

# Wallenpaupack Area School District Planned Course Curriculum Guide

## English/Language Arts

### Grade 4 ELA

**Course Description:**

Fluency, vocabulary, and comprehension are the priority skills taught in Grade 4. Non-fiction texts are emphasized in order to prepare students for real world literacy. Writing to text, speaking, and listening are core components of the program.

**Revision Date:**

May 2014

Wallenpaupack Area School District Curriculum	
<b>COURSE: Grade 4 ELA</b>	<b>GRADE: Four</b>
<b>UNIT 1: This Land Is Your Land</b>	<b>TIME FRAME: Six Weeks</b>

**PA CORE STANDARDS:**

**CC.1.1.4.D:** Know and apply grade-level phonics and word analysis skills in decoding words.

**CC.1.1.4.E:** Read with accuracy and fluency to support comprehension.

**CC.1.2.4.A:** Determine the main idea of a text and explain how it is supported by key details; summarize the text.

**CC.1.2.4.B:** Refer to details and examples in text to support what the text says explicitly and make inferences.

**CC.1.2.4.C:** Explain events, procedures, ideas, or concepts in a text, including what happened and why, based on specific information in the text.

**CC.1.2.4.D:** Compare and contrast an event or topic told from two different points of view.

**CC.1.2.4.E:** Use text structure to interpret information (e.g., chronology, comparison, cause/effect, problem/solution).

**CC.1.2.4.F:** Determine the meaning of words and phrases as they are used in grade-level text, distinguishing literal from nonliteral as well as shades of meaning among related words.

**CC.1.2.4.G:** Interpret various presentations of information within a text or digital source and explain how the information contributes to an understanding of text in which it appears.

**CC.1.2.4.H:** Explain how an author uses reasons and evidence to support particular points in a text.

**CC.1.2.4.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 (Informational Text).

**CC.1.2.4.K:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibility from a range of strategies and tools.

**CC.1.3.4.A:** Determine a theme of a text from details in the text; summarize the text.

**CC.1.3.4.B:** Cite relevant details from text to support what the text says explicitly and make inferences.

**CC.1.3.4.C:** Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.

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

**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.1.4.4.M:** Write narratives to develop real or imagined experiences or events.

**CC.1.4.4.N:** Orient the reader by establishing a situation and introducing a narrator and/or characters.

**CC.1.4.4.O:** Use dialogue and descriptions to develop experiences and events or show the responses of characters to situations; use concrete words and phrases and sensory details to convey experiences and events precisely.

**CC.1.4.4.P:** Organize an event sequence that unfolds naturally, using a variety of transitional words and phrases to manage the sequence of events; provide a conclusion that follows from the narrated experiences and events.

**CC.1.4.4.Q:** Choose words and phrases to convey ideas precisely (Narrative).

**CC.1.4.4.R:** Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling (Narrative).

**CC.1.4.4.S:** Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.

**CC.1.4.4.T:** With guidance and support from peers and adults, develop and strengthen writing as needed

by planning, revising, and editing.

**CC.1.4.4.U:** With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

**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.

**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.

**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.

**CC.1.5.4.C:** Identify the reasons and evidence a speaker provides to support particular points.

**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.

**CC.1.5.4.E:** Differentiate between contexts that require formal English versus informal situations.

**CC.1.5.4.F:** Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

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

#### **UNIT OBJECTIVES (SWBATS):**

- Identify realism and fantasy
- Identify sequence of events
- Identify character and setting
- Identify main idea and details
- Activate prior knowledge
- Summarize
- Visualize
- Monitor and fix-up
- Utilize graphic organizers
- Use context clues (homonyms, multiple meaning words, synonyms, unfamiliar words)
- Identify word structure (compound words, prefixes and suffixes)
- Identify reference sources/unfamiliar words
- Identify oral reading accuracy, appropriate pace/rate
- Use expression
- Use appropriate phrasing
- Sort vowels VCCV
- Identify plurals –s, -es
- Identify irregular plurals
- Adding –ed, -ing, -er, -est
- Identify long vowels and digraphs
- Identify vowel sounds in out and toy
- Identify syllable patterns V/CV, VC/V; words ending in –le
- Identify declarative, interrogative, imperative and exclamatory sentences
- Identify subjects and predicates
- Identify compound sentences

- Identify clauses and complex sentences, common and proper nouns
- Identify regular plural nouns,
- Write a personal narrative
- Write a how-to report

**INSTRUCTIONAL STRATEGIES/ACTIVITIES:**

- Direct instruction
- Guided reading
- Shared reading
- Modeling
- Chunking
- Reviewing
- Re-teaching
- Questioning
- Interactive instruction (brainstorming, cooperative learning, problem solving, discussions, role playing)

**ANCHOR VOCABULARY:**

- Characterization
- Context clues
- Elements of fiction
- Key/supporting details
- Main idea
- Multiple -meaning words
- Narrative
- Summarize

**ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):**

- Unit Benchmark Tests
- Scott Foresman Weekly Tests
- CDT
- PSSA

**EVIDENCE OF MASTERY:**

- Progressing towards middle-of-year fluency goal of 103 WCM
- 70% in Weekly Tests
- PSSA Reading: Above 1180

**DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content)**

- Leveled Readers (Scott Foresman)
- Readings on independent level from Readworks
- Books from Reading A-Z
- Guided reading groups
- Journal writing
- Accommodations based on student's IEP/504

**RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.):**

- Pearson Successnet
- Readworks.org
- Reading A-Z

**RESOURCE SPECIFIC VOCABULARY:**

- grand, memorial, peculiar, positive, prideful, recalls, selecting
- docks, migrating, scan, scent, wharf, yearned
- amazed, bewildered, homeland, longed, sculptures, still, towering
- bargain, favor, lassoed, offended, prairie, riverbed, shrieked
- glacier, impressive, naturalist, preserve, slopes, species, wilderness

Wallenpaupack Area School District Curriculum	
<b>COURSE: Grade 4 ELA</b>	<b>GRADE: Four</b>
<b>UNIT 2: Work and Play</b>	<b>TIME FRAME: Six Weeks</b>

**PA CORE STANDARDS:**

**CC.1.1.4.D:** Know and apply grade-level phonics and word analysis skills in decoding words.

**CC.1.1.4.E:** Read with accuracy and fluency to support comprehension.

**CC.1.2.4.A:** Determine the main idea of a text and explain how it is supported by key details; summarize the text.

**CC.1.2.4.B:** Refer to details and examples in text to support what the text says explicitly and make Inferences.

**CC.1.2.4.F:** Determine the meaning of words and phrases as they are used in grade-level text, distinguishing literal from nonliteral as well as shades of meaning among related words.

**CC.1.2.4.G:** Interpret various presentations of information within a text or digital source and explain how the information contributes to an understanding of text in which it appears.

**CC.1.2.4.H:** Explain how an author uses reasons and evidence to support particular points in a text.

**CC.1.2.4.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 (Informational Text).

**CC.1.3.4.C:** Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.

**CC.1.3.4.D:** Compare and contrast an event or topic told from two different points of view.

**CC.1.3.4.E:** Explain major differences between poems, drama, and prose and refer to the structural elements of each when writing or speaking about a text.

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

**CC.1.3.4.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 (Literature).

**CC.1.4.4.A:** Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.

**CC.1.4.4.B:** Identify and introduce the topic clearly.

**CC.1.4.4.C:** Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension.

**CC.1.4.4.D:** Group related information in 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.

**CC.1.4.5.E:** Use precise language and domain-specific vocabulary to inform about or explain the topic.

**CC.1.4.4.F:** Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling (Informative/Explanatory).

**CC.1.4.4.N:** Orient the reader by establishing a situation and introducing a narrator and/or characters.

**CC.1.4.4.S:** Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.

**CC.1.4.4.T:** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

**CC.1.4.4.U:** With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

**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.

**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.

**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.

**CC.1.5.4.C:** Identify the reasons and evidence a speaker provides to support particular points.

**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.

**CC.1.5.4.E:** Differentiate between contexts that require formal English versus informal situations.

**CC.1.5.4.F:** Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

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

#### **UNIT OBJECTIVES (SWBATS):**

- Identify author's purpose
- Draw conclusions
- Identify cause and effect
- Identify fact and opinion
- Predict
- Ask questions
- Identify story structure
- Use dictionary/unfamiliar words
- Use context clues (antonyms and unfamiliar words)
- Identify expression and intonation
- Identify appropriate phrasing
- Identify compound words, words with spl, thr, squ, and str
- Identify digraphs sh, th, ph, ch, and tch
- Identify contractions
- Identify action and linking verbs
- Identify main and helping verbs
- Identify prefixes un-, re-, mis-, and dis-
- Identify singular and plural possessive nouns
- Create a time line
- Create a compare/contrast essay

#### **INSTRUCTIONAL STRATEGIES/ACTIVITIES:**

- Direct instruction
- Guided reading
- Shared reading
- Modeling

- Chunking
- Reviewing
- Re-teaching
- Questioning
- Interactive instruction (brainstorming, cooperative learning, problem solving, discussions, role playing)

**ANCHOR VOCABULARY:**

- Author’s point of view/purpose
- Compare/contrast
- Context clues
- Draw conclusions
- Elements of fiction
- Elements of nonfiction
- Fact
- Structure

**ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):**

- Unit Benchmark Tests
- Scott Foresman Weekly Tests
- CDT
- PSSA

**EVIDENCE OF MASTERY/Cut Score:**

- Progressing towards middle-of-year fluency goal of 103 WCM
- 70% in Weekly Tests
- PSSA Reading: Above 1180

**DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content)**

- Leveled Readers (Scott Foresman)
- Readings on independent level from Readworks
- Books from Reading A-Z
- Guided reading groups
- Journal writing
- Accommodations based on student’s IEP/504

**RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.):**

- Pearson Successnet
- Readworks.org
- Reading A-Z

**RESOURCE SPECIFIC VOCABULARY:**

- fouled, hoop, jersey, marveled, rim, speechless, swatted, unbelievable
- bawling, coyote, dudes, roundup, spurs
- aboard, atlas, awkward, capable, chant, mechanical, miracle, reseats, vehicle
- cord, dismay, grizzly (bear), immense, payroll



- constitution, howling, humble, politics, responsibility, solemnly, vain

Wallenpaupack Area School District Curriculum	
<b>COURSE: Grade 4 ELA</b>	<b>GRADE: Four</b>
<b>UNIT 3: Patterns and Nature</b>	<b>TIME FRAME: Six Weeks</b>

**PA CORE STANDARDS:**

**CC.1.1.4.D:** Know and apply grade-level phonics and word analysis skills in decoding words.

**CC.1.1.4.E:** Read with accuracy and fluency to support comprehension.

**CC.1.2.4.A:** Determine the main idea of a text and explain how it is supported by key details; summarize the text.

**CC.1.2.4.B:** Refer to details and examples in text to support what the text says explicitly and make inferences.

**CC.1.2.4.C:** Explain events, procedures, ideas, or concepts in a text, including what happened and why, based on specific information in the text.

**CC.1.2.4.F:** Determine the meaning of words and phrases as they are used in grade-level text, distinguishing literal from nonliteral as well as shades of meaning among related words.

**CC.1.2.4.G:** Interpret various presentations of information within a text or digital source and explain how the information contributes to an understanding of text in which it appears.

**CC.1.2.4.H:** Explain how an author uses reasons and evidence to support particular points in a text.

**CC.1.2.4.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 (Informational Text).

**CC.1.2.4.K:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibility from a range of strategies and tools.

**CC.1.3.4.A:** Determine a theme of a text from details in the text; summarize the text.

**CC.1.3.4.B:** Cite relevant details from text to support what the text says explicitly and make inferences.

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

**CC.1.3.4.H:** Compare and contrast similar themes, topics, and patterns of events in literature, including texts from different cultures.

**CC.1.3.4.I:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.

**CC.1.3.4.J:** 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 (Literature).

**CC.1.4.4.A:** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

**CC.1.4.4.B:** Identify and introduce the topic clearly.

**CC.1.4.4.C:** Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension.

**CC.1.4.4.D:** Group related information in 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.

**CC.1.4.5.E:** Use precise language and domain-specific vocabulary to inform about or explain the topic.

**CC.1.4.4.F:** Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling (Informative/Explanatory).

**CC.1.4.4.S:** Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.

**CC.1.4.4.T:** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

**CC.1.4.4.U:** With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

**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.

**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.

**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.

**CC.1.5.4.C:** Identify the reasons and evidence a speaker provides to support particular points.

**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.

**CC.1.5.4.E:** Differentiate between contexts that require formal English versus informal situations.

**CC.1.5.4.F:** Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

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

#### **UNIT OBJECTIVES (SWBATS):**

- Draw conclusions
- Generalize
- Compare/contrast
- Ask and answer questions
- Activate and use prior knowledge
- Identify word structure (compound words and endings)
- Identify context clues (multiple meaning words)
- Identify consonant sounds /j/ and /k/
- Identify suffixes -ly, -ful, -ness, -less
- Identify words with wr, kn, md, gn, vowels with r, prefixes pre-, mid-, over-, out-
- Identify suffixes -er, -or, -ess, -ist
- Identify subject-verb agreement
- Identify past, present and future tenses
- Identify irregular verbs
- Identify singular and plural pronouns
- Identify pronouns and antecedents, possessive pronouns, contractions and negatives
- Develop story writing
- Write a business letter
- Develop persuasive writing

#### **INSTRUCTIONAL STRATEGIES/ACTIVITIES:**

- Direct instruction
- Guided reading
- Shared reading

- Modeling
- Chunking
- Reviewing
- Re-teaching
- Questioning
- Interactive instruction (brainstorming, cooperative learning, problem solving, discussions, role playing)

**ANCHOR VOCABULARY:**

- Generalization
- Compare/contrast
- Argument/position

**ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):**

- Unit Benchmark Tests
- Scott Foresman Weekly Tests
- CDT
- PSSA

**EVIDENCE OF MASTERY/Cut Score:**

DIBELS mid-year benchmark goals:

Composite score: 330

WCM – 103

Accuracy – 97%

Retell – 30

DAZE - 15

70% in Weekly Tests

PSSA Reading: Above 1180

**DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content)**

- Leveled Readers (Scott Foresman)
- Readings on independent level from Readworks
- Books from Reading A-Z
- Guided reading groups
- Journal writing
- Accommodations based on student's IEP/504

**RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.):**

- Pearson Successnet
- Readworks.org
- Reading A-Z

**RESOURCE SPECIFIC VOCABULARY:**

- draft, etched, fascinated, frost, parlor, terror, timid
- biologist, bluff, lagoon, massive, rumbling, tropical
- brilliant, chorus, coward, gleamed, shimmering

- destruction, expected, forecasts, inland, shatter, surge
- canopy, dangle, dappled, fragrant, pollen, pollinate, slithered, wondrous

Wallenpaupack Area School District Curriculum	
<b>COURSE: Grade 4 ELA</b>	<b>GRADE: Four</b>
<b>UNIT 4: Puzzles and Mysteries</b>	<b>TIME FRAME: Six Weeks</b>

**PA CORE STANDARDS:**

**CC.1.1.4.D:** Know and apply grade-level phonics and word analysis skills in decoding words.

**CC.1.1.4.E:** Read with accuracy and fluency to support comprehension.

**CC.1.2.4.B:** Refer to details and examples in text to support what the text says explicitly and make Inferences.

**CC.1.2.4.C:** Explain events, procedures, ideas, or concepts in a text, including what happened and why, based on specific information in the text.

**CC.1.2.4.D:** Compare and contrast an event or topic told from two different points of view.

**CC.1.2.4.E:** Use text structure to interpret information (e.g., chronology, comparison, cause/effect, problem/solution).

**CC.1.2.4.F:** Determine the meaning of words and phrases as they are used in grade-level text, distinguishing literal from nonliteral as well as shades of meaning among related words.

**CC.1.2.4.G:** Interpret various presentations of information within a text or digital source and explain how the information contributes to an understanding of text in which it appears.

**CC.1.2.4.H:** Explain how an author uses reasons and evidence to support particular points in a text.

**CC.1.2.4.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 (Informational Text).

**CC.1.3.4.B:** Cite relevant details from text to support what the text says explicitly and make inferences.

**CC.1.3.4.C:** Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.

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

**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 (Literature).

**CC.1.4.4.M:** Write narratives to develop real or imagined experiences or events.

**CC.1.4.4.N:** Orient the reader by establishing a situation and introducing a narrator and/or characters.

**CC.1.4.4.O:** Use dialogue and descriptions to develop experiences and events or show the responses of characters to situations; use concrete words and phrases and sensory details to convey experiences and events precisely.

**CC.1.4.4.P:** Organize an event sequence that unfolds naturally, using a variety of transitional words and phrases to manage the sequence of events; provide a conclusion that follows from the narrated experiences and events.

**CC.1.4.4.Q:** Choose words and phrases to convey ideas precisely (Narrative).

**CC.1.4.4.R:** Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling (Narrative).

**CC.1.4.4.S:** Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.

**CC.1.4.4.T:** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

**CC.1.4.4.U:** With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

**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.

**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.

**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.

**CC.1.5.4.C:** Identify the reasons and evidence a speaker provides to support particular points.

**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.

**CC.1.5.4.E:** Differentiate between contexts that require formal English versus informal situations.

**CC.1.5.4.F:** Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

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

**UNIT OBJECTIVES (SWBATS):**

- Identify plot and theme
- Determine sequence
- Draw conclusions
- Identify author's purpose
- Predict
- Identify text structure
- Identify word structure (endings, and compound words)
- Use context clues (synonyms, antonyms, unfamiliar words and homonyms)
- Identifying appropriate phrasing
- Identify syllable patterns VCCV, CVVC and CVV
- Identify homophones
- Identify suffixes -y, -ish, -hood-, -ment
- Identify contractions and negatives
- Identify multisyllabic words
- Identify adjectives and articles
- Identify adverbs
- Identify prepositions and prepositional phrases
- Write an informational speech
- Conduct and report on an interview
- Write book or story review
- Write editorial
- Write a persuasive essay

**INSTRUCTIONAL STRATEGIES/ACTIVITIES:**

- Direct instruction
- Guided reading
- Shared reading
- Modeling

- Chunking
- Reviewing
- Re-teaching
- Questioning
- Interactive instruction (brainstorming, cooperative learning, problem solving, discussions, role playing)

**ANCHOR VOCABULARY:**

- Argument/position
- Author's purpose
- Context clues
- Elements of fiction
- Elements of nonfiction
- Informational text
- Plot
- Sequence of steps
- Text organization/structure
- Theme

**ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):**

- Unit Benchmark Tests
- Scott Foresman Weekly Tests
- CDT
- PSSA

**EVIDENCE OF MASTERY/Cut Score:**

- Fluency score of 103 WCM
- 70% in Weekly Tests
- PSSA Reading: Above 1180

**DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content)**

- Leveled Readers (Scott Foresman)
- Readings on independent level from Readworks
- Books from Reading A-Z
- Guided reading groups
- Journal writing
- Accommodations based on student's IEP/504

**RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.):**

- Pearson Successnet
- Readworks.org
- Reading A-Z

**RESOURCE SPECIFIC VOCABULARY:**

- appeared, bustling, crumbled, escape, magician, monument, vanished
- aquarium, dolphins, enchanted, flexible, glimpses, pulses, surface



- duke, dungeon, furiously, genius, majesty, noble, peasant, porridge
- ancient, link, scholars, seeker, temple, translate, triumph, uncover
- amphibians, crime, exhibit, lizards, reference, reptiles, salamanders, stumped

Wallenpaupack Area School District Curriculum	
<b>COURSE: Grade 4 ELA</b>	<b>GRADE: Four</b>
<b>UNIT 5: Adventures by Land, Air, and Water</b>	<b>TIME FRAME: Six Weeks</b>

**PA CORE STANDARDS:**

**CC.1.1.4.D:** Know and apply grade-level phonics and word analysis skills in decoding words.

**CC.1.1.4.E:** Read with accuracy and fluency to support comprehension.

**CC.1.2.4.A:** Determine the main idea of a text and explain how it is supported by key details; summarize the text.

**CC.1.2.4.D:** Compare and contrast an event or topic told from two different points of view.

**CC.1.2.4.E:** Use text structure to interpret information (e.g., chronology, comparison, cause/effect, problem/solution).

**CC.1.2.4.F:** Determine the meaning of words and phrases as they are used in grade-level text, distinguishing literal from nonliteral as well as shades of meaning among related words.

**CC.1.2.4.J:** Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic (Informational Text).

**CC.1.3.4.B:** Cite relevant details from text to support what the text says explicitly and make inferences.

**CC.1.3.4.C:** Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.

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

**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 (Literature).

**CC.1.4.4.G:** Write opinion pieces on topics or texts.

**CC.1.4.4.H:** Introduce the topic and state an opinion on the topic.

**CC.1.4.4.I:** Provide reasons that are supported by facts and details.

**CC.1.4.4.J:** Create an organizational structure that includes related ideas grouped to support the writer's purpose and linked in a logical order with a concluding statement or section related to the opinion.

**CC.1.4.4.K:** Choose words and phrases to convey ideas precisely (Opinion/Argumentative).

**CC.1.4.4.L:** Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling (Opinion/Argumentative).

**CC.1.4.4.S:** Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.

**CC.1.4.4.T:** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

**CC.1.4.4.U:** With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

**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.

**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.

**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.

**CC.1.5.4.C:** Identify the reasons and evidence a speaker provides to support particular points.

**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.

**CC.1.5.4.E:** Differentiate between contexts that require formal English versus informal situations.

**CC.1.5.4.F:** Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

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

**UNIT OBJECTIVES (SWBATS):**

- Compare/contrast
- Ask and answer questions
- Activate and use prior knowledge
- Identify plot and theme
- Determine sequence
- Draw conclusions\*
- Identify author's purpose
- Predict\*
- Generalize
- Use the glossary/unfamiliar words\*
- Writing a persuasive essay

**INSTRUCTIONAL STRATEGIES/ACTIVITIES:**

- Direct instruction
- Guided reading
- Shared reading
- Modeling
- Chunking
- Reviewing
- Re-teaching
- Questioning
- Interactive instruction (brainstorming, cooperative learning, problem solving, discussions, role playing)

**ANCHOR VOCABULARY:**

- Argument/position
- Author's point of view/purpose
- Compare/contrast
- Draw conclusions
- Elements of fiction
- Elements of nonfiction
- Multiple meaning words
- Plot

- Sequence
- Theme

**ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):**

- Unit Benchmark Tests
- Scott Foresman Weekly Tests
- CDT
- PSSA

**EVIDENCE OF MASTERY/Cut Score:**

- Progressing towards end-of-year fluency score of 100 WCM
- 70% in Weekly Tests
- PSSA Reading: Above 1180

**DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content)**

- Leveled Readers (Scott Foresman)
- Readings on independent level from Readworks
- Books from Reading A-Z
- Guided reading groups
- Journal writing
- Accommodations based on student's IEP/504

**RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.):**

- Pearson Successnet
- Readworks.org
- Reading A-Z

**RESOURCE SPECIFIC VOCABULARY:**

- bow, cargo, celestial, conducted, dignified, navigation, quivered, stern
- curiosity, glorious, granite, rules, terraced, thicket, torrent
- aviator, brisk, cockpit, daring, elegant, outspoken, solo
- anticipation, continent, convergence, depart, forbidding, heaves, icebergs
- loomed, rille, runt, staggered, summoning, taunted, trench, trudge

Wallenpaupack Area School District Curriculum	
<b>COURSE: Grade 4 ELA</b>	<b>GRADE: Four</b>
<b>UNIT 6: Reaching for Goals</b>	<b>TIME FRAME: Six Weeks</b>

**PA CORE STANDARDS:**

**CC.1.1.4.D:** Know and apply grade-level phonics and word analysis skills in decoding words.

**CC.1.1.4.E:** Read with accuracy and fluency to support comprehension.

**CC.1.2.4.B:** Refer to details and examples in text to support what the text says explicitly and make Inferences.

**CC.1.2.4.C:** Explain events, procedures, ideas, or concepts in a text, including what happened and why, based on specific information in the text.

**CC.1.2.4.D:** Compare and contrast an event or topic told from two different points of view.

**CC.1.2.4.E:** Use text structure to interpret information (e.g., chronology, comparison, cause/effect, problem/solution).

**CC.1.2.4.F:** Determine the meaning of words and phrases as they are used in grade-level text, distinguishing literal from nonliteral as well as shades of meaning among related words.

**CC.1.2.4.G:** Interpret various presentations of information within a text or digital source and explain how the information contributes to an understanding of text in which it appears.

**CC.1.2.4.H:** Explain how an author uses reasons and evidence to support particular points in a text.

**CC.1.2.4.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 (Informational Text).

**CC.1.3.4.A:** Determine a theme of a text from details in the text; summarize the text.

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

**CC.1.3.4.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 (Literature).

**CC.1.4.4.A:** Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.

**CC.1.4.4.B:** Identify and introduce the topic clearly.

**CC.1.4.4.C:** Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension.

**CC.1.4.4.D:** Group related information in 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.

**CC.1.4.5.E:** Use precise language and domain-specific vocabulary to inform about or explain the topic.

**CC.1.4.4.F:** Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling (Informative/Explanatory).

**CC.1.4.4.S:** Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.

**CC.1.4.4.T:** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

**CC.1.4.4.U:** With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of

keyboarding skills to type a minimum of one page in a single sitting.

**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.

**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.

**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.

**CC.1.5.4.C:** Identify the reasons and evidence a speaker provides to support particular points.

**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.

**CC.1.5.4.E:** Differentiate between contexts that require formal English versus informal situations.

**CC.1.5.4.F:** Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

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

**UNIT OBJECTIVES (SWBATS):**

- Generalize
- Use the glossary/unfamiliar words
- Identify vowels in tooth, cook; schwa, words with -tion, -sion, -ture
- Spell related words
- Spell words with silent consonants
- Debate
- Identify and use conjunctions
- Use capitalization
- Use commas
- Use quotations/quotation marks, titles
- Write a biography
- Write an informational article
- Write research report

**INSTRUCTIONAL STRATEGIES/ACTIVITIES:**

- Direct instruction
- Guided reading
- Shared reading
- Modeling
- Chunking
- Reviewing
- Re-teaching
- Questioning
- Interactive instruction (brainstorming, cooperative learning, problem solving, discussions, role playing)

**ANCHOR VOCABULARY:**

- Biography

- Defense of a claim
- Generalization
- Multiple meaning words

**ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):**

- Unit Benchmark Tests
- Scott Foresman Weekly Tests
- CDT
- PSSA

**EVIDENCE OF MASTERY:**

- Fluency score of 103 WCM
- 70% in Weekly Tests
- PSSA Reading: Above 1180

**DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content)**

- Leveled Readers (Scott Foresman)
- Readings on independent level from Readworks
- Books from Reading A-Z
- Guided reading groups
- Journal writing
- Accommodations based on student's IEP/504

**RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.):**

- Pearson Successnet
- Readworks.org
- Reading A-Z

**RESOURCE SPECIFIC VOCABULARY:**

- ancestors, avoided, generators, minister, numerous, pulpit, shielding
- boarding school, dormitory, endurance, manual, reservation, society
- affords, colonel, glint, lurking, palettes, quaint, resemblance
- cradle, drag, flex, glider, hangers, rudder, stalled
- astronauts, capsule, hatch, horizon, lunar, module, quarantine