

CARLISLE AREA SCHOOL DISTRICT

Carlisle, PA 17013

**ENGLISH LANGUAGE ARTS**

**GRADE 4**

Date of Board Approval: July 20, 2017

# CARLISLE AREA SCHOOL DISTRICT

## PLANNED INSTRUCTION COVER PAGE

<b>TITLE OF COURSE:</b>	English Language Arts (Reading/Writing)	<b>SUBJECT:</b>	ELA	<b>GRADE LEVEL:</b>	4
<b>COURSE LENGTH:</b>	Year Long	<b>DURATION:</b>	150 minutes	<b>FREQUENCY:</b>	Daily
<b>PREREQUISITES:</b>	N/A	<b>CREDIT:</b>	N/A	<b>LEVEL:</b>	N/A

**Course Description/Objectives:** The district shall provide for attainment of the academic standards per Chapter 4, Section 4.12. Each student shall demonstrate proficiency in the following areas: reading independently including: purposes for reading, word recognition skills, vocabulary development, comprehension and interpretation, and fluency; reading, analyzing and interpreting text including: text organization, fact and opinion, essential and non-essential information, inferences, text analysis and evaluation; reading, analyzing and interpreting text in fiction and non-fiction including: literacy genres, literacy elements and literary devices; types of writing including: narrative, information and persuasive; quality of writing including: focus, content, organization, style, editing and conventions; speaking and listening including: listening skills and discussion and speaking skills and presentation; characteristics and functions of the English language including: formal and informal language; and research including: inquiry-based processes, location of information and citing of sources, and organization and production of a final product.

**Resources:**

Fiction and Non-Fiction Texts	Tumblebooks	Newsela
Handwriting Without Tears	A-Z readers	Time for Kids
Grammar, Usage and Mechanics (Gr 2-5)	RAZ Kids	Discovery
		Readworks

**Curriculum Writing Committee:**

Miranda Aaron	Megan Bieber	Tracie Brennan	Alex Cashman
Molli Davis	Alicia DeAngelis	Amanda Fair	Meredith Frohman
Laura Guenther	Kristi Harig	Sabrina Hensel	Rachael Kemp
Elizabeth Kusniez	Malinda Mikesell	Maria Sloat	Ruth-Ann Snyder
Krysti Spadea	Denise Stasyszyn		

## COURSE TIMELINE

### **Unit 1: Reading- Metacognitive Thinking Strategies**

**12 Days**

- Word Study
- Fluency (ongoing)
- Speaking and Listening (ongoing)
- Comprehension (ongoing)

### **Unit 1: Writing-Writer's Workshop**

- Handwriting
- Grammar
- Writing

### **Unit 2: Reading- Elements of Fiction**

**36 Days**

- Word Study & Spelling
- Comprehension

### **Unit 2: Writing-Narrative**

- Handwriting
- Grammar
- Writing

**Unit 3: Reading- Main Idea and Supporting Details**

**24 Days**

- Word Study & Spelling
- Comprehension

**Unit 4: Reading- Inferences, Conclusions, Generalizations**

**18 Days**

- Word Study & Spelling
- Comprehension

**Unit 3 & 4: Writing- Persuasive**

- Handwriting
- Grammar
- Writing

**Unit 5: Reading- Text Organization**

**42 Days**

- Word Study & Spelling
- Comprehension

**Unit 5: Writing- Informational**

- Handwriting
- Grammar
- Writing

**Unit 6: Reading- Figurative Language**

**24 Days**

- Word Study & Spelling
- Comprehension

**Unit 6: Writing- Poetry**

- Handwriting
- Grammar
- Writing

**Unit 7: Reading & Writing- Research**

**18 Days**

- Word Study & Spelling
- Comprehension
- Grammar
- Writing

**Total= 174 Days**

# KNOW, UNDERSTAND, DO

<b>COURSE:</b>	Reading	<b>TIME FRAME:</b>	12 days
<b>UNIT #1:</b>	Metacognitive Thinking Strategies	<b>GRADE:</b>	4

<b>STANDARDS:</b>	
<b>Type of Standard:</b> Common Core Standards	
RF.4.3	Know and apply grade level phonics and word analysis skills in decoding words. <ul style="list-style-type: none"> <li>a. Use combined knowledge of all letter-sounds correspondences, syllabication patterns, and morphology (e.g. roots, affixes) to read accurately unfamiliar, multisyllabic words in context and out of context.</li> </ul>
RF.4.4	Read with sufficient accuracy and fluency to support comprehension. <ul style="list-style-type: none"> <li>a. Read on level text with purpose and understanding.</li> <li>b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</li> <li>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul>
RL.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
RL.4.2	Determine the theme of a story, drama, or poem from details in the text; summarize the text.
RL.4.10	By the end of the year, read and comprehend literature including stories, dramas, and poetry in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
RI.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
RI.4.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
RI.4.10	By the end of the year, read and comprehend informational text, including history/social studies, science, technical texts, in grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
SL.4.1	Engage effectively in a range of collaborative discussions (one on one, in groups, teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. <ul style="list-style-type: none"> <li>a. Come to discussions prepared, having read or studied required material: explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</li> <li>b. Follow agreed-upon rules for discussions and carry out assigned roles.</li> </ul>

	<p>c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others</p> <p>d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p>
SL.4.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally
SL.4.3	Identify the reasons and evidence a speaker provides to support particular points.
SL.4.4	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes: speak clearly at an understandable pace.
SL.4.6	Differentiate between contexts that call for formal English and situations where informal discourse is appropriate; use formal English when appropriate to task and situation.
L.4.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. d. Spell grade appropriate words correctly, consulting references as needed.
W.4.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

# KNOW, UNDERSTAND, DO

<b>COURSE:</b>	Reading	<b>TIME FRAME:</b>	12 days
<b>UNIT #1:</b>	Metacognitive Thinking Strategies	<b>GRADE:</b>	4

## UNDERSTANDINGS

Proficient readers use metacognitive thinking strategies to independently read and comprehend text.

## COMMON ASSESSMENTS/CULMINATING ACTIVITY

Students demonstrate their use of metacognitive thinking strategies to fluently decode and comprehend grade level text through a common assessment.

### KNOW

#### Word Study

*\*Foundational skills used throughout entire fourth grade curriculum*

- The 7 syllable types used to fluently and accurately decode text (closed, open, CVCE, vowel teams, consonant le, r-controlled, and schwa)
- Characteristics of each of the 7 syllable types.

#### Fluency

*\*Foundational skills used throughout entire fourth grade curriculum*

- Fluency is the combined knowledge of all letter-sounds correspondences, syllabication patterns, and morphology (e.g. roots, affixes) to read accurately unfamiliar, multisyllabic words in context and out of context.

### DO

#### Word Study

*\*Foundational skills used throughout entire fourth grade curriculum*

- Identify and use the 7 syllable types to accurately decode text, while consistently monitoring comprehension

#### Fluency

*\*Foundational skills used throughout entire fourth grade curriculum*

- Set personal goals with each student for the growth of fluency, accuracy, and retell skills.
- Use combined knowledge of all letter-sounds correspondences, syllabication patterns, and morphology (e.g. roots, affixes) to read

### **Speaking and Listening**

*\*Foundational skills used throughout entire fourth grade curriculum*

- Discussions are collaborative.
- Good speakers are prepared.
- Understand discussion rules and roles.
- Good speakers pose and respond to questions.
- Good speakers explain ideas with relevant details.
- Good speakers speak clearly at an understandable pace.
- That appropriate and relevant facts and details can be used to recount events or tell a story.

### **Comprehension**

*\* Foundational skills used throughout entire fourth grade curriculum*

- Metacognition is the process of thinking about my thinking.
- Metacognitive strategies are: making connections, making inferences, visualizing, summarizing, monitoring understanding, questioning and synthesizing
- Making connections is the ability to relate text to something in your life, another text or to the world.
- Visualizing is the ability to use text to create a picture or movie in your head.

accurately unfamiliar, multisyllabic words in context and out of context.

- Read with sufficient accuracy and fluency to support comprehension.
- Read grade-level text with purpose and understanding.
- Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

### **Speaking and Listening**

*\*Foundational skills used throughout entire fourth grade curriculum*

- During discussions, students come prepared and engage in a collaborative conversation.
- Able to apply rules and pose and respond to questions.
- Speak clearly when explaining ideas with relevant details.
- Paraphrase a text read out loud.
- Explain their own ideas in light of the discussion.
- Use relevant facts and details when explaining or recounting a story.
- Participate in whole group and small group discourse.

### **Comprehension**

*\*Foundational skills used throughout the entire fourth grade curriculum.*

- Identify and define metacognitive thinking strategies.
- Make text to self, text to text, and text to world connections in text.
- Describe in writing or verbally explain a mental picture or movie from the text.
- Formulate questions and answers based on the text before, during, and after reading using a variety of questions types.

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| <ul style="list-style-type: none"><li>• Questioning is the ability to create questions and answers using text.</li><li>• Summarizing is the ability to state the important information in the text.</li><li>• Inferencing is the ability to use prior knowledge and clues within the text to make predictions.</li><li>• Monitoring understanding is the process of using decoding strategies to read fluently and accurately, while consistently checking for meaning of the text.</li><li>• Synthesizing is the ability to combine thinking strategies and flexibly use them to derive meaning from the text.</li><li>• Author's purpose is the ability to identify why the author wrote the text. (Informational, Persuasive or Narrative)</li><li>• A response journal is a written collection of students' thoughts and analysis of text.</li></ul> | <ul style="list-style-type: none"><li>• Write a paragraph summarizing the most important information in the text.</li><li>• Evaluate the information in their summary to ensure all important details are represented.</li><li>• Use prior knowledge and clues within the text combined with your own experiences to construct an inference.</li><li>• Monitor understanding as you read.</li><li>• Combine and flexibly use metacognitive thinking strategies to derive meaning from grade level text verbally and written responses.</li><li>• Determine the author's purpose based upon the genre of the text.</li><li>• Respond to text using a response journal.</li></ul> |
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## KNOW, UNDERSTAND, DO

<b>COURSE:</b>	Writing		<b>TIME FRAME:</b>	12 d
<b>UNIT #1:</b>	Writer's Workshop		<b>GRADE:</b>	4

<b>STANDARDS:</b>	
<b>Type of Standard:</b> Common Core Standards	
L.4.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.4.2	Demonstrate command of conventions of standard capitalization, punctuation, and spelling when writing. a. Use correct capitalization d. Spell grade appropriate words correctly, consulting references as needed.
L.4.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening. c. Consult reference materials (e.g., dictionaries, glossaries, thesaurus), both print and digital, to find the pronunciation and to determine or clarify the precise meaning of key words and phrases.
W.4.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience
W.4.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
W.4.10	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.

# KNOW, UNDERSTAND, DO

<b>COURSE:</b>	Writing	<b>TIME FRAME:</b>	12 days
<b>UNIT #1:</b>	Writer's Workshop	<b>GRADE:</b>	4

## UNDERSTANDINGS

Proficient writers follow the writing process to write a quality essay.

## COMMON ASSESSMENTS/CULMINATING ACTIVITY

Students understand the process used to write a multi-paragraph essay.

<b>KNOW</b>	<b>DO</b>
<p><b>Handwriting</b></p> <ul style="list-style-type: none"> <li>• There is a difference between cursive writing and print writing.</li> <li>• When it is acceptable to print and when cursive should be preferred.</li> <li>• Formation of cursive letters: c, a, d, g, h, t</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• Understand the function of the following parts of speech in writing (G.U.M. Unit 2 Lessons 13-14):               <ul style="list-style-type: none"> <li>○ Nouns</li> <li>○ Proper Nouns</li> </ul> </li> </ul>	<p><b>Handwriting</b></p> <ul style="list-style-type: none"> <li>• Demonstrate the formation of cursive letters: c, a, d, g, h, t</li> <li>• Complete Handwriting Without Tears pgs. 5-13</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• Identify and use nouns correctly in writing.</li> </ul>

**Writing**

- Steps in the writing process: pre-writing, drafting, revising, editing, and publishing.
- Proficient writers utilize the resources that are available in writing workshop to implement the writing process.
- Proficient writers routinely write using a variety of genres over extended and shorter time frames
- Proficient writers produce clear and coherent writing that aligns the task, purpose and audience
- Five domains of writing include focus, content, organization, style, and conventions. (Pennsylvania Writing Rubric)
- The components of a paragraph include: topic sentence, supporting details and a closing sentence.
- Reference materials like dictionaries and thesauruses can be used to clarify the meaning and spelling of key words and phrases in writing.
- Proficient writers follow routines and expectations for writer's workshop.

**Writing**

- Identify each step of the writing process: pre-writing, drafting, revising, editing, and publishing.
- Create writing workshop notebook with writing resources to include PA writing rubric, Different Types of Writing reference sheet, etc.
- Write in multiple genres over extended and shorter time frames
- Write with a clear purpose, task and knowledge of audience
- Write a paragraph that contains a topic sentence, supporting details, and a conclusion sentence.
- Evaluate writing using the PA writing rubric: focus, content, organization, style and conventions.
- Use dictionaries and thesauruses to aide in correct spelling and usage of words.
- Implement routines and expectations for writers' workshop as modeled by the teacher.

# KNOW, UNDERSTAND, DO

<b>COURSE:</b>	Reading	<b>TIME FRAME:</b>	36 days
<b>UNIT #2:</b>	Elements of Fiction	<b>GRADE:</b>	4

<b>STANDARDS:</b>	
<b>Type of Standard:</b> Common Core Standards	
RF.4.3	Know and apply grade level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sounds correspondences, syllabication patterns, and morphology (e.g. roots, affixes) to read accurately unfamiliar, multisyllabic words in context and out of context.
RL.4.2	Determine the theme of a story, drama, or poem from details in the text; summarize the text.
RL.4.3	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions ).
RL.4.4	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g. Herculean).
RL.4.5	Explain major differences between poems, drama, and prose, and refer to the structural elements of poems. (e.g., verse/rhythm/meter) and drama (e.g., cast of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
RL.4.6	Compare and contrast the point of view from which different stories are narrated, including the difference between first-and third- person narrations.
RL.4.7	Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
RL.4.9	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.
RL.4.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
L.4.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. g. Correctly use frequently confused words (e.g., to, two, to; there, their).
L.4.2	Demonstrate command if the conventions of standard English capitalization, punctuation, and spelling when writing. d. Spell grade appropriate words correctly, consulting references as needed.

L.4.4	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
L.4.5	<p>Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar, but not identical meanings (synonyms).</p>
L.4.6	Acquire and use accurately grade-appropriate 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.
W.4.9	<p>Draw evidence from literacy or informational texts to support analysis, reflection and research.</p> <p>a. Apply grade 4 reading standards to literature (e.g. “describe in depth the character, setting, or event in a story or drama, drawing on specific details in a text [e.g. a character’s thoughts, words, or actions]”).</p>

# KNOW, UNDERSTAND, DO

<b>COURSE:</b>	Reading	<b>TIME FRAME:</b>	36 days
<b>UNIT #2:</b>	Elements of Fiction	<b>GRADE:</b>	4

## UNDERSTANDINGS

Proficient readers can use story elements to comprehend fictional texts.

## COMMON ASSESSMENTS/CULMINATING ACTIVITY

Students demonstrate their knowledge of story elements to fluently decode and comprehend grade level text through a common assessment.

### KNOW

#### Word Study

- Context can be used to determine unknown words by relating the words to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
- Homophones have different spellings and meanings (e.g., to, too, two; there, their).
- Specific words have multiple- meanings, although they are spelled the same (e.g., bat, bat; right, right).

### DO

#### Word Study

- Identify synonyms and antonyms for a given word in text and writing.
- Determine the meaning of the appropriate homophone in context.
- Use the correct homophone when writing.
- Determine the meaning of unknown and multiple- meaning words and phrases and apply to writing.

**Spelling- Words Their Way Scope and Sequence- Syllables and Affixes**

**Unit 1: Inflected Endings (-ing, -ed, -s, -es)**

sort 1: review vowel patterns in one syllable words

sort 2: adding *-ing* to words with VC and VCC patterns

sort 3: adding *-ing* to words with VCe and VCC patterns

sort 4: review of double, *e*-drop, and nothing

sort 5: adding *-ed* to words

sort 6: unusual past tense words

sort 7: plural endings: adding *-es*

sort 8: unusual plurals (fe>ves, vowel change, no change)

**Comprehension**

*\*Graphic organizer appropriate to skill*

- The meaning of words and phrases as they are used in a text.
- Drama includes dialogue, scenes, cast of characters, and stage directions.
- Common stories, myths, and traditional literature and words that allude to their significant characters.
- Story elements in a story and drama are characters, setting, plot structure, and theme.
- Theme is the main subject of a story, drama, or poem and is determined by details in the text including how characters in a story or drama respond to challenges.
- Plot structure is conflict, rising action events, climax/turning point, falling action events, and resolution.
- Characterization is the methods an author uses to reveal how the character looks, feels, acts, relates to others, and changes throughout the text.
- First person point of view is where story is being narrated by one character at a time. The character may be speaking about him or herself or sharing events that he or she is experiencing.
- Third person point of view is when the narrator is not part of the story.
- A fictional summary includes all story elements in proper sequence, written or explained in their own words.

**Spelling**

- Associate sound with spelling.
- Sort words based on pattern.
- Apply phonics knowledge to build additional words.
- Independently write words that follow the given pattern.

**Comprehension**

*\*Use graphic organizer appropriate to skill*

- Determine the meaning of words and phrases as they are used in a text.
- Read and comprehend stories, myths, and traditional literature from different cultures.
- Identify story elements.
- Read and interpret a play.
- Locate dialogue, scenes, cast of characters, and stage directions in a drama.
- Create a plot structure diagram including story elements for a fictional text and drama.
- Identify the theme and provide text evidence that supports the theme.
- Cite text evidence to support character traits for the main character using the character's thoughts, words, and actions.
- Distinguish whether a text is written in first or third person point of view.
- Write a summary using story elements.
- Compare and contrast the treatment of similar themes and topics in stories, myths, and traditional literature from different cultures. (OER)

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| <ul style="list-style-type: none"><li>• An open ended response includes part of the question (POQ)/ topic sentence, 2-3 supporting details from the text, and a closing sentence.</li><li>• A text dependent analysis (TDA) is a multi-paragraph essay that assesses both reading comprehension and writing skills. TDA includes an introduction paragraph, 2-3 body paragraphs including text evidence and students' interpretation of the evidence, and a conclusion paragraph.</li></ul> | <ul style="list-style-type: none"><li>• 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 or directions in the text. (OER)</li><li>• Compare and contrast the story elements found in two fictional texts (including the theme).</li><li>• Compare and contrast the story elements found in a fictional text and a script or performance of a play (including the theme) .</li><li>• Participate in large group and small group discussions that models the process of completing a TDA (pulling text evidence, completing graphic organizer, drafting essay).</li></ul> |
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# KNOW, UNDERSTAND, DO

<b>COURSE:</b>	Writing	<b>TIME FRAME:</b>	36 days
<b>UNIT #2:</b>	Narrative	<b>GRADE:</b>	4

<b>STANDARDS:</b>	
<b>Type of Standard:</b> Common Core Standards	
L.4.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. c. Use modal auxiliaries
L.4.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. c. Use a comma before a coordinating conjunction in a compound sentence.
L.4.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening. b. Choose punctuation for effect.
W.4.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and description to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words and phrases to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events.
W.4.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
W.4.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 <a href="#">here</a> .)
W.4.6	With some guidance and support from adults, 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.
W.4.10	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.

# KNOW, UNDERSTAND, DO

<b>COURSE:</b>	Writing	<b>TIME FRAME:</b>	36 days
<b>UNIT #2:</b>	Narrative	<b>GRADE:</b>	4

## UNDERSTANDINGS

Proficient writers write narrative pieces.

## COMMON ASSESSMENTS/CULMINATING ACTIVITY

Students demonstrate their knowledge of narratives by writing multi-paragraph pieces.

### KNOW

#### Handwriting

- There is a difference between cursive writing and print writing.
- When it is acceptable to print and when cursive should be preferred.
- The formation of the cursive letters: p, e, l, f, u, y, l, j, k, r, s, o, w, b, v, m, n

### DO

#### Handwriting

- Demonstrate the formation of the cursive letters: p, e, l, f, u, y, l, j, k, r, s, o, w, b, v, m, n.
- Complete Handwriting Without Tears pgs. 11-49.

## Grammar

- Understand the function of the following parts of speech in writing (G.U.M. Unit 2 Lessons 15-24):
  - Concrete, Abstract, and Collective Nouns
  - Singular and Plural Nouns
  - Irregular Plural Nouns
  - Personal and Possessive Pronouns
  - Action Verbs and Linking Verbs
  - Main Verbs and Helping Verbs
  - Modal Auxiliaries
  - Adjectives and Adverbs
  - Coordinating Conjunctions
  - Subordinating Conjunctions

## Writing

- A narrative is a recount of a well-elaborated event or short sequence of events, including details to describe actions, thoughts, and feelings.
- A personal narrative essay is a writing about themselves in a relativistic situation that includes details to describe actions, thoughts, and feelings.
- A creative narrative is based on imaginative events or stories that did not actually happen, including character(s), setting, plot, and point of view.
- View points for a narrative writing are first or third person.
- Dialogue and description will be used to develop experiences and events as well as show the responses of characters to situations in the story.
- Transitional words/phrases that can be used to sequence the events of a narrative.
- Concrete words, phrases, and sensory details that can be used to convey experiences precisely.

## Grammar

- Identify and use parts of speech correctly in writing.
- Recognize that there needs to be a comma before a coordinating conjunction in a compound sentence.

## Writing

- Prewrite using a graphic organizer to include the story elements for a narrative piece. (i.e. plot diagram)
- Choose a point of view (1<sup>st</sup> or 3<sup>rd</sup> person) and establish that perspective when drafting their narrative.
- Use dialogue and descriptive language throughout the narrative.
- Use transitional words/phrases to sequence the events of a narrative.
- Apply concrete words, phrases, and sensory details to vividly convey a series of events.
- Follow the writing process to produce a published, multi-paragraph narrative.
- Use the writing domains of the PSSA rubric to self evaluate writing.

# KNOW, UNDERSTAND, DO

<b>COURSE:</b>	Reading	<b>TIME FRAME:</b>	24 days
<b>UNIT #3:</b>	Main Idea and Supporting Details	<b>GRADE:</b>	4

<b>STANDARDS:</b>	
<b>Type of Standard:</b> Common Core Standards	
RF.4.3	Know and apply grade level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sounds correspondences, syllabication patterns, and morphology (e.g. roots, affixes) to read accurately unfamiliar, multisyllabic words in context and out of context.
RI.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
RI.4.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
RI.4.4	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
RI.4.6	Compare and contrast a first hand and second hand account of the same event or same topic; describe the differences in focus and the information provided.
RI.4.8	Explain how an author uses reasons and evidence to support particular points in a text.
RI.4.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed in the high end of the range.
L.4.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. d. Spell grade appropriate words correctly, consulting references as needed.
L.4.4	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. b. Use common, grade appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph).
W.4.9	Draw evidence from literacy or informational texts to support analysis, reflection and research. b. Apply grade 4 reading standards to informational text (e.g. “explain how an author uses reasons and evidence to support particular points in a text”).

# KNOW, UNDERSTAND, DO

<b>COURSE:</b>	Reading	<b>TIME FRAME:</b>	24 days
<b>UNIT #3:</b>	Main Idea and Supporting Details	<b>GRADE:</b>	4

## UNDERSTANDINGS

Proficient readers use main ideas and supporting details to comprehend non fiction text.

## COMMON ASSESSMENTS/CULMINATING ACTIVITY

Students demonstrate the use of main idea and details to fluently decode and comprehend grade level text through a common assessment.

### KNOW

**Word Work**

*(Prefixes and suffixes were divided amongst all units, starting here with the goal of completing 1-2 prefixes or suffixes per 6 day reading cycle)*

*\*\*\* Main Idea and Details unit is 4 CYCLES → 6 of the following prefixes completed*

- The meaning of prefixes (e.g., *re-*, *un-*, *dis-*, *mis-*, *pre-*, *ex-*, *non-*, *in-*, *fore-*, *uni-*, *bi-*, *tri-*)

**Spelling**

**Unit 1: Inflected Endings (-ing, -ed, -s, -es)**

sort 9: y + inflected endings

**Unit 2: Compound Words**

sort 10: compound words

### DO

**Word Work**

- Use prefixes as clues to understand the meaning of a given word.

**Spelling**

- Associate sound with spelling.
- Sort words based on pattern.
- Apply phonics knowledge to build additional words.

sort 11: more compound words

### **Unit 3: Syllable Juncture**

sort 12: syllable juncture in VCV and VCCV patterns

sort 13: more syllable juncture in VCV and VCCV patterns

sort 14: syllable juncture in VCV and VCCV patterns

sort 15: syllable juncture in VCCCV and VV patterns

sort 16: open and closed syllables and inflected endings

### **Unit 4: Vowel Patterns in Accented Syllables**

sort 17: long *-a* patterns in accented syllables

sort 18: long *-i* patterns in accented syllables

### **Comprehension**

*\*Graphic Organizer appropriate to skill*

- Main idea is the author's big idea that is stated directly in the text or implied (derived from clues presented in the text).
- Key details are facts or examples that support the main idea.
- Difference between a fact and opinion, knowing a fact is a detail that can be proven and an opinion is what you think or feel.
- Irrelevant details are extra information provided by the author that does not support the main idea.
- General academic and domain specific words or phrases.
- A summary of expository text uses main ideas and details.
- Main ideas and themes can be compared and contrasted between non fiction and fiction texts.
- A text dependent analysis (TDA) is a multi-paragraph essay that assesses both reading comprehension and writing skills. TDA includes an introduction paragraph, 2-3 body paragraphs including text evidence and students' interpretation of the evidence, and a conclusion paragraph.

- Independently write words that follow the given pattern.

### **Comprehension**

*\*Use graphic organizer appropriate to skill*

- Identify the main idea and tell whether it is stated or implied.
- Given a main idea, identify 2-3 supporting details and determine whether they are facts or opinions.
- Determine the meaning of general academic and domain specific words or phrases.
- Write a summary of an informational text that captures the main idea using facts and key details from the text.
- Write a two paragraph essay to compare and contrast the main ideas and details of two nonfiction text from a 1st and 2nd hand account related to the same topic.
- Write a two paragraph essay to compare and the contrast the main ideas and theme of a nonfiction and fiction text.
- Participate in large group and small group discussions that models the process of completing a TDA. (pulling text evidence, completing graphic organizer, drafting essay)

# KNOW, UNDERSTAND, DO

<b>COURSE:</b>	Reading	<b>TIME FRAME:</b>	18 days
<b>UNIT #4:</b>	Inferences, Conclusions, Generalizations	<b>GRADE:</b>	4

<b>STANDARDS:</b>	
<b>Type of Standard:</b> Common Core Standards	
RF.4.3	Know and apply grade level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sounds correspondences, syllabication patterns, and morphology (e.g. roots, affixes) to read accurately unfamiliar, multisyllabic words in context and out of context.
RL.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
RI.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
RI.4.7	Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.
RI.4.8	Explain how an author uses reasons and evidence to support particular points in a text.
RI.4.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed in the high end of the range.
L.4.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. d. Spell grade appropriate words correctly, consulting references as needed.
L.4.4	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. b. Use common, grade appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph).
W.4.9	Draw evidence from literacy or informational texts to support analysis, reflection and research. a. Apply grade 4 reading standards to literature (e.g. “describe in depth the character, setting, or event in a story or drama, drawing on specific details in a text [e.g. a character’s thoughts, words, or actions]”). b. Apply grade 4 reading standards to informational text (e.g. “explain how an author uses reasons and evidence to support particular points in a text”).

# KNOW, UNDERSTAND, DO

<b>COURSE:</b>	Reading	<b>TIME FRAME:</b>	18 days
<b>UNIT #4:</b>	Inferences, Conclusions, Generalizations	<b>GRADE:</b>	4

## UNDERSTANDINGS

Proficient readers draw conclusions, make inferences, and make generalizations to comprehend what they have read.

## COMMON ASSESSMENTS/CULMINATING ACTIVITY

Students demonstrate their use of drawing conclusions, making inferences, and making generalizations to fluently decode and comprehend grade level text through a common assessment.

### KNOW

**Word Study**

*(Prefixes and suffixes were divided amongst all units, starting here with the goal of completing 2 prefixes or suffixes per 6 day reading cycle)*

*\*\*\* Inference/ Drawing Conclusions/ Generalizations unit is 3*

*CYCLES → 6 of the remaining prefixes completed*

- The meaning of prefixes (e.g., *re-*, *un-*, *dis-*, *mis-*, *pre-*, *ex-*, *non-*, *in-*, *fore-*, *uni-*, *bi-*, *tri-*)

### DO

**Word Study**

- Use prefixes as clues to understand the meaning of a given word.

## ***Spelling***

### **Unit 4: Vowel Patterns in Accented Syllables**

sort 19: long *-o* patterns in accented syllables

sort 20: long *-u* patterns in accented syllables

sort 21: long *-e* patterns in accented syllables

sort 22: ambiguous vowels in accented syllables (*oy/oi* and *ou/ow*)

sort 23: more ambiguous vowels in accented syllables (*au, aw, al*)

sort 24: *r*-influenced *a* in accented syllables

sort 25: *r*-influenced *o* in accented syllables

sort 26: words with the *w* or /w/ sound before the vowel

## **Comprehension**

*\*Graphic organizer appropriate to skill*

- Drawing conclusions is the ability to use only details from the text to gather meaning that is not overtly stated.
- Making inferences is the ability to use details from the text and prior knowledge to gather meaning that is not overtly stated.
- Generalizations are broad statements authors make about certain populations or topics using details from the text and prior knowledge. (may or may not be valid)
- A text dependent analysis (TDA) is a multi-paragraph essay that assesses both reading comprehension and writing skills. TDA includes an introduction paragraph, 2-3 body paragraphs including text evidence and students' interpretation of the evidence, and a conclusion paragraph.

## ***Spelling***

- Associate sound with spelling.
- Sort words based on pattern.
- Apply phonics knowledge to build additional words.
- Independently write words that follow the given pattern.

## **Comprehension**

*\*Use graphic organizer appropriate to skill*

- Use graphs, pictures, charts, tables or other text feature to make an inference, generalization, or conclusion.
- Use text evidence and prior knowledge to support inferences.
- Draw a conclusion and cite evidence from the text to support the conclusion.
- Identify and create generalizations based on a text.
- Determine the validity of a generalization.
- Complete a text dependent analysis organizer and draft a multi paragraph essay (with peers/independently).

# KNOW, UNDERSTAND, DO

<b>COURSE:</b>	Writing	<b>TIME FRAME:</b>	42 days
<b>UNIT #3 &amp; 4:</b>	Persuasive	<b>GRADE:</b>	4

<b>STANDARDS:</b>	
<b>Type of Standard:</b> Common Core Standards	
L.4.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.4.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> <li>a. Use correct capitalization</li> <li>c. Use a comma before a coordinating conjunction in a compound sentence.</li> <li>d. Spell grade appropriate words correctly, consulting references as needed.</li> </ul>
L.4.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening. <ul style="list-style-type: none"> <li>c. Use punctuation for effect.</li> </ul>
W.4.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. <ul style="list-style-type: none"> <li>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.</li> <li>b. Provide reasons that are supported by facts and details.</li> <li>c. Link opinion and reasons using words and phrases (e.g., <i>for instance</i>, <i>in order to</i>, <i>in addition</i>).</li> <li>d. Provide a concluding statement or section related to the opinion presented.</li> </ul>
W.4.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
W.4.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 <a href="#">here</a> .)
W.4.6	With some guidance and support from adults, 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.
W.4.10	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.

# KNOW, UNDERSTAND, DO

<b>COURSE:</b>	Writing	<b>TIME FRAME:</b>	42 days
<b>UNIT #3 &amp; 4:</b>	Persuasive	<b>GRADE:</b>	4

## UNDERSTANDINGS

Proficient writers write persuasive pieces using logical reasons and supporting details.

## COMMON ASSESSMENTS/CULMINATING ACTIVITY

Students demonstrate their knowledge of persuasive pieces by writing multi-paragraph essays.

### KNOW

#### Handwriting

- There is a difference between cursive writing and print writing.
- When it is acceptable to print and when cursive should be preferred.
- The formation of the cursive letters: x, q, z
- The formation of uppercase cursive letters.

#### Grammar

- The use of the mechanics of writing (G.U.M. Unit 5 Lessons 49-56):
  - Proper Nouns and Titles of Respect
  - Abbreviations and Initials
  - More Proper Nouns
  - Titles
  - Possessive Nouns and Contractions
  - Commas in a Series
  - Commas After Introductory Words
  - Commas in Compound Sentences

### DO

#### Handwriting

- Demonstrates the formation of the cursive letters: x, q, z
- Demonstrates the formation of uppercase cursive letters.
- Completes Handwriting Without Tears pgs. 50-73

#### Grammar

- Identify the rules for the mechanics of written language and use in writing.

**Writing**

- A thesis statement states the writers' opinion in a persuasive essay.
- The structure of a persuasive essay is: introduction with a thesis statement, three or more body paragraphs, and a conclusion paragraph.
- Reasons are logically ordered so they support facts and details.
- Transitional words and phrases are used to connect an opinion to reasons.
- Some contexts call for formal English (e.g., presenting ideas) and in some situations informal language is appropriate (e.g., small-group discussion).
- An effective persuasive piece ends with a conclusion that restates the opinion and supporting reasons.

**Writing**

- Write persuasive pieces that support claims or positions with clear reasons and relevant evidence.
- During prewriting, establish an opinion and organize ideas to support the writer's purpose in the introductory paragraph.
- Develop appropriate wording and purpose for the intended audience of a persuasive piece.
- Link opinions and reasons using words, phrases, and clauses (e.g., *consequently*, *specifically*).
- Use transitional words and phrases to connect an opinion and reasons (e.g., for instance, in order to, in addition).
- Restate the opinion and supporting reasons through a conclusion paragraph.
- Use the writing domains of the PSSA rubric to self-evaluate writing.
- Use technology to publish writing.

# KNOW, UNDERSTAND, DO

<b>COURSE:</b>	Reading	<b>TIME FRAME:</b>	42 days
<b>UNIT #5:</b>	Text Organization	<b>GRADE:</b>	4

<b>STANDARDS:</b>	
<b>Type of Standard:</b> Common Core Standards	
RF.4.3	Know and apply grade level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sounds correspondences, syllabication patterns, and morphology (e.g. roots, affixes) to read accurately unfamiliar, multisyllabic words in context and out of context.
RF.4.4	Read with sufficient accuracy and fluency to support comprehension. a. Read on level text with purpose and understanding. b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
RI.4.2	Determine the main idea of a text and explain how is supported by key details; summarize the text.
RI.4.3	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
RI.4.4	Determine the meaning of general academic and domain- specific words or phrases in a text relevant to a grade 4 topic or subject area.
RI.4.5	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
RI.4.6	Compare and contrast a first hand and second hand account of the same event or topic; describe the differences in focus and the information provided.
RI.4.7	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
RI.4.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
L.4.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. d. Spell grade appropriate words correctly, consulting references as needed.

L.4.4	<p>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.</p> <ul style="list-style-type: none"><li>a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</li><li>b. Use common, grade appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph).</li></ul>
W.4.9	<p>Draw evidence from literacy or informational texts to support analysis, reflection and research.</p> <ul style="list-style-type: none"><li>b. Apply grade 4 reading standards to informational text (e.g. “explain how an author uses reasons and evidence to support particular points in a text”).</li></ul>

# KNOW, UNDERSTAND, DO

<b>COURSE:</b>	Reading	<b>TIME FRAME:</b>	42 days
<b>UNIT #5:</b>	Text Organization	<b>GRADE:</b>	4

## UNDERSTANDINGS

Proficient readers use text organization to comprehend the text.

## COMMON ASSESSMENTS/CULMINATING ACTIVITY

Students demonstrate knowledge and usage of text organization to fluently decode and comprehend grade level text through a common assessment.

### KNOW

**Word Study**

*(Prefixes and suffixes were divided amongst all units, starting here with the goal of completing 2 prefixes or suffixes per 6 day reading cycle)*

*\*Text Organization unit is 7 CYCLES, including a cycle for TDA → 7 suffixes completed in 2 to 3 cycles. Remaining cycles is used for context clues.*

- The meaning of suffixes (e.g., -y, -ly, -ful, -er, -est, -ness, -less)
- How context clues can provide useful information in determining the meaning of a word or phrase (e.g., definitions, examples, or restatements in text).

### DO

**Word Study**

- Use suffixes as clues to understand the meaning of a given word.
- Accurately determine the meaning of a word or phrase using the clues provided in the text.

## ***Spelling***

### **Unit 4: Vowel Patterns in Accented Syllables**

sort 27: schwa + *r* spelled *er*, *ir*, and *ur* in first syllables

sort 28: schwa + *r* and *r*-influenced *e* in accented syllables (*er*, *ear*, *ere*)

### **Unit 5: Unaccented Syllables**

sort 29: unaccented final syllable (*le*)

sort 30: unaccented final syllable (*le*, *el*, *il*, *al*)

sort 31: unaccented final syllable (*er*, *ar*, *or*)

sort 32: agents and comparatives

sort 33: unaccented final syllable (*/chur/zhur/yur*)

sort 34: unaccented final syllable (*en*, *on*, *ain*, *in*)

sort 35: unaccented final syllable (*et*, *it*, *ate*)

sort 36: final *-y*, *-ey*, and *-ie*

sort 37: *y* + inflected endings

sort 38: unaccented initial syllables (*a-*, *de-*, *be-*)

### **Unit 6: Exploring Consonants**

sort 39: initial hard and soft *g* and *c*

sort 40: *s* and soft *c* and *g* in the final syllable

## **Comprehension**

*\*Graphic organizer appropriate to skill*

- The meaning of general academic and domain-specific words or phrases.
- Text features clarify information presented in a non-fiction text.
- Sequence of events organizes text to show order.
- Cause and effect organize text to show the relationship between what happened and why it happened.
- Compare and contrast organizes text to show how things are alike and different.
- Problem and solution organizes text by identifying a problem and stating a solution.
- Question and answer organizes text by posing a question and providing information to answer it.
- Key words signal how the text is organized (signal words).

## ***Spelling***

- Associate sound with spelling.
- Sort words based on pattern.
- Apply phonics knowledge to build additional words.
- Independently write words that follow the given pattern.

## **Comprehension**

*\*Use graphic organizer appropriate to skill*

- Determine the meaning of general academic and domain-specific words or phrases.
- Describe how text features clarify the information presented in a non-fiction text.
- Sequence events in order from a text.
- Identify the cause and effect relationships in a text.
- Identify the problem and solution in a text.
- Write a two paragraph response that uses signal words to compare and contrast two topics.
- Identify the structure of a nonfiction text and defend the answer referencing signal words.

- A summary of expository text uses main idea and details.
- Multiple accounts of the same topic may have similarities and differences based on it being a first hand or second hand account.
- A text dependent analysis (TDA) is a multi-paragraph essay that assesses both reading comprehension and writing skills. TDA includes an introduction paragraph, 2-3 body paragraphs including text evidence and students' interpretation of the evidence, and a conclusion paragraph.

- Determine how the point of view of a text influences the audiences' understanding of the text.
- Complete a scaffolded text dependent analysis organizer and draft a multi paragraph essay (with peers/independently).

# KNOW, UNDERSTAND, DO

<b>COURSE:</b>	Writing	<b>TIME FRAME:</b>	42 days
<b>UNIT #5:</b>	Informational	<b>GRADE:</b>	4

<b>STANDARDS:</b>	
<b>Type of Standard:</b> Common Core Standards	
L.4.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> <li>a. Use relative pronouns (who, whom, whose, which, that) and relative adverbs (where, when, why).</li> <li>e. Form and use prepositional phrases.</li> <li>f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons</li> </ul>
L.4.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> <li>c. Use commas and quotation marks to mark direct speech and quotations from a text.</li> <li>d. Spell grade appropriate words correctly, consulting references as needed.</li> </ul>
L.4.6	Acquire and use accurately grade appropriate general academic and domain specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wild life, conservation, endangered when discussing animal preservation).
W.4.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. <ul style="list-style-type: none"> <li>a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</li> <li>c. Link ideas within categories of information using words and phrases (e.g., <i>another</i>, <i>for example</i>, <i>also</i>, <i>because</i>).</li> <li>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>e. Provide a concluding statement or section related to the information or explanation presented.</li> </ul>
W.4.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
W.4.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 <a href="#">here.</a> )

W.4.6	With some guidance and support from adults, 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.
W.4.10	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.

# KNOW, UNDERSTAND, DO

<b>COURSE:</b>	Writing	<b>TIME FRAME:</b>	42 days
<b>UNIT #5:</b>	Informational	<b>GRADE:</b>	4

## UNDERSTANDINGS

Proficient writers write informational texts to examine a topic and convey ideas and information clearly.

## COMMON ASSESSMENTS/CULMINATING ACTIVITY

Students demonstrate their knowledge of informational pieces by writing multi-paragraph essays.

<b>KNOW</b>	<b>DO</b>
<p><b>Handwriting</b></p> <ul style="list-style-type: none"> <li>• There is a difference between cursive writing and print writing.</li> <li>• When it is acceptable to print and when cursive should be preferred.</li> <li>• The formation of all upper and lower case cursive letters.</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• The use of mechanics in writing (G.U.M. Unit 5 Lessons 58-60):               <ul style="list-style-type: none"> <li>○ Direct and Indirect Quotations</li> <li>○ Writing Direct Quotations</li> <li>○ Quotations from a Text</li> </ul> </li> <li>• Sentence structure in writing (G.U.M. Unit Lessons 1-7, 9-12):               <ul style="list-style-type: none"> <li>○ Kinds of Sentences</li> <li>○ Complete Subject and Complete Predicate</li> </ul> </li> </ul>	<p><b>Handwriting</b></p> <ul style="list-style-type: none"> <li>• Demonstrate the formation of all upper and lower case cursive letters.</li> <li>• Complete Handwriting Without Tears pgs. 74-86</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• Identify the rules for the mechanics of written language and use in writing.</li> <li>• Identify and use sentence structure correctly in writing.</li> </ul>

- The Simple Subject
- The Simple Predicate
- Direct Objects
- Prepositional Phrases
- Sentence Fragments
- Simple and Compound Sentences
- Complex Sentences
- Relative Pronouns and Relative Adverbs
- Avoiding Run-ons and Comma Splices

### **Writing**

- Informational texts use an introduction, body paragraphs and a conclusion to examine a topic and convey ideas.
- Transitional words and phrases are used to link ideas.
- Precise language and content specific vocabulary is used to explain the topic.
- Informational texts often include text features, such as headings, illustrations, charts, diagrams, captions, etc.

### **Writing**

- Write informational texts with an introduction, body paragraphs, and a conclusion to examine a topic and convey ideas and information.
- While prewriting, complete an organizer that introduces the topic, main ideas, and supporting details.
- While drafting, expand upon the details by using specific facts, definitions, examples, concrete details, and quotations.
- Use precise language and domain-specific vocabulary to inform, explain a topic, or to develop an argument.
- Include text features, such as headings, illustrations, charts, diagrams, captions, etc., in an informational text.
- Use transition words to link ideas within and across categories of information.
- Write a concluding paragraph that summarizes the information included in the piece.
- Use the writing domains of the PSSA rubric to self-evaluate writing.
- Use technology to publish writing.

# KNOW, UNDERSTAND, DO

<b>COURSE:</b>	Reading	<b>TIME FRAME:</b>	24 days
<b>UNIT #6:</b>	Figurative Language	<b>GRADE:</b>	4

<b>STANDARDS:</b>	
<b>Type of Standard:</b> Common Core Standards	
RF.4.3	Know and apply grade level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sounds correspondences, syllabication patterns, and morphology (e.g. roots, affixes) to read accurately unfamiliar, multisyllabic words in context and out of context.
RL.4.4	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g. Herculean).
RL.4.5	Explain major differences between poems, drama, and prose, and refer to the structural elements of poems and drama when writing or speaking about a text.
L.4.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. d. Spell grade appropriate words correctly, consulting references as needed.
L.4.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Explain the meaning of simple similes and metaphors in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs.
W.4.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
W.4.9	Draw evidence from literacy or informational texts to support analysis, reflection and research. Apply grade 4 reading standards to literature (e.g. “describe in depth the character, setting, or event in a story or drama, drawing on specific details in a text [e.g. a character’s thoughts, words, or actions]”). Apply grade 4 reading standards to informational text (e.g. “explain how an author uses reasons and evidence to support particular points in a text”).

# KNOW, UNDERSTAND, DO

<b>COURSE:</b>	Reading	<b>TIME FRAME:</b>	24 days
<b>UNIT #6:</b>	Figurative Language	<b>GRADE:</b>	4

## UNDERSTANDINGS

Proficient readers use figurative language to gain a deeper understanding of the text.

## COMMON ASSESSMENTS/CULMINATING ACTIVITY

Students demonstrate their use of figurative language to fluently decode and comprehend grade level text through a common assessment.

### KNOW

#### Word Study

#### *Spelling*

#### Unit 6: Exploring Consonants

sort 42: the sound of *k* spelled *ck*, *ic*, and *x*

sort 43: spellings with *qu*

sort 44: words with silent consonants

sort 45: *gh* and *ph*

#### Unit 7: Affixes

sort 46: prefixes (*re-*, *un-*)

sort 47: prefixes (*dis-*, *mis-*, *pre*)

sort 48: prefixes (*ex-*, *non-*, *in-*, *fore-*)

sort 49: prefixes (*uni-*, *bi-*, *tri-*, and other numbers)

### DO

#### Word Study

#### *Spelling*

- Associate sound with spelling.
- Sort words based on pattern.
- Apply phonics knowledge to build additional words.
- Independently write words that follow the given pattern.

## Comprehension

*\*Graphic organizer appropriate to skill*

- Figurative language is language that cannot be taken literally since it was written to help the reader visualize and evoke a feeling.
- Definition of verse as single line of poetry.
- Rhythm is the pattern or beat of a poem that is expressed through stressed and unstressed syllables.
- Meter is a stressed and unstressed syllabic pattern in the verse of a poem.
- Similes are a comparison of two unlike things in which a word of comparison is used.
- Metaphor is a figure of speech that expresses an idea through the image of another object.
- Idioms are an expression formed by a group of words (e.g. raining cats and dogs).
- Adages are proverbs or a short statements displaying a common truth (e.g. out of sight, out of mind).
- Proverbs are short saying in general use of a general truth (e.g. absence makes the heart grow fonder).
- Figurative language can include words or phrases that allude to significant characters in mythology (e.g. Herculean).
- A text dependent analysis (TDA) is a multi-paragraph essay that assesses both reading comprehension and writing skills. TDA includes an introduction paragraph, 2-3 body paragraphs including text evidence and students' interpretation of the evidence, and a conclusion paragraph.

## Comprehension

*\*Use graphic organizer appropriate to skill*

- Orally read poetry with appropriate rhythm and meter (e.g.; echo read, buddy read, choral read, individually).
- Identify the structure of poetry includes stanzas, rhythm, and rhyme
- Determine the meaning of words or phrases that allude to significant characters found in mythology (e.g. Herculean).
- Identify and explain similes and metaphors in poetry and prose.
- Compare and contrast two poems in regards to their structural elements (e.g. verse, figurative language, rhythm and meter).
- Recognize and explain the meaning of common idioms, adages, and proverbs.
- Compare and contrast fiction (including poetry) and non-fiction in regards to genre, literacy elements and figurative language. (TDA)

# KNOW, UNDERSTAND, DO

<b>COURSE:</b>	Writing	<b>TIME FRAME:</b>	24 days
<b>UNIT #6:</b>	Poetry	<b>GRADE:</b>	4

<b>STANDARDS:</b>	
<b>Type of Standard:</b> Common Core Standards	
L.4.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. g. Correctly use frequently confused words.
L.4.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. d. Spell grade appropriate words correctly, consulting references as needed.
W.4.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
W.4.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 <a href="#">here.</a> )
W.4.6	With some guidance and support from adults, 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.

# KNOW, UNDERSTAND, DO

<b>COURSE:</b>	Writing	<b>TIME FRAME:</b>	24 days
<b>UNIT #6:</b>	Poetry	<b>GRADE:</b>	4

## UNDERSTANDINGS

Proficient writers use figurative language to write different types of poetry.

## COMMON ASSESSMENTS/CULMINATING ACTIVITY

Students demonstrate their knowledge of figurative language and poetry by writing several different forms of poetry.

### KNOW

#### **Handwriting**

- There is a difference between cursive writing and print writing.
- When it is acceptable to print and when cursive should be preferred.
- The formation of all upper and lowercase cursive letters.

### DO

#### **Handwriting**

- Demonstrate the formation of all upper and lowercase cursive letters.

**Grammar**

- How to differentiate between frequently confused words (G.U.M. Unit 3 Lessons 25-27, 29-30, 32):
  - *Your* and *You're*
  - *Their*, *There*, *They're*
  - *Its* and *It's*
  - *Good* and *Well*
  - *Doesn't* and *Don't*
  - *Two*, *Too*, *To*

**Writing**

- The structure of poetry includes stanzas, rhythm, and rhyme.
- Different types of poetry including free verse, haiku, limericks, acrostic, cinquain, couplets, etc.

**Grammar**

- Correctly use frequently confused words.

**Writing**

- Write using common forms of poetry, such as haiku, limericks, acrostic, cinquain, couplets, etc., including stanzas, rhyme, and meter.
- Write poetry in free verse.
- Use the writing domains of the PSSA rubric to self-evaluate writing.
- Use technology to publish writing.

# KNOW, UNDERSTAND, DO

<b>COURSE:</b>	Reading/Writing	<b>TIME FRAME:</b>	18 days
<b>UNIT #7:</b>	Research	<b>GRADE:</b>	4

<b>STANDARDS:</b>	
<b>Type of Standard:</b> Common Core Standards	
RF.4.3	Know and apply grade level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sounds correspondences, syllabication patterns, and morphology (e.g. roots, affixes) to read accurately unfamiliar, multisyllabic words in context and out of context.
RI.4.7	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
RI.4.9	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgably.
SL.4.5	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
L.4.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. b. Form and use the progressive verb tense d. Order adjectives within sentences according to conventional patterns.
L.4.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. d. Spell grade appropriate words correctly, consulting references as needed.
W.4.1	Write opinion pieces on topics or texts, supporting appoint of view with reasons and information. a. Introduce the topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose. b. Provide reasons that are supported by facts and details.
W.4.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. b. Include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. c. Link ideas within categories of information using words and phrases, (e.g., another, for example, also, because).

	<p>d. Provide a concluding statement or section related to the information or explanation presented.</p> <p>e. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p>
W.4.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
W.4.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
W.4.7	Conduct short research projects that build knowledge through investigation of different aspects of a topic.
W.4.8	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
W.4.9	<p>Draw evidence from literacy or informational texts to support analysis, reflection and research.</p> <p>b. Apply grade 4 reading standards to informational text (e.g. “explain how an author uses reasons and evidence to support particular points in a text”).</p>
W.4.10	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.

# KNOW, UNDERSTAND, DO

<b>COURSE:</b>	Reading/Writing	<b>TIME FRAME:</b>	18 days
<b>UNIT #7:</b>	Research	<b>GRADE:</b>	4

## UNDERSTANDINGS

Proficient researchers will use a variety of sources to answer questions.

## COMMON ASSESSMENTS/CULMINATING ACTIVITY

Students demonstrate their understanding of the research process by researching a topic and communicating their findings.

### KNOW

#### Word Study

#### *Spelling-*

#### **Unit 7: Affixes**

sort 50: suffixes (-y, -ly, -ily)

sort 51: comparatives (-er, -est)

sort 52: suffixes (-ness, -ful, -less)

#### **Unit 8: Miscellaneous Sorts**

sort 53: homophones

sort 54: homographs

sort 55: *i* before *e* except after *c*

### DO

#### Word Study

#### *Spelling*

- Associate sound with spelling.
- Sort words based on pattern.
- Apply phonics knowledge to build additional words.
- Independently write words that follow the given pattern.

**Comprehension**

*\*Graphic organizer appropriate to skill*

- Research is a method to gather answers to specific questions.
- Information in charts, graphs, diagrams, timelines and other text features contribute to an understanding of the text.
- Steps to completing the research process:
  - Ask questions
  - Identify sources
  - Collect information
  - Organize information
  - Present information
  - Cite sources

**Grammar**

Conventions of standard English grammar (G.U.M. Unit 4 Lessons 41, 43, 45):

- Subject-Verb Agreement
- Progressive Forms of Verbs
- Ordering Adjectives

**Comprehension**

*\*Use graphic organizer appropriate to skill*

- Follow the steps for researching to conduct research on a self-selected or assigned topic.
- Produce an expository piece that presents the results of research findings.
- Utilize a variety of teacher guided media sources (e.g.; nonfiction books, articles, online databases, websites, encyclopedias, first hand interviews).
- Utilize appropriate visual aids to communicate research findings(e.g.; poster, PowerPoint, concept map, multi media presentation).
- Complete a bibliography template to cite sources.

**Grammar**

- Identify and use verb tenses and subject-verb agreement correctly in writing.

## **Adaptations/Modifications for Students with I.E.P.s**

Adaptations or modifications to this planned course will allow exceptional students to earn credits toward graduation or develop skills necessary to make a transition from the school environment to community life and employment. The I.E.P. team has determined that modifications to this planned course will meet the student's I.E.P. needs.

Adaptations/Modifications may include but are not limited to:

### **INSTRUCTION CONTENT**

- Modification of instructional content and/or instructional approaches
- Modification or deletion of some of the essential elements

### **SETTING**

- Preferential seating

### **METHODS**

- Additional clarification of content
- Occasional need for one to one instruction
- Minor adjustments or pacing according to the student's rate of mastery
- Written work is difficult, use verbal/oral approaches
- Modifications of assignments/testing
- Reasonable extensions of time for task/project completion
- Assignment sheet/notebook
- Modified/adjusted mastery rates
- Modified/adjusted grading criteria
- Retesting opportunities

### **MATERIALS**

- Supplemental texts and materials
- Large print materials for visually impaired students
- Outlines and/or study sheets
- Carbonless notebook paper
- Manipulative learning materials
- Alternatives to writing (tape recorder/calculator)