and visuals.	16.5.4-5.2S Define the responsibilities of the branches of government using sentence starters with a partner.	16.5.4-5.3S List the responsibilities of the branches of government in small groups.	16.5.4-5.4S Define the responsibilities of the branches of government in small groups.	16.5.4-5.5S Present to peers the responsibilities of the branches of government using notes.	5.3.4.A 5.3.5.A
	Writing	16.5.4-5.1W Label pictures of cross-cultural interaction with a partner.	16.5.4-5.2W Write short statements about cross cultural experiences in your community using a graphic organizer.	16.5.4-5.3W Compare and contrast cross-cultural experiences in your community with multiple sentences using a guided model.	16.5.4-5.4W Write a short paragraph summarizing information about cross-cultural experiences in your community using transition words with a word bank.	16.5.4-5.5W Write a persuasive essay about the importance of cross-cultural experiences using visually supported grade-level resources.	5.2.4.B 5.2.5.B 5.3.4.G 5.3.5.G 8.2.4.D 8.2.5.D 8.4.4.A 8.4.5.A