

Curriculum Map: 4 English Language Arts

Course: 4 Language Arts Sub-topic: Uncategorized

Grade(s): 4

Course Description: Students progress from learning to read to reading to learn in the subject matter content. They read increasingly complex narrative and expository text with appropriate pacing, intonation, and expression. They use appropriate comprehension strategies when reading for different purposes and learn to compare and contrast information on the same topic after reading different texts. Students also learn to define and identify figurative language such as simile and metaphor. Students write multi-paragraph composition with an introduction, supporting paragraphs, and conclusion. They write narratives, responses to literature, information reports, and summaries. With a focus on college and career readiness, students are taught to balance the reading of informational and literacy texts so that they can access non-fiction and authentic texts as well as literature; focus on close and careful reading of text so that students are learning from text; build a staircase of complexity so they can graduate college and career ready; support writing from sources so they academically focused vocabulary so that students can access more complex text.

Course Textbooks, Workbooks, Materials Citations: *Wonders*. New York, New York: McGraw Hill Education, 2017

Novels:

Kimmel Smith, Robert. *Chocolate Fever*. New York, NY: Scholastic Inc., 1972

Blume, Judy. *Tales of a Fourth Grade Nothing*. New York, NY: Scholastic Inc., 1972

Messner, Kate. *Ranger in Time: Rescue on the Oregon Trail*. New York, NY: Scholastic, Inc., 2015

Pascal, Janet B. *Who Was Dr. Seuss*. New York: Penguin Workshop, an Imprint of Penguin Random House LLC., 2011

Creech, Sharon. *Love That Dog*, New York, NY: Scholastic, Inc., 2001

Course Interdisciplinary Connections: April 15, 2013

Date of Last Revision to this Curriculum Map: November 2, 2022

Curriculum Map Contributors: Kim Ledford
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Unit: Reading: Literature

Unit Description: Key Ideas and details
Craft and Structure
Integration of Knowledge and Ideas
Vocabulary Acquisition and Use

Unit Student Learning Outcomes:

1. Use details from the text to describe characters, setting, events, and themes in literature (stories, drama, poetry).
2. Determine the main idea of the text and explain how it is supported by key details.

3. Determine the main idea of a text; recount the key details and explain how they support the main idea.
4. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.
5. Cite relevant details from text to support what the text says explicitly and make inferences.

Unit Essential Questions: 1. How does interaction with text provoke thinking and response?

2. How can the knowledge of language help us to communicate and understand?

Unit Big Ideas: 1. Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text

2. Language is used to communicate and to deepen understanding.

Unit Materials: 1. Reading Anthology
2. Reading/Writing Workshop book
3. Connect Ed
4. Various grade level novels
5. Leveled Readers
6. Grammar reproducible
7. Spelling reproducible
8. IXL

Unit Key Terminology & Definitions:

1. cast-the character of people acting in a play or story
2. character- a person, thing, or animal in a story, poem, book, play, or movie
3. compare-to examine in order to note similarities and differences; to consider or describe as similar
4. connection-a link between two ideas or text
5. contrast- to compare two persons or things to show the differences between them
6. description- words that are used to tell or write about something
7. detail- a small part of a whole; specific information about the main idea
8. dialogue- a conversation between two or more persons
9. drama- a written work that tells a story through action or speech and is intended to be acted out
10. event- a happening in a story, book, play, or poem
11. explicit- so clear in statement that there is no doubt about the meaning
12. inference- a conclusion drawn from prior knowledge and evidence or clues
13. literature- written works of recognized value
14. meter- the pattern of accents and beats used in a poem
15. myth- a story passed down through generations that tries to explain events in nature
16. narrate- to tell a story in speech or in writing
17. oral presentation- a spoken demonstration, lecture, or speech
18. poem/poetry- a composition written in verse that often uses rhythm and/or rhyme
19. point of view-the way an author tells a story
20. prose- the ordinary form of spoken or written language; not poetry
21. rhythm- a repeating pattern of sound found in poems and songs
22. scaffolding- an instructional technique in which the teacher breaks a complex task into smaller tasks, models the desired learning strategy or task, provides support as student as students learn to do the task, and then gradually shifts responsibility to the students
23. setting- the time and place of a story
24. stage direction-a description (as of a character or setting) or direction (as to indicate stage business) provided in the text of a play
25. story- a narrative, either real or imaginary, designed to interest, amuse, or instruct the hearer or reader
26. summarize- to tell or write briefly about the main ideas in a selection
27. text-the actual words in a written selection
28. text complexity-the inherent difficulty of reading and comprehending a text combined with consideration of reader and task variables
29. theme- the main idea or most important ideas of a written selection
30. topic- the main thought or subject of a written work
31. traditional literature- stories passed down orally throughout history, such as folktales,

- fairy tales, myths, and legends
32. verse- on stanza of a poem or song
33. visual presentation- a demonstration, speech, or performance that can be viewed

STANDARDS: STANDARDS

STATE: PA Core Standards (2014)

- [CC.1.3.4.A \(Practiced\)](#) Determine a theme of a text from details in the text; summarize the text.
- [CC.1.3.4.B \(Practiced\)](#) Cite relevant details from text to support what the text says explicitly and make inferences.
- [CC.1.3.4.C \(Practiced\)](#) 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 \(Practiced\)](#) Compare and contrast an event or topic told from two different points of view.
- [CC.1.3.4.F \(Practiced\)](#) Determine the meaning of words and phrases as they are used in grade-level text, including figurative language.
- [CC.1.3.4.H \(Practiced\)](#) Compare and contrast similar themes, topics, and patterns of events in literature, including texts from different cultures.
- [CC.1.3.4.I \(Practiced\)](#) 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 \(Practiced\)](#) 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.

Topic: Key Ideas and Details

Core Lesson Description: Understand key ideas and details

- Core Lesson Student Learning Outcomes:**
1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
 2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.
 3. Describe in depth a character, setting, or story, drama, or poem, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

- Core Lesson Essential Questions:**
1. How does interaction with text provoke thinking and response?
 2. How can the knowledge of language help us to communicate and understand?

- Core Lesson Big Ideas:**
1. Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text
 2. Language is used to communicate and to deepen understanding.

- Core Lesson Materials:**
1. Reading Anthology
 2. Reading/Writing Workshop book
 3. Connect Ed
 4. Various grade level novels
 5. Leveled Readers
 6. Grammar reproducible
 7. Spelling reproducible
 8. IXL

- Core Lesson Student Performance Tasks:**
1. cast-the character of people acting in a play or story
 2. character- a person, thing, or animal in a story, poem, book, play, or movie
 3. compare-to examine in order to note similarities and differences; to consider or describe as similar
 4. connection-a link between two ideas or text
 5. contrast- to compare two persons or things to show the differences between them
 6. description- words that are used to tell or write about something
 7. detail- a small part of a whole; specific information about the main idea
 8. dialogue- a conversation between two or more persons
 9. drama- a written work that tells a story through action or speech and is intended to be acted out
 10. event- a happening in a story, book, play, or poem
 11. explicit- so clear in statement that there is no doubt about the meaning

12. inference- a conclusion drawn from prior knowledge and evidence or clues
13. literature- written works of recognized value
14. meter- the pattern of accents and beats used in a poem
15. myth- a story passed down through generations that tries to explain events in nature
16. narrate- to tell a story in speech or in writing
17. oral presentation- a spoken demonstration, lecture, or speech
18. poem/poetry- a composition written in verse that often uses rhythm and/or rhyme
19. point of view-the way an author tells a story
20. prose- the ordinary form of spoken or written language; not poetry
21. rhythm- a repeating pattern of sound found in poems and songs
22. scaffolding- an instructional technique in which the teacher breaks a complex task into smaller tasks, models the desired learning strategy or task, provides support as student as students learn to do the task, and then gradually shifts responsibility to the students
23. setting- the time and place of a story
24. stage direction-a description (as of a character or setting) or direction (as to indicate stage business) provided in the text of a play
25. story- a narrative, either real or imaginary, designed to interest, amuse, or instruct the hearer or reader
26. summarize- to tell or write briefly about the main ideas in a selection
27. text- the actual words in a written selection
28. text complexity- the inherent difficulty of reading and comprehending a text combined with consideration of reader and task variables
29. theme- the main idea or most important ideas of a written selection
30. topic- the main thought or subject of a written work
31. traditional literature- stories passed down orally throughout history, such as folktales, fairy tales, myths, and legends
32. verse- on stanza of a poem or song
33. visual presentation- a demonstration, speech, or performance that can be viewed

STANDARDS

STATE: PA Core Standards (2014)

- [CC.1.3.4.A \(Practiced\)](#) Determine a theme of a text from details in the text; summarize the text.
- [CC.1.3.4.B \(Practiced\)](#) Cite relevant details from text to support what the text says explicitly and make inferences.
- [CC.1.3.4.C \(Practiced\)](#) Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.

Topic: Craft and Structure

Core Lesson Description: Understanding of craft and structure

Core Lesson Student Learning Outcomes:

1. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third narrations. Note: "Stories" means narration of events told through the text types of stories, dramas, or poems.

Core Lesson Essential Questions:

1. How does interaction with text provoke thinking and response?
2. How can the knowledge of language help us to communicate and understand?

Core Lesson Big Ideas:

1. Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text
2. Language is used to communicate and to deepen understanding.

Core Lesson Materials:

1. Reading Anthology
2. Reading/Writing Workshop book
3. Connect Ed
4. Various grade level novels
5. Leveled Readers
6. Grammar reproducible
7. Spelling reproducible
8. IXL

Core Lesson

1. cast-the character of people acting in a play or story

Student Performance Tasks:

2. character- a person, thing, or animal in a story, poem, book, play, or movie
3. compare-to examine in order to note similarities and differences; to consider or describe as similar
4. connection-a link between two ideas or text
5. contrast- to compare two persons or things to show the differences between them
6. description- words that are used to tell or write about something
7. detail- a small part of a whole; specific information about the main idea
8. dialogue- a conversation between two or more persons
9. drama- a written work that tells a story through action or speech and is intended to be acted out
10. event- a happening in a story, book, play, or poem
11. explicit- so clear in statement that there is no doubt about the meaning
12. literature- written works of recognized value
13. myth- a story passed down through generations that tries to explain events in nature
14. narrate- to tell a story in speech or in writing
15. poem/poetry- a composition written in verse that often uses rhythm and/or rhyme
16. point of view-the way an author tells a story
17. prose- the ordinary form of spoken or written language; not poetry
18. rhythm- a repeating pattern of sound found in poems and songs
19. story- a narrative, either real or imaginary, designed to interest, amuse, or instruct the hearer or reader
20. text-the actual words in a written selection
21. text complexity-the inherent difficulty of reading and comprehending a text combined with consideration of reader and task variables
22. topic- the main thought or subject of a written work traditional literature- stories passed down orally throughout history, such as folktales, fairy tales, myths, and legends
23. verse- on stanza of a poem or song

STANDARDS

STATE: PA Core Standards (2014)

[CC.1.3.4.D \(Practiced\)](#)

Compare and contrast an event or topic told from two different points of view.

Topic: Integration of Knowledge and Ideas

Core Lesson Description:

1. Use of intergration of knowledge and ideas to understand literature

Core Lesson Student Learning Outcomes:

1. Compare and contrast the treatment of similar themes and topics (e.g., opposition of evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures. Note: "Stories" means narration of events told through the text types of stories, dramas, or poems.

Core Lesson Essential Questions:

1. How does interaction with text provoke thinking and response?
2. How can the knowledge of language help us to communicate and understand?

Core Lesson Big Ideas:

1. Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text
2. Language is used to communicate and to deepen understanding.

Core Lesson Materials:

1. Reading Anthology
2. Reading/Writing Workshop book
3. Connect Ed
4. Various grade level novels
5. Leveled Readers
6. Grammar reproducible
7. Spelling reproducible
8. IXL

Core Lesson Student Performance Tasks:

1. character- a person, thing, or animal in a story, poem, book, play, or movie
2. compare-to examine in order to note similarities and differences; to consider or describe as similar
3. connection-a link between two ideas or text
4. contrast- to compare two persons or things to show the differences between them
5. description- words that are used to tell or write about something
6. detail- a small part of a whole; specific information about the main idea
7. dialogue- a conversation between two or more persons
8. event- a happening in a story, book, play, or poem
9. explicit- so clear in statement that there is no doubt about the meaning
10. inference- a conclusion drawn from prior knowledge and evidence or clues
11. literature- written works of recognized value

12. myth- a story passed down through generations that tries to explain events in nature
13. narrate- to tell a story in speech or in writing
14. oral presentation- a spoken demonstration, lecture, or speech
15. poem/poetry- a composition written in verse that often uses rhythm and/or rhyme
16. point of view-the way an author tells a story
17. prose- the ordinary form of spoken or written language; not poetry
18. scaffolding- an instructional technique in which the teacher breaks a complex task into smaller tasks, models the desired learning strategy or task, provides support as student as students learn to do the task, and then gradually shifts responsibility to the students
19. setting- the time and place of a story
20. story- a narrative, either real or imaginary, designed to interest, amuse, or instruct the hearer or reader
21. summarize- to tell or write briefly about the main ideas in a selection
22. text-the actual words in a written selection
23. text complexity-the inherent difficulty of reading and comprehending a text combined with consideration of reader and task variables
24. theme- the main idea or most important ideas of a written selection
25. topic- the main thought or subject of a written work
26. traditional literature- stories passed down orally throughout history, such as folktales, fairy tales, myths, and legends
27. verse- on stanza of a poem or song

STANDARDS

STATE: PA Core Standards (2014)

[CC.1.3.4.H \(Practiced\)](#)

Compare and contrast similar themes, topics, and patterns of events in literature, including texts from different cultures.

Topic: Vocabulary Acquisition and Use

Core Lesson Description: Use and acquisition of vocabulary

Core Lesson Student Learning Outcomes:

1. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
2. a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase, including words or phrases that allude to significant characters found in literature (e.g., Herculean effort).
3. b. Use common, grade Latin affixes and roots as clues to the meaning of a word (e.g., photograph, autograph E04.A-V.4.1.2)
4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
5. a. Explain the meaning of similes and metaphors in context.
6. b. Recognize and explain the meaning of common idioms, adages, and proverbs.
7. c. Demonstrate understanding of words by relating them to their antonyms and synonyms.

Core Lesson Essential Questions:

1. How does interaction with text provoke thinking and response?
2. How can the knowledge of language help us to communicate and understand?

Core Lesson Big Ideas:

1. Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text.
2. Language is used to communicate and to deepen understanding.

Core Lesson Materials:

1. Reading Anthology
2. Reading/Writing Workshop book
3. Connect Ed
4. Various grade level novels
5. Leveled Readers
6. Grammar reproducible
7. Spelling reproducible
8. IXL

Core Lesson Student Performance Tasks:

1. cast-the character of people acting in a play or story
2. character- a person, thing, or animal in a story, poem, book, play, or movie
3. compare-to examine in order to note similarities and differences; to consider or describe as similar
4. connection-a link between two ideas or text
5. contrast- to compare two persons or things to show the differences between them
6. description- words that are used to tell or write about something
7. detail- a small part of a whole; specific information about the main idea
8. dialogue- a conversation between two or more persons
9. drama- a written work that tells a story through action or speech and is intended to be acted out
10. event- a happening in a story, book, play, or poem

11. explicit- so clear in statement that there is no doubt about the meaning
12. inference- a conclusion drawn from prior knowledge and evidence or clues
13. literature- written works of recognized value
14. meter- the pattern of accents and beats used in a poem
15. myth- a story passed down through generations that tries to explain events in nature
16. narrate- to tell a story in speech or in writing
17. oral presentation- a spoken demonstration, lecture, or speech
18. poem/poetry- a composition written in verse that often uses rhythm and/or rhyme
19. point of view-the way an author tells a story
20. prose- the ordinary form of spoken or written language; not poetry
21. rhythm- a repeating pattern of sound found in poems and songs
22. scaffolding- an instructional technique in which the teacher breaks a complex task into smaller tasks, models the desired learning strategy or task, provides support as student as students learn to do the task, and then gradually shifts responsibility to the students
23. setting- the time and place of a story
24. stage direction-a description (as of a character or setting) or direction (as to indicate stage business) provided in the text of a play
25. story- a narrative, either real or imaginary, designed to interest, amuse, or instruct the hearer or reader
26. summarize- to tell or write briefly about the main ideas in a selection
27. text-the actual words in a written selection
28. text complexity-the inherent difficulty of reading and comprehending a text combined with consideration of reader and task variables
29. theme- the main idea or most important ideas of a written selection
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32. verse- on stanza of a poem or song
33. visual presentation- a demonstration, speech, or performance that can be viewed

STANDARDS

STATE: PA Core Standards (2014)

- [CC.1.3.4.F \(Practiced\)](#) Determine the meaning of words and phrases as they are used in grade-level text, including figurative language.
- [CC.1.3.4.I \(Practiced\)](#) 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 \(Practiced\)](#) 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.

Unit: Reading: Informational Text

Unit Key Ideas and Details
Description: Craft and Structure
 Integration of Knowledge and Ideas
 Vocabulary Acquisition and Use

- Unit Student Learning Outcomes:**
1. Demonstrate understanding of key ideas and details in informational texts.
 2. Demonstrate understanding of craft and structure in informational texts.
 3. Demonstrate understanding of connections within, between, and/or among informational texts.
 4. Demonstrate understanding of vocabulary and figurative language in informational text language.

Unit Essential Questions: 1. How can the knowledge of language help us to communicate and understand?

- Unit Big Ideas:**
1. Language is used to communicate and to deepen understanding.
 2. Effective use of vocabulary builds social and academic knowledge

- Unit Materials:**
1. Reading Anthology
 2. Reading/Writing Workshop book
 3. Connect Ed
 4. Various grade level novels
 5. Leveled Readers
 6. Grammar reproducible
 7. Spelling reproducible

8. IXL

Unit Key Terminology & Definitions:

1. account- a statement of facts or events
2. animation- the process of giving motion to or making an object, information, or character seem alive
3. author's point-the author's most important idea or part
4. cause- a thing that brings about a result; the reason or motive for some action
5. chart- a graphic representation of data or information
6. chronology- an arrangement in order according to the time that events happened
7. compare- to examine in order to note similarities and differences; to consider or describe as similar
8. concept- a general notion or idea
9. diagram- a chart or graph that explains something; a labeled illustration
10. effect- an event or condition that is produced by a cause
11. event- a happening in a story, book, play, or poem
12. evidence- something that shows, proves, or gives reasons for making a judgment
13. firsthand- coming from the original source
14. focus- the main point or idea
15. graph- a diagram showing connections of two or more things
16. historical text- a selection containing text based on history
17. idea- a thought or plan carefully formed in the mind
18. informational/informative text- a selection written to inform
19. key details/ideas- the single most important part of a whole or a thought
20. main idea- the most important thought or message in a paragraph or story
21. problem- a question that must be solved or thought about
22. procedure- a method of doing something, often by a series of steps
23. quantitative- pertaining to the description or measurement of number or numerical
24. reason- a cause for acting, thinking, or feeling a certain way
25. scaffolding- an instructional technique in which the teacher breaks a complex task into smaller tasks, models the desired learning strategy or task, provides support as students learn to do the task, and then gradually shifts responsibility to the students
26. scientific text-text that is factual and information-oriented
27. secondhand- not directly known or experienced; obtained from others or from books
28. solution- the answer to a problem
29. summary- a shortened version of something that has been said or written, containing only the main points
30. technical text- text that relates to a specialized subject or field; contains little or no figurative language
31. text- the actual words in a written selection
32. time line- a sequence of related events arranged in chronological order along a line
topic- the main thought or subject of written work

STANDARDS: STANDARDS

STATE: PA Core Standards (2014)

- [CC.1.2.4.A \(Practiced\)](#) Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- [CC.1.2.4.B \(Practiced\)](#) Refer to details and examples in text to support what the text says explicitly and make inferences.
- [CC.1.2.4.C \(Practiced\)](#) 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 \(Practiced\)](#) Compare and contrast an event or topic told from two different points of view.
- [CC.1.2.4.E \(Practiced\)](#) Use text structure to interpret information (e.g., chronology, comparison, cause/effect, problem/ solution).
- [CC.1.2.4.F \(Practiced\)](#) Determine the meaning of words and phrases as they are used in grade-level text, including figurative language.
- [CC.1.2.4.G \(Practiced\)](#) 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 \(Practiced\)](#) Explain how an author uses reasons and evidence to support particular points in a text.
- [CC.1.2.4.I \(Practiced\)](#) Integrate information from two texts on the same topic to demonstrate understanding of that topic.
- [CC.1.2.4.J \(Practiced\)](#) Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.
- [CC.1.2.4.K \(Practiced\)](#) 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.

(* standards consolidated from Topic level)

Topic: Key Ideas and Details

Core Lesson Description: Use key ideas and details in informational text

Core Lesson Student Learning Outcomes:

1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.
3. Explain events, procedures, ideas, steps, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

Core Lesson Essential Questions:

1. How can the knowledge of language help us to communicate and understand?

Core Lesson Big Ideas:

1. Language is used to communicate and to deepen understanding.
2. Effective use of vocabulary builds social and academic knowledge

Core Lesson Materials:

1. Reading Anthology
2. Reading/Writing Workshop book
3. Connect Ed
4. Various grade level novels
5. Leveled Readers
6. Grammar reproducible
7. Spelling reproducible
8. IXL

Core Lesson Student Performance Tasks:

1. account- a statement of facts or events
2. animation- the process of giving motion to or making an object, information, or character seem alive
3. author's point- the author's most important idea or part
4. cause- a thing that brings about a result; the reason or motive for some action
5. chart- a graphic representation of data or information
6. chronology- an arrangement in order according to the time that events happened
7. compare- to examine in order to note similarities and differences; to consider or describe as similar
8. concept- a general notion or idea
9. diagram- a chart or graph that explains something; a labeled illustration
10. effect- an event or condition that is produced by a cause
11. event- a happening in a story, book, play, or poem
12. evidence- something that shows, proves, or gives reasons for making a judgment
13. firsthand- coming from the original source
14. focus- the main point or idea
15. graph- a diagram showing connections of two or more things
16. historical text- a selection containing text based on history
17. idea- a thought or plan carefully formed in the mind
18. informational/informative text- a selection written to inform
19. key details/ideas- the single most important part of a whole or a thought
20. main idea- the most important thought or message in a paragraph or story
21. problem- a question that must be solved or thought about
22. procedure- a method of doing something, often by a series of steps
23. quantitative- pertaining to the description or measurement of number or numerical
24. reason- a cause for acting, thinking, or feeling a certain way
25. scaffolding- an instructional technique in which the teacher breaks a complex task into smaller tasks, models the desired learning strategy or task, provides support as students learn to do the task, and then gradually shifts responsibility to the students
26. scientific text- text that is factual and information-oriented
27. secondhand- not directly known or experienced; obtained from others or from books
28. solution- the answer to a problem
29. summary- a shortened version of something that has been said or written, containing only the main points
30. technical text- text that relates to a specialized subject or field; contains little or no figurative language
31. text- the actual words in a written selection
32. time line- a sequence of related events arranged in chronological order along a line
33. topic- the main thought or subject of written work

STANDARDS

STATE: PA Core Standards (2014)

- [CC.1.2.4.A \(Practiced\)](#) Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- [CC.1.2.4.B \(Practiced\)](#) Refer to details and examples in text to support what the text says explicitly and make inferences.
- [CC.1.2.4.C \(Practiced\)](#) Explain events, procedures, ideas, or concepts in a text, including what happened and why, based on specific information in the text.

Topic: Craft and Structure

Core Lesson Description: Use craft and structure to understand informational text

Core Lesson Student Learning Outcomes:

1. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided
2. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information and text features in a text or part of a text.

Core Lesson Essential Questions:

1. How can the knowledge of language help us to communicate and understand?

Core Lesson Big Ideas:

1. Language is used to communicate and to deepen understanding.
2. Effective use of vocabulary builds social and academic knowledge

Core Lesson Materials:

1. Reading Anthology
2. Reading/Writing Workshop book
3. Connect Ed
4. Various grade level novels
5. Leveled Readers
6. Grammar reproducible
7. Spelling reproducible
8. IXL

Core Lesson Student Performance Tasks:

1. account- a statement of facts or events
2. animation- the process of giving motion to or making an object, information, or character seem alive
3. author's point-the author's most important idea or part
4. cause- a thing that brings about a result; the reason or motive for some action
5. chart- a graphic representation of data or information
6. chronology- an arrangement in order according to the time that events happened
7. compare- to examine in order to note similarities and differences; to consider or describe as similar
8. concept- a general notion or idea
9. diagram- a chart or graph that explains something; a labeled illustration
10. effect- an event or condition that is produced by a cause
11. event- a happening in a story, book, play, or poem
12. evidence- something that shows, proves, or gives reasons for making a judgment
13. firsthand- coming from the original source
14. focus- the main point or idea
15. graph- a diagram showing connections of two or more things
16. historical text- a selection containing text based on history
17. idea- a thought or plan carefully formed in the mind
18. informational/informative text- a selection written to inform
19. key details/ideas- the single most important part of a whole or a thought
20. main idea- the most important thought or message in a paragraph or story
21. problem- a question that must be solved or thought about
22. procedure- a method of doing something, often by a series of steps
23. quantitative- pertaining to the description or measurement of number or numerical
24. reason- a cause for acting, thinking, or feeling a certain way
25. scaffolding- an instructional technique in which the teacher breaks a complex task into smaller tasks, models the desired learning strategy or task, provides support as students learn to do the task, and then gradually shifts responsibility to the students
26. scientific text-text that is factual and information-oriented
27. secondhand- not directly known or experienced; obtained from others or from books
28. solution- the answer to a problem
29. summary- a shortened version of something that has been said or written, containing only the main points
30. technical text- text that relates to a specialized subject or field; contains little or no figurative language
31. text- the actual words in a written selection

32. time line- a sequence of related events arranged in chronological order along a line
 topic- the main thought or subject of written work

STANDARDS

STATE: PA Core Standards (2014)

- [CC.1.2.4.D \(Practiced\)](#) Compare and contrast an event or topic told from two different points of view.
[CC.1.2.4.E \(Practiced\)](#) Use text structure to interpret information (e.g., chronology, comparison, cause/effect, problem/ solution).

Topic: Integration of Knowledge and Ideas

Core Lesson Description: Integration of knowledge and ideas to make connections within informational text

- Core Lesson Student Learning Outcomes:**
1. Explain how an author uses reasons and evidence to support particular points in a text.
 2. Integrate information from two texts on the same topic in order to demonstrate subject knowledge.
 3. Interpret text features (e.g., headings, graphics, charts, timelines, diagrams) and/or make connections between text and the content of text features.

Core Lesson Essential Questions:

1. How can the knowledge of language help us to communicate and understand?

Core Lesson Big Ideas:

1. Language is used to communicate and to deepen understanding.
2. Effective use of vocabulary builds social and academic knowledge

Core Lesson Materials:

1. Reading Anthology
2. Reading/Writing Workshop book
3. Connect Ed
4. Various grade level novels
5. Leveled Readers
6. Grammar reproducible
7. Spelling reproducible
8. IXL

Core Lesson Student Performance Tasks:

1. account- a statement of facts or events
2. animation- the process of giving motion to or making an object, information, or character seem alive
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5. chart- a graphic representation of data or information
6. chronology- an arrangement in order according to the time that events happened
7. compare- to examine in order to note similarities and differences; to consider or describe as similar
8. concept- a general notion or idea
9. diagram- a chart or graph that explains something; a labeled illustration
10. effect- an event or condition that is produced by a cause
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24. reason- a cause for acting, thinking, or feeling a certain way
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27. secondhand- not directly known or experienced; obtained from others or from books
28. solution- the answer to a problem
29. summary- a shortened version of something that has been said or written, containing only the main points

30. technical text- text that relates to a specialized subject or field; contains little or no figurative language
31. text- the actual words in a written selection
32. time line- a sequence of related events arranged in chronological order along a line
- topic- the main thought or subject of written work

STANDARDS

STATE: PA Core Standards (2014)

- [CC.1.2.4.G \(Practiced\)](#) 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 \(Practiced\)](#) Explain how an author uses reasons and evidence to support particular points in a text.
- [CC.1.2.4.I \(Practiced\)](#) Integrate information from two texts on the same topic to demonstrate understanding of that topic.

Topic: Vocabulary Acquisition and Use

Core Lesson Description: Use informational text for vocabulary acquisition and use

- Core Lesson Student Learning Outcomes:**
1. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
 2. a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
 3. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph)
 4. c. Determine the meaning of general academic and domain-specific words or phrases used in a text.
 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings
 6. a. Explain the meaning of similes and metaphors in context.
 7. b. Recognize and explain the meaning of common idioms, adages, and proverbs.
 8. c. Demonstrate understanding of words by relating them to their antonyms and synonyms.

Core Lesson Essential Questions:

1. How can the knowledge of language help us to communicate and understand?

Core Lesson Big Ideas:

1. Language is used to communicate and to deepen understanding.
2. Effective use of vocabulary builds social and academic knowledge

Core Lesson Materials:

1. Reading Anthology
2. Reading/Writing Workshop book
3. Connect Ed
4. Various grade level novels
5. Leveled Readers
6. Grammar reproducible
7. Spelling reproducible
8. IXL

Core Lesson Student Performance Tasks:

1. account- a statement of facts or events
2. animation- the process of giving motion to or making an object, information, or character seem alive
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4. cause- a thing that brings about a result; the reason or motive for some action
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8. concept- a general notion or idea
9. diagram- a chart or graph that explains something; a labeled illustration
10. effect- an event or condition that is produced by a cause
11. event- a happening in a story, book, play, or poem
12. evidence- something that shows, proves, or gives reasons for making a judgment
13. firsthand- coming from the original source
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20. main idea- the most important thought or message in a paragraph or story
21. problem- a question that must be solved or thought about
22. procedure- a method of doing something, often by a series of steps
23. quantitative- pertaining to the description or measurement of number or numerical

24. reason- a cause for acting, thinking, or feeling a certain way
25. scaffolding- an instructional technique in which the teacher breaks a complex task into smaller tasks, models the desired learning strategy or task, provides support as students learn to do the task, and then gradually shifts responsibility to the students
26. scientific text-text that is factual and information-oriented
27. secondhand- not directly known or experienced; obtained from others or from books
28. solution- the answer to a problem
29. summary- a shortened version of something that has been said or written, containing only the main points
30. technical text- text that relates to a specialized subject or field; contains little or no figurative language
31. text- the actual words in a written selection
32. time line- a sequence of related events arranged in chronological order along a line
- topic- the main thought or subject of written work

STANDARDS

STATE: PA Core Standards (2014)

[CC.1.2.4.F \(Practiced\)](#)

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

[CC.1.2.4.J \(Practiced\)](#)

Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.

[CC.1.2.4.K \(Practiced\)](#)

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.

**Benchmark
Assessment:**

4 Sight

Study Island

Topic:

Unit: Writing

Unit

1. Text Types and Purposes

Description:

**Unit Student
Learning
Outcomes:**

1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
3. Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences.

**Unit Essential
Questions:**

1. What role does writing play in our lives?
2. How do we develop into effective writers?
3. To what extent does the writing process contribute to the quality of writing?

Unit Big Ideas:

1. Writing is a means of documenting thinking
2. Writing is a recursive process that conveys ideas, thoughts and feelings
3. Purpose, topic and audience guide types of writing

Unit Materials:

1. Reading Anthology
2. Reading/Writing Workshop book
3. Connect Ed
4. Various grade level novels
5. Leveled Readers
6. Grammar reproducible
7. Spelling reproducible
8. IXL

Unit Key

**Terminology &
Definitions:**

1. action- a thing done
2. audience- the person or group for whom a selection is written or performed
3. category- a division or grouping of things
4. character- a person, thing, or animal in a story, poem, book, play, or movie
5. closure- a bringing to an end; conclusion
6. concluding statement/section- the final sentence/section in a written selection or speech

7. concrete detail- specific information that is directly stated in text
8. definition- the meaning of a word or phrase
9. detail- a small part of a whole; specific information about the main idea
10. dialogue- a conversation between two or more persons
11. digital source- an electronic reference used to gather or produce information
12. edit- to correct a written work, checking for grammar, spelling, or punctuation
13. event sequence- the order in which events occur
14. evidence- something that shows, proves, or gives reasons for making a judgment
15. explain-to make clear; to give the reasons for or cause of
16. fact- information that can be proven true
17. format- the organization or arrangement of something
18. illustration- a picture, diagram, drawing, or map used to explain or decorate
19. inform- to tell about something
20. informational/informative text- a selection written to inform
21. informative/explanatory text- a written section intended to explain an idea, a topic, or a process
22. literary text- a written work, such as a novel, poem, or play
23. multimedia- the combined use of several media, such as sound, video, or text
24. narrative- a story or description of events that may or may not be true
25. narrator- the person telling a story
26. opinion piece- writing that gives one's belief based on thoughts or feelings rather than facts
27. organization- the process of giving structure or form
28. paragraph- a group of sentences that supports a main idea
29. phrase- a group of words that has meaning but is not a complete sentence
30. plan- a method for doing something that has been thought out ahead of time
31. point of view- the author tells a story
32. print source- a printed reference used to gather or produce information
33. publish- the final step in the writing process when the writer shares the work with others
34. purpose- an intended or desired result; aim
35. quotation- material that is repeated exactly
36. reason- a for acting, thinking, or feeling a certain way
37. research- careful investigation or study of a topic
38. revise- a step in the writing process used to correct or improve the original work
39. section- a part of written work
40. situation- a particular set of circumstances existing in a particular place or at a particular time
41. task- a assignment of work to be completed
42. technique- a procedure or method by which a task is carried out
43. technology- electronic and web-based tools and applications used to access, analyze, and evaluate information
44. temporal word/phrase-
45. text- the actual words in a written selection
46. thought- an idea formed in the mind
47. topic- the main thought or subject of a written work
48. word- a unit of language consisting of one or more spoken sounds or their written representation
49. writer's purpose- the reason or reasons an author has for writing a selection

STANDARDS: STANDARDS

STATE: PA Core Standards (2014)

- | | |
|---|--|
| <u>CC.1.4.4.A</u>
<u>(Practiced)</u> | Write informative/explanatory texts to examine a topic and convey ideas and information clearly. |
| <u>CC.1.4.4.B</u>
<u>(Practiced)</u> | Identify and introduce the topic clearly. |
| <u>CC.1.4.4.C</u>
<u>(Practiced)</u> | 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. |
| <u>CC.1.4.4.D</u>
<u>(Practiced)</u> | 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. |
| <u>CC.1.4.4.E</u>
<u>(Practiced)</u> | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| <u>CC.1.4.4.F</u>
<u>(Practiced)</u> | Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. |
| <u>CC.1.4.4.G</u>
<u>(Practiced)</u> | Write opinion pieces on topics or texts. |
| <u>CC.1.4.4.H</u>
<u>(Practiced)</u> | Introduce the topic and state an opinion on the topic. |

CC.1.4.4.I (Practiced)	Provide reasons that are supported by facts and details.
CC.1.4.4.J (Practiced)	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 (Practiced)	Choose words and phrases to convey ideas precisely.
CC.1.4.4.L (Practiced)	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
CC.1.4.4.M (Practiced)	Write narratives to develop real or imagined experiences or events.
CC.1.4.4.N (Practiced)	Orient the reader by establishing a situation and introducing a narrator and/or characters.
CC.1.4.4.O (Practiced)	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 (Practiced)	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 (Practiced)	Choose words and phrases to convey ideas precisely.
CC.1.4.4.R (Practiced)	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
CC.1.4.4.S (Practiced)	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 (Practiced)	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
CC.1.4.4.U (Practiced)	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.V (Practiced)	Conduct short research projects that build knowledge through investigation of different aspects of a topic.
CC.1.4.4.W (Practiced)	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.
CC.1.4.4.X (Practiced)	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.

Topic: Persuasive Text and Purposes

Core Lesson Description:	The students understand how to write opinion pieces on topics or texts, supporting a point of view with reasons and information.
Core Lesson Student Learning Outcomes:	<ol style="list-style-type: none"> 1. Introduce a topic or text for the attended audience, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. 2. Provide reasons that are supported by facts and details. 3. Link an opinion and reasons using words and phrases 4. Provide a concluding statement or section related to the opinion presented
Core Lesson Essential Questions:	<ol style="list-style-type: none"> 1. What role does writing play in our lives? 2. How do we develop into effective writers? 3. To what extent does the writing process contribute to the quality of writing?
Core Lesson Big Ideas:	<ol style="list-style-type: none"> 1. Writing is a means of documenting thinking 2. Writing is a recursive process that conveys ideas, thoughts and feelings 3. Purpose, topic and audience guide types of writing

**Core Lesson
Materials:**

1. Reading Anthology
2. Reading/Writing Workshop book
3. Connect Ed
4. Various grade level novels
5. Leveled Readers
6. Grammar reproducible
7. Spelling reproducible
8. IXL

**Core Lesson
Student
Performance
Tasks:**

1. action- a thing done
2. audience- the person or group for whom a selection is written or performed
3. category- a division or grouping of things
4. character- a person, thing, or animal in a story, poem, book, play, or movie
5. closure- a bringing to an end; conclusion
6. concluding statement/section- the final sentence/section in a written selection or speech
7. concrete detail- specific information that is directly stated in text
8. definition- the meaning of a word or phrase
9. detail- a small part of a whole; specific information about the main idea
10. dialogue- a conversation between two or more persons
11. digital source- an electronic reference used to gather or produce information
12. edit- to correct a written work, checking for grammar, spelling, or punctuation
13. event sequence- the order in which events occur
14. evidence- something that shows, proves, or gives reasons for making a judgment
15. explain-to make clear; to give the reasons for or cause of
16. fact- information that can be proven true
17. format- the organization or arrangement of something
18. illustration- a picture, diagram, drawing, or map used to explain or decorate
19. inform- to tell about something
20. informational/informative text- a selection written to inform
21. informative/explanatory text- a written section intended to explain an idea, a topic, or a process
22. literary text- a written work, such as a novel, poem, or play
23. multimedia- the combined use of several media, such as sound, video, or text
24. narrative- a story or description of events that may or may not be true
25. narrator- the person telling a story
26. opinion piece- writing that gives one's belief based on thoughts or feelings rather than facts
27. organization- the process of giving structure or form
28. paragraph- a group of sentences that supports a main idea
29. phrase- a group of words that has meaning but is not a complete sentence
30. plan- a method for doing something that has been thought out ahead of time
31. point of view- the author tells a story
32. print source- a printed reference used to gather or produce information
33. publish- the final step in the writing process when the writer shares the work with others
34. purpose- an intended or desired result; aim
35. quotation- material that is repeated exactly
36. reason- a for acting, thinking, or feeling a certain way
37. research- careful investigation or study of a topic
38. revise- a step in the writing process used to correct or improve the original work
39. section- a part of written work
40. situation- a particular set of circumstances existing in a particular place or at a particular time
41. task- a assignment of work to be completed
42. technique- a procedure or method by which a task is carried out
43. technology- electronic and web-based tools and applications used to access, analyze, and evaluate information
44. temporal word/phrase-
45. text- the actual words in a written selection
46. thought- an idea formed in the mind
47. topic- the main thought or subject of a written work
48. word- a unit of language consisting of one or more spoken sounds or their written representation
49. writer's purpose- the reason or reasons an author has for writing a selection

STANDARDS

STATE: PA Core Standards (2014)

[CC.1.4.4.D \(Practiced\)](#)

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.1.4.4.H \(Practiced\)](#)

Introduce the topic and state an opinion on the topic.

[CC.1.4.4.I \(Practiced\)](#)

Provide reasons that are supported by facts and details.

[CC.1.4.4.J \(Practiced\)](#)

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.

Topic: Informational Text and Purpose

Core Lesson Description: 1. Students will write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Core Lesson Student Learning Outcomes:

1. Introduce a topic for the intended audience group related information in paragraphs and sections to support the writer's purpose
2. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
3. Link ideas within categories of information using words and phrases (e.g., another because).
4. Use precise language and domain vocabulary to inform about
5. Provide a concluding statement or section the information or explanation concluding statement or section; include formatting when useful to aiding domain-specific vocabulary to inform about or explain the topic.

Core Lesson Essential Questions:

1. What role does writing play in our lives?
2. How do we develop into effective writers?
3. To what extent does the writing process contribute to the quality of writing?

Core Lesson Big Ideas:

1. Writing is a means of documenting thinking
2. Writing is a recursive process that conveys ideas, thoughts and feelings
3. Purpose, topic and audience guide types of writing

Core Lesson Materials:

1. Reading Anthology
2. Reading/Writing Workshop book
3. Connect Ed
4. Various grade level novels
5. Leveled Readers
6. Grammar reproducible
7. Spelling reproducible
8. IXL

Core Lesson Student Performance Tasks:

1. action- a thing done
2. audience- the person or group for whom a selection is written or performed
3. category- a division or grouping of things
4. character- a person, thing, or animal in a story, poem, book, play, or movie
5. closure- a bringing to an end; conclusion
6. concluding statement/section- the final sentence/section in a written selection or speech
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10. dialogue- a conversation between two or more persons
11. digital source- an electronic reference used to gather or produce information
12. edit- to correct a written work, checking for grammar, spelling, or punctuation
13. event sequence- the order in which events occur
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15. explain-to make clear; to give the reasons for or cause of
16. fact- information that can be proven true
17. format- the organization or arrangement of something
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21. informative/explanatory text- a written section intended to explain and idea, a topic, or a process
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25. narrator- the person telling a story
26. opinion piece- writing that gives one's belief based on thoughts or feelings rather than facts
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28. paragraph- a group of sentences that supports a main idea
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30. plan- a method for doing something that has been thought out ahead of time
31. point of view- the author tells a story
32. print source- a printed reference used to gather or produce information
33. publish- the final step in the writing process when the writer shares the work with others
34. purpose- an intended or desired result; aim
35. quotation- material that is repeated exactly
36. reason- a for acting, thinking, or feeling a certain way
37. research- careful investigation or study of a topic
38. revise- a step in the writing process used to correct or improve the original work
39. section- a part of written work
40. situation- a particular set of circumstances existing in a particular place or at a particular time
41. task- a assignment of work to be completed

42. technique- a procedure or method by which a task is carried out
43. technology- electronic and web-based tools and applications used to access, analyze, and evaluate information
44. temporal word/phrase-
45. text- the actual words in a written selection
46. thought- an idea formed in the mind
47. topic- the main thought or subject of a written work
48. word- a unit of language consisting of one or more spoken sounds or their written representation
49. writer's purpose- the reason or reasons an author has for writing a selection

STANDARDS

STATE: PA Core Standards (2014)

- [CC.1.4.4.B \(Practiced\)](#) Identify and introduce the topic clearly.
- [CC.1.4.4.C \(Practiced\)](#) 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 \(Practiced\)](#) 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.1.4.4.E \(Practiced\)](#) Use precise language and domain-specific vocabulary to inform about or explain the topic.

Topic: Narrative Text and Purpose

Core Lesson Description: 1. Students will write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences.

Core Lesson Student Learning Outcomes:

1. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally to support the writer's purpose; establish a controlling point.
2. Use narrative techniques such as dialogue and description to develop experiences and events or show the responses of characters to situations.
3. Use a variety of transitional words and phrases to manage the sequence of events.
4. Use concrete words and phrases and sensory details to convey experiences and events precisely.
5. Provide a conclusion that follows from the narrated experiences or events

Core Lesson Essential Questions:

1. What role does writing play in our lives?
2. How do we develop into effective writers?
3. To what extent does the writing process contribute to the quality of writing?

Core Lesson Big Ideas:

1. Writing is a means of documenting thinking
2. Writing is a recursive process that conveys ideas, thoughts and feelings
3. Purpose, topic and audience guide types of writing

Core Lesson Materials:

1. Reading Anthology
2. Reading/Writing Workshop book
3. Connect Ed
4. Various grade level novels
5. Leveled Readers
6. Grammar reproducible
7. Spelling reproducible
8. IXL

Core Lesson Student Performance Tasks:

1. action- a thing done
2. audience- the person or group for whom a selection is written or performed
3. category- a division or grouping of things
4. character- a person, thing, or animal in a story, poem, book, play, or movie
5. closure- a bringing to an end; conclusion
6. concluding statement/section- the final sentence/section in a written selection or speech
7. concrete detail- specific information that is directly stated in text
8. definition- the meaning of a word or phrase
9. detail- a small part of a whole; specific information about the main idea
10. dialogue- a conversation between two or more persons
11. digital source- an electronic reference used to gather or produce information
12. edit- to correct a written work, checking for grammar, spelling, or punctuation
13. event sequence- the order in which events occur
14. evidence- something that shows, proves, or gives reasons for making a judgment
15. explain-to make clear; to give the reasons for or cause of

16. fact- information that can be proven true
17. format- the organization or arrangement of something
18. illustration- a picture, diagram, drawing, or map used to explain or decorate
19. inform- to tell about something
20. informational/informative text- a selection written to inform
21. informative/explanatory text- a written section intended to explain an idea, a topic, or a process
22. literary text- a written work, such as a novel, poem, or play
23. multimedia- the combined use of several media, such as sound, video, or text
24. narrative- a story or description of events that may or may not be true
25. narrator- the person telling a story
26. opinion piece- writing that gives one's belief based on thoughts or feelings rather than facts
27. organization- the process of giving structure or form
28. paragraph- a group of sentences that supports a main idea
29. phrase- a group of words that has meaning but is not a complete sentence
30. plan- a method for doing something that has been thought out ahead of time
31. point of view- the author tells a story
32. print source- a printed reference used to gather or produce information
33. publish- the final step in the writing process when the writer shares the work with others
34. purpose- an intended or desired result; aim
35. quotation- material that is repeated exactly
36. reason- a for acting, thinking, or feeling a certain way
37. research- careful investigation or study of a topic
38. revise- a step in the writing process used to correct or improve the original work
39. section- a part of written work
40. situation- a particular set of circumstances existing in a particular place or at a particular time
41. task- a assignment of work to be completed
42. technique- a procedure or method by which a task is carried out
43. technology- electronic and web-based tools and applications used to access, analyze, and evaluate information
44. temporal word/phrase-
45. text- the actual words in a written selection
46. thought- an idea formed in the mind
47. topic- the main thought or subject of a written work
48. word- a unit of language consisting of one or more spoken sounds or their written representation
49. writer's purpose- the reason or reasons an author has for writing a selection

STANDARDS

STATE: PA Core Standards (2014)

- [CC.1.4.4.N \(Practiced\)](#) Orient the reader by establishing a situation and introducing a narrator and/or characters.
- [CC.1.4.4.O \(Practiced\)](#) 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 \(Practiced\)](#) 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 \(Practiced\)](#) Choose words and phrases to convey ideas precisely.

Unit: Language

Unit Description: Understand and demonstrate command of the conventions, grammar, and usage of standard English and understand how to use knowledge of language.

Unit Student Learning Outcomes:

1. Demonstrate command of the conventions of standard English grammar and usage.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.
3. Use knowledge of language and its conventions.

Unit Essential Questions:

1. How can the knowledge of language help us to communicate and understand?
2. How can spoken language be represented in print?
3. How does effective use of vocabulary build social and academic knowledge?

Unit Big Ideas:

1. Language is used to communicate and to deepen understanding.
2. Spoken language can be represented in print.
3. Effective use of vocabulary builds social and academic knowledge

Unit Materials: 1. Reading Anthology

2. Reading/Writing Workshop book
3. Connect Ed
4. Various grade level novels
5. Leveled Readers
6. Grammar reproducible
7. Spelling reproducible
8. IXL

Unit Key Terminology & Definitions:

1. adage- a short saying that expresses wisdom
2. adjective- a part of speech that describes a person, place, thing, or idea
3. affix- a group of letters added to the beginning or end of a word that changes the meaning of the word.
4. antonym- a word having the opposite meaning of another word
5. capitalization- the process of beginning word or group of words with uppercase or capital letters
6. comma- a punctuation mark (,) used to separate words in a sentence
7. compound sentence- two sentences joined by a conjunction to create a new sentence
8. context- the parts of a written or spoken statement that precede or follow a specific word or passage
9. coordinating conjunction- a conjunction that joins two independent clauses
10. figurative language- a way of creating interesting images with words by using language that has a deeper meaning than what the actual words say
11. fragment- an incomplete sentence
12. idiom- an expression with a meaning that cannot be understood from the meaning of the individual words
13. metaphor- a figure of speech that compares one thing to another without the words *like* or *as*
14. modal auxiliary- a verb used with other verbs to express mood to tense
15. prepositional phrase- a phrase consisting of a preposition, its object, which is usually a noun or pronoun, and any modifiers of the object
16. progressive verb tense- a verb tense used to express action that is on going
17. proverb- a common saying that expresses a truth or a wise thought
18. punctuation- marks or symbols used to make the meaning of written material clear
19. quotation marks- punctuation marks (" ") used at the beginning and end of the words a character speaks or used to identify the title of a magazine article, poem, or story.
20. relative adverb- an adverb, such as *where*, *when*, *why* that introduces a relative clause
21. relative pronoun- a pronoun, such as *that*, *which*, *who* that refers to a previously used noun and introduces a relative clause
22. root word- a base word to which prefixes and suffixes may be added, forming a new word with a different meaning
23. run-on sentence- a sentence in which two or more independent clauses are not properly joined by a semicolon or conjunction
24. sentence- a group of words that expresses a complete thought
25. simile- a figure of speech in which two things are compared using like or as
26. synonym- a word having the same or almost the same meaning as another word

STANDARDS: STANDARDS

STATE: PA Core Standards (2014)

- [CC.1.4.4.E \(Practiced\)](#) Use precise language and domain-specific vocabulary to inform about or explain the topic.
- [CC.1.4.4.F \(Practiced\)](#) Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- [CC.1.4.4.I \(Practiced\)](#) Provide reasons that are supported by facts and details.
- [CC.1.4.4.K \(Practiced\)](#) Choose words and phrases to convey ideas precisely.
- [CC.1.4.4.L \(Practiced\)](#) Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- [CC.1.4.4.O \(Practiced\)](#) Choose words and phrases to convey ideas precisely.
- [CC.1.4.4.R \(Practiced\)](#) Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- [CC.1.4.4.S \(Practiced\)](#) Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.

Topic: Conventions of standard English Grammar and Usage

Core Lesson Description:

Demonstrate command of the conventions of standard English grammar and usage.

Core Lesson Student Learning Outcomes:

1. Use relative pronouns (*e.g., whose, who, whom, which, that*) and relative adverbs (*e.g., where, when, why*). *Form and use the progressive (e.g. I was walking; I am walking; I will be walking) verb tenses*
2. Use modal auxiliaries (*e.g., can, may, must*) to convey various conditions.
3. Order adjectives within sentences according conventional patterns (*e.g., a small red bag rather than a red small bag*). *Form and use prepositional phrases.*
4. Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.*
5. Correctly use frequently confused words (*e.g., to, too, two; there, their, they're*).* *Ensure subject-verb and pronoun-antecedent agreement.**

Core Lesson Essential Questions:

1. How can the knowledge of language help us to communicate and understand?
2. How can spoken language be represented in print?
3. How does effective use of vocabulary build social and academic knowledge?

Core Lesson Big Ideas:

1. Language is used to communicate and to deepen understanding.
2. Spoken language can be represented in print.
3. Effective use of vocabulary builds social and academic knowledge

Core Lesson Materials:

1. Reading Anthology
2. Reading/Writing Workshop book
3. Connect Ed
4. Various grade level novels
5. Leveled Readers
6. Grammar reproducible
7. Spelling reproducible
8. IXL

Core Lesson Student Performance Tasks:

1. adage-a short saying that expresses wisdom
2. adjective- a part of speech that describes a person, place, thing, or idea
3. affix-a group of letters added to the beginning or end of a word that changes the meaning of the word.
4. antonym-a word having the opposite meaning of another word
5. capitalization- the process of beginning word or group of words with uppercase or capital letters
6. comma- a punctuation mark (,) used to separate words in a sentence
7. compound sentence- two sentences joined by a conjunction to create a new sentence
8. context- the parts of a written or spoken statement that precede or follow a specific word or passage
9. coordinating conjunction- a conjunction that joins two independent clauses
10. figurative language-a way of creating interesting images with words by using language that has a deeper meaning than what the actual words say
11. fragment- an incomplete sentence
12. idiom-an expression with a meaning that cannot be understood from the meaning of the individual words
13. metaphor- a figure of speech that compares one thing to another without the words *like* or *as*
14. modal auxiliary- a verb used with other verbs to express mood to tense
15. prepositional phrase- a phrase consisting of a preposition, its object, which is usually a noun or pronoun, and any modifiers of the object
16. progressive verb tense- a verb tense used to express action that is on going
17. proverb- a common saying that expresses a truth or a wise thought
18. punctuation-marks or symbols used to make the meaning of written material clear
19. quotation marks- punctuation marks (" ") used at the beginning and end of the words a character speaks or used to identify the title of a magazine article, poem, or story.
20. relative adverb- an adverb, such as *where, when, why* that introduces a relative clause
21. relative pronoun- a pronoun, such as *that, which, who* that refers to a previously used noun and introduces a relative clause
22. root word- a base word to which prefixes and suffixes may be added, forming a new word with a different meaning
23. run-on sentence- a sentence in which two or more independent clauses are not properly joined by a semicolon or conjunction
24. sentence- a group of words that expresses a complete thought
25. simile- a figure of speech in which two things are compared using *like* or *as*
26. synonym- a word having the same or almost the same meaning as another word

STANDARDS

STATE: PA Core Standards (2014)

[CC.1.4.4.F \(Practiced\)](#)

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

[CC.1.4.4.I \(Practiced\)](#)

Provide reasons that are supported by facts and details.

CC.1.4.4.L (Practiced)	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
CC.1.4.4.R (Practiced)	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
CC.1.4.4.S (Practiced)	Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.

Topic: Conventions of Standard English Capitalization, Punctuation, and Spelling

Core Lesson Description: Understand and demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.

Core Lesson Student Learning Outcomes:

1. Use correct capitalization.
2. Use commas and quotation marks to mark direct speech and quotations from a text.
3. Use a comma before a coordinating conjunction in a compound sentence.
4. Spell grade-appropriate words correctly.

Core Lesson Essential Questions:

1. How can the knowledge of language help us to communicate and understand?
2. How can spoken language be represented in print?
3. How does effective use of vocabulary build social and academic knowledge?

Core Lesson Big Ideas:

1. Language is used to communicate and to deepen understanding.
2. Spoken language can be represented in print.
3. Effective use of vocabulary builds social and academic knowledge

Core Lesson Materials:

1. Reading Anthology
2. Reading/Writing Workshop book
3. Connect Ed
4. Various grade level novels
5. Leveled Readers
6. Grammar reproducible
7. Spelling reproducible
8. IXL

Core Lesson Student Performance Tasks:

1. adage-a short saying that expresses wisdom
2. adjective- a part of speech that describes a person, place, thing, or idea
3. affix-a group of letters added to the beginning or end of a word that changes the meaning of the word.
4. antonym-a word having the opposite meaning of another word
5. capitalization- the process of beginning word or group of words with uppercase or capital letters
6. comma- a punctuation mark (,) used to separate words in a sentence
7. compound sentence- two sentences joined by a conjunction to create a new sentence
8. context- the parts of a written or spoken statement that precede or follow a specific word or passage
9. coordinating conjunction- a conjunction that joins two independent clauses
10. figurative language-a way of creating interesting images with words by using language that has a deeper meaning than what the actual words say
11. fragment- an incomplete sentence
12. idiom-an expression with a meaning that cannot be understood from the meaning of the individual words
13. metaphor- a figure of speech that compares one thing to another without the words *like* or *as*
14. modal auxiliary- a verb used with other verbs to express mood to tense
15. prepositional phrase- a phrase consisting of a preposition, its object, which is usually a noun or pronoun, and any modifiers of the object
16. progressive verb tense- a verb tense used to express action that is on going
17. proverb- a common saying that expresses a truth or a wise thought
18. punctuation-marks or symbols used to make the meaning of written material clear
19. quotation marks- punctuation marks (" ") used at the beginning and end of the words a character speaks or used to identify the title of a magazine article, poem, or story.
20. relative adverb- an adverb, such as *where*, *when*, *why* that introduces a relative clause
21. relative pronoun- a pronoun, such as *that*, *which*, *who* that refers to a previously used noun and introduces a relative clause
22. root word- a base word to which prefixes and suffixes may be added, forming a new word with a different meaning
23. run-on sentence- a sentence in which two or more independent clauses are not properly joined by a semicolon or conjunction
24. sentence- a group of words that expresses a complete thought
25. simile- a figure of speech in which two things are compared using *like* or *as*
26. synonym- a word having the same or almost the same meaning as another word

STANDARDS

STATE: PA Core Standards (2014)

- [CC.1.4.4.F \(Practiced\)](#) Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- [CC.1.4.4.L \(Practiced\)](#) Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- [CC.1.4.4.R \(Practiced\)](#) Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

Topic: Knowledge of Language

Core Lesson Description: Understand and demonstrate the use of knowledge of language and its conventions

Core Lesson Student Learning Outcomes:

1. Choose words and phrases to convey ideas precisely.*
2. Choose punctuation for effect.
3. Choose words and phrases for effect.*

Core Lesson Essential Questions:

1. How can the knowledge of language help us to communicate and understand?
2. How can spoken language be represented in print?
3. How does effective use of vocabulary build social and academic knowledge?

Core Lesson Big Ideas:

1. Language is used to communicate and to deepen understanding.
2. Spoken language can be represented in print.
3. Effective use of vocabulary builds social and academic knowledge

Core Lesson Materials:

1. Reading Anthology
2. Reading/Writing Workshop book
3. Connect Ed
4. Various grade level novels
5. Leveled Readers
6. Grammar reproducible
7. Spelling reproducible
8. IXL

Core Lesson Student Performance Tasks:

1. adage-a short saying that expresses wisdom
2. adjective- a part of speech that describes a person, place, thing, or idea
3. affix-a group of letters added to the beginning or end of a word that changes the meaning of the word.
4. antonym-a word having the opposite meaning of another word
5. capitalization- the process of beginning word or group of words with uppercase or capital letters
6. comma- a punctuation mark (,) used to separate words in a sentence
7. compound sentence- two sentences joined by a conjunction to create a new sentence
8. context- the parts of a written or spoken statement that precede or follow a specific word or passage
9. coordinating conjunction- a conjunction that joins two independent clauses
10. figurative language-a way of creating interesting images with words by using language that has a deeper meaning than what the actual words say
11. fragment- an incomplete sentence
12. idiom-an expression with a meaning that cannot be understood from the meaning of the individual words
13. metaphor- a figure of speech that compares one thing to another without the words *like* or *as*
14. modal auxiliary- a verb used with other verbs to express mood to tense
15. prepositional phrase- a phrase consisting of a preposition, its object, which is usually a noun or pronoun, and any modifiers of the object
16. progressive verb tense- a verb tense used to express action that is on going
17. proverb- a common saying that expresses a truth or a wise thought
18. punctuation-marks or symbols used to make the meaning of written material clear
19. quotation marks- punctuation marks (" ") used at the beginning and end of the words a character speaks or used to identify the title of a magazine article, poem, or story.
20. relative adverb- an adverb, such as *where*, *when*, *why* that introduces a relative clause
21. relative pronoun- a pronoun, such as *that*, *which*, *who* that refers to a previously used noun and introduces a relative clause
22. root word- a base word to which prefixes and suffixes may be added, forming a new word with a different meaning
23. run-on sentence- a sentence in which two or more independent clauses are not properly joined by a semicolon or conjunction
24. sentence- a group of words that expresses a complete thought
25. simile- a figure of speech in which two things are compared using like or as
26. synonym- a word having the same or almost the same meaning as another word

STANDARDS

STATE: PA Core Standards (2014)

- [CC.1.4.4.E \(Practiced\)](#) Use precise language and domain-specific vocabulary to inform about or explain the topic.
- [CC.1.4.4.K \(Practiced\)](#) Choose words and phrases to convey ideas precisely.
- [CC.1.4.4.Q \(Practiced\)](#) Choose words and phrases to convey ideas precisely.

Unit: Text-Dependent Analysis

Unit

Description: Understand evidence-based analysis of text

Unit Student

Learning

Outcomes:

1. draw evidence from the literacy or informational texts to support analysis, reflection, and research

Unit Essential

Questions:

1. How does interaction with text provoke thinking and response?
2. How can our knowledge and use of the research process promote lifelong learning?

Unit Big Ideas:

1. Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text.
2. Information to gain or expand knowledge can be acquired through a variety of sources.

Unit Materials:

1. Reading Anthology
2. Reading/Writing Workshop book
3. Connect Ed
4. Various grade level novels
5. Leveled Readers
6. Grammar reproducible
7. Spelling reproducible
8. IXL

Unit Key

Terminology &

Definitions:

1. action- a thing done
2. audience- the person or group for whom a selection is written or performed
3. category- a division or grouping of things
4. character- a person, thing, or animal in a story, poem, book, play, or movie
5. closure- a bringing to an end; conclusion
6. concluding statement/section- the final sentence/section in a written selection or speech
7. concrete detail- specific information that is directly stated in text
8. definition- the meaning of a word or phrase
9. detail- a small part of a whole; specific information about the main idea
10. dialogue- a conversation between two or more persons
11. digital source- an electronic reference used to gather or produce information
12. edit- to correct a written work, checking for grammar, spelling, or punctuation
13. event sequence- the order in which events occur
14. evidence- something that shows, proves, or gives reasons for making a judgment
15. explain-to make clear; to give the reasons for or cause of
16. fact- information that can be proven true
17. format- the organization or arrangement of something
18. illustration- a picture, diagram, drawing, or map used to explain or decorate
19. inform- to tell about something
20. informational/informative text- a selection written to inform
21. informative/explanatory text- a written section intended to explain an idea, a topic, or a process
22. literary text- a written work, such as a novel, poem, or play
23. multimedia- the combined use of several media, such as sound, video, or text
24. narrative- a story or description of events that may or may not be true
25. narrator- the person telling a story
26. opinion piece- writing that gives one's belief based on thoughts or feelings rather than facts
27. organization- the process of giving structure or form
28. paragraph- a group of sentences that supports a main idea
29. phrase- a group of words that has meaning but is not a complete sentence
30. plan- a method for doing something that has been thought out ahead of time
31. point of view- the author tells a story
32. print source- a printed reference used to gather or produce information
33. publish- the final step in the writing process when the writer shares the work with others
34. purpose- an intended or desired result; aim

35. quotation- material that is repeated exactly
36. reason- a for acting, thinking, or feeling a certain way
37. research- careful investigation or study of a topic
38. revise- a step in the writing process used to correct or improve the original work
39. section- a part of written work
40. situation- a particular set of circumstances existing in a particular place or at a particular time
41. task- a assignment of work to be completed
42. technique- a procedure or method by which a task is carried out
43. technology- electronic and web-based tools and applications used to access, analyze, and evaluate information
44. temporal word/phrase-
45. text- the actual words in a written selection
46. thought- an idea formed in the mind
47. topic- the main thought or subject of a written work
48. word- a unit of language consisting of one or more spoken sounds or their written representation
49. writer's purpose- the reason or reasons an author has for writing a selection

STANDARDS: STANDARDS

STATE: PA Core Standards (2014)

CC.1.4.4.B (Introduced)	Identify and introduce the topic clearly.
CC.1.4.4.C (Introduced)	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 (Introduced)	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.1.4.4.E (Introduced)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CC.1.4.4.H (Introduced)	Introduce the topic and state an opinion on the topic.
CC.1.4.4.I (Introduced)	Provide reasons that are supported by facts and details.
CC.1.4.4.J (Introduced)	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 (Introduced)	Choose words and phrases to convey ideas precisely.

This Curriculum Map Unit has no Topics to display

Unit: Reading:Foundational Skills

Unit Description: Foster an understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system.

Develop proficient readers with the capacity to comprehend texts across a range of types and disciplines.

Unit Student Learning Outcomes:

1. Know and apply grade-level phonics and word analysis skills in decoding words.
2. Read with sufficient accuracy and fluency to support comprehension.

Unit Essential Questions:

1. How does reading fluency help you better comprehend the text?
2. How does having phonemic awareness help in decoding unknown words in the text?

Unit Big Ideas:

1. Effective fluency supports comprehension.
2. Knowledge of grade level phonics helps in word decoding.

Unit Materials:

1. Reading Anthology
2. Reading/Writing Workshop book
3. Connect Ed

4. Various grade level novels
5. Leveled Readers
6. Grammar reproducible
7. Spelling reproducible
8. IXL

Unit Key Terminology & Definitions:

1. accuracy- freedom of mistakes
2. affix- a group of letters added to the beginning or end of a word that changes the meaning of the word
3. context- the parts of a written or spoken statement that precedes or follow a specific word or passage.
4. decode- to extract meaning from spoken or written symbols
5. expression- a way of showing feelings using the voice or body gestures
6. morphology-the study of the the patterns of word formation in a particular language.
7. multisyllabic word- a word that contains more than one unit of sound or syllable
8. poem/poetry- a composition written in verse that often uses rhythm and/or rhyme
9. prose- the ordinary form of spoken or written language: not poetry
10. rate- the degree of speed or progress
11. root word- a base word to which prefixes and suffixes may be added, forming a new word with a different meaning
12. syllabication pattern- the basic pattern in which English syllables are grouped according to their consonant and vowel sounds.
13. text-

STANDARDS: STANDARDS

STATE: PA Core Standards (2014)

[CC.1.1.4.D \(Mastered\)](#)

Know and apply grade-level phonics and word analysis skills in decoding words.

? Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words.

[CC.1.1.4.E \(Practiced\)](#)

Read with accuracy and fluency to support comprehension:

? Read on-level text with purpose and understanding. ? Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. ? Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Topic: Phonics and Word Recognition

Core Lesson Description:

1. Know and apply grade-level phonics and word analysis skills in decoding words

Core Lesson Student Learning Outcomes:

1. Can combine knowledge of all letter-sound correspondences, syllabication patterns, and morphology such as roots and affixes to read accurately unfamiliar multisyllabic words in context and out of context.

Core Lesson Essential Questions:

1. How does having phonemic awareness help in decoding unknown words in the text?

Core Lesson Big Ideas:

1. Knowledge of grade level phonics helps in word decoding.

Core Lesson Materials:

1. Reading Anthology
2. Reading/Writing Workshop book
3. Connect Ed
4. Various grade level novels
5. Leveled Readers

6. Grammar reproducible
7. Spelling reproducible
8. IXL

**Core Lesson
Student
Performance
Tasks:**

1. accuracy- freedom of mistakes
2. affix- a group of letters added to the beginning or end of a word that changes the meaning of the word
3. context- the parts of a written or spoken statement that precedes or follow a specific word or passage.
4. decode- to extract meaning from spoken or written symbols
5. expression- a way of showing feelings using the voice or body gestures
6. morphology-the study of the the patterns of word formation in a particular language.
7. multisyllabic word- a word that contains more than one unit of sound or syllable
8. poem/poetry- a composition written in verse that often uses rhythm and/or rhyme
9. prose- the ordinary form of spoken or written language: not poetry
10. rate- the degree of speed or progress
11. root word- a base word to which prefixes and suffixes may be added, forming a new word with a different meaning
12. syllabication pattern- the basic pattern in which English syllables are grouped according to their consonant and vowel sounds.
13. text-

STANDARDS

STATE: PA Core Standards (2014)

[CC.1.1.4.D \(Mastered\)](#)

Know and apply grade-level phonics and word analysis skills in decoding words.

? Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words.

Topic: Fluency

**Core Lesson
Description:**

1. Read with sufficient accuracy and fluency to support comprehension.

**Core Lesson
Student Learning
Outcomes:**

1. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
2. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**Core Lesson
Essential
Questions:**

1. How does reading fluency help you better comprehend the text?

**Core Lesson Big
Ideas:**

1. Effective fluency supports comprehension.

**Core Lesson
Materials:**

1. Reading Anthology
2. Reading/Writing Workshop book
3. Connect Ed
4. Various grade level novels
5. Leveled Readers
6. Grammar reproducible
7. Spelling reproducible
8. IXL

**Core Lesson
Student
Performance
Tasks:**

1. accuracy- freedom of mistakes
2. affix- a group of letters added to the beginning or end of a word that changes the meaning of the word
3. context- the parts of a written or spoken statement that precedes or follow a specific word or passage.
4. decode- to extract meaning from spoken or written symbols
5. expression- a way of showing feelings using the voice or body gestures
6. morphology-the study of the the patterns of word formation in a particular language.
7. multisyllabic word- a word that contains more than one unit of sound or syllable
8. poem/poetry- a composition written in verse that often uses rhythm and/or rhyme
9. prose- the ordinary form of spoken or written language: not poetry
10. rate- the degree of speed or progress
11. root word- a base word to which prefixes and suffixes may be added, forming a new word with a different meaning
12. syllabication pattern- the basic pattern in which English syllables are grouped according to their consonant and vowel sounds.

STANDARDS

STATE: PA Core Standards (2014)

[CC.1.1.4.E \(Practiced\)](#)

Read with accuracy and fluency to support comprehension:

? Read on-level text with purpose and understanding. ? Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. ? Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Unit: Speaking and Listening

Unit

Description:

The students will gain an adequate mastery of speaking and listening skills.

Unit Student Learning Outcomes:

1. The students will engage effectively in a range of collaborative discussions and report on a topic or text, tell a story, or recount an experience in an organized way with facts, details, main ideas, or themes in a clear and understandable pace.

Unit Essential Questions:

1. How does productive oral communication rely on speaking and listening?

Unit Big Ideas:

1. Effective speaking and listening are essential for productive communication.
2. Listening provides the opportunity to learn, reflect, and respond.

Unit Materials:

1. Reading Anthology
2. Reading/Writing Workshop book
3. Connect Ed
4. Various grade level novels
5. Leveled Readers
6. Grammar reproducible
7. Spelling reproducible
8. IXL

Unit Key Terminology & Definitions:

1. collaborative discussion- to engage in a meaningful conversation with others
2. detail- a small part of a whole; specific information about the main idea
3. discussion- a conversation between two or more persons
4. diverse format- the arrangement of information in various forms, including visual, quantitative, and oral
5. diverse media- a variety of forms used to communicate information
6. evidence- something that shows, proves, or gives reason for making a judgement
7. fact- information that can be proven
8. formal English- language spoken according to the rules of English
9. informal discourse- a casual talk or conversation; a composition for an ordinary purpose
10. key detail/idea- the single most important part of a whole or a thought
11. main idea- the most important thought or message in a paragraph or story
12. main point- the most important idea the author wishes to express
13. paraphrase- to retell or restate in one's own words
14. quantitative- pertaining to the description or measurement of number or numerical value
15. reason- a cause for acting, thinking, or feeling a certain way
16. recount- to tell in detail
17. story- a narrative, either real or imaginary, designed to interest, amuse, or instruct the hearer or reader
18. text- the actual words in a written selection
19. theme-the main idea or most important idea of a written selection
20. topic-the main thought or subject of a written work

STANDARDS: STANDARDS

STATE: PA Core Standards (2014)

[CC.1.2.4.J \(Practiced\)](#)

Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a

	particular topic.
CC.1.3.4.J (Practiced)	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.
CC.1.5.4.A (Practiced)	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 (Practiced)	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 (Practiced)	Identify the reasons and evidence a speaker provides to support particular points.
CC.1.5.4.D (Practiced)	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.F (Practiced)	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
STATE: PA Core Anchors and Eligible Content (2014)	
E04.B-K.1.1.1 (Practiced)	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
	Alternate Eligible Content Code E04BK1.1.1a: Answer a literal question about a text E04BK1.1.1b: Answer an inferential question about a text E04BK1.1.1c: Identify details from the text to support answers to literal or inferential questions
E04.B-K.1.1.2 (Practiced)	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
	Alternate Eligible Content Code E04BK1.1.2a: Identify the main idea/central idea of a text E04BK1.1.2b: Summarize the text
E04.B-K.1.1.3 (Practiced)	Explain events, procedures, ideas, steps, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
	Alternate Eligible Content Code E04BK1.1.3a: Identify details from the text to answer questions about events, procedures, ideas, steps, or concepts
E04.D.2.1.1 (Practiced)	Choose words and phrases to convey ideas precisely.*
E04.D.2.1.3 (Practiced)	Choose words and phrases for effect.*
E04.E.1.1.4 (Practiced)	Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events.

Topic: Comprehension and Collaboration

Core Lesson Description: Engage effectively in a range of collaborative discussions.

- Core Lesson Student Learning Outcomes:**
1. Participate in one on one, group, and teacher led discussions.
 2. Follow agreed-upon rules for discussions and carry out assigned roles.
 3. 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.
 4. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
 5. Paraphrase portions of the text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
 6. Identify the reasons and evidence a speaker provides to support particular points.

Core Lesson

Essential Questions:

1. How does productive oral communication rely on speaking and listening?

Core Lesson Big Ideas:

1. Listening provides the opportunity to learn, reflect, and respond.
2. Effective speaking and listening are essential for productive communication.

Core Lesson Materials:

1. Reading Anthology
2. Reading/Writing Workshop book
3. Connect Ed
4. Various grade level novels
5. Leveled Readers
6. Grammar reproducible
7. Spelling reproducible
8. IXL

Core Lesson Student Performance Tasks:

1. collaborative discussion- to engage in a meaningful conversation with others
2. detail- a small part of a whole; specific information about the main idea
3. discussion- a conversation between two or more persons
4. diverse format- the arrangement of information in various forms, including visual, quantitative, and oral
5. diverse media- a variety of forms used to communicate information
6. evidence- something that shows, proves, or gives reason for making a judgement
7. fact- information that can be proven
8. formal English- language spoken according to the rules of English
9. informal discourse- a casual talk or conversation; a composition for an ordinary purpose
10. key detail/idea- the single most important part of a whole or a thought
11. main idea- the most important thought or message in a paragraph or story
12. main point- the most important idea the author wishes to express
13. paraphrase- to retell or restate in one's own words
14. quantitative- pertaining to the description or measurement of number or numerical value
15. reason- a cause for acting, thinking, or feeling a certain way
16. recount- to tell in detail
17. story- a narrative, either real or imaginary, designed to interest, amuse, or instruct the hearer or reader
18. text- the actual words in a written selection
19. theme- the main idea or most important idea of a written selection
20. topic- the main thought or subject of a written work

STANDARDS**STATE: PA Core Standards (2014)**

[CC.1.5.4.A \(Practiced\)](#) 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.C \(Practiced\)](#) Identify the reasons and evidence a speaker provides to support particular points.

[CC.1.5.4.G \(Practiced\)](#) Demonstrate command of the conventions of standard English when speaking, based on Grade 4 level and content.

STATE: PA Core Anchors and Eligible Content (2014)

[E04.A-K.1.1.1 \(Practiced\)](#) Refer to details and examples in a text when explaining what the text explicitly says and when drawing inferences from the text.

Alternate Eligible Content Code E04AK1.1.1a: Answer a literal question about a text
E04AK1.1.1b: Answer an inferential question about a text
E04AK1.1.1c: Identify details from the text to support answers to literal or inferential questions

[E04.B-K.1.1.2 \(Practiced\)](#) Determine the main idea of a text and explain how it is supported by key details; summarize the text.

Alternate Eligible Content Code E04BK1.1.2a: Identify the main idea/central idea of a text
E04BK1.1.2b: Summarize the text

[E04.C.1.1.3 \(Practiced\)](#) Link an opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).

[E04.D.2.1.1 \(Practiced\)](#) Choose words and phrases to convey ideas precisely.*

[E04.D.2.1.3 \(Practiced\)](#) Choose words and phrases for effect.*

Topic: Presentation of Knowledge and Ideas**Core Lesson Description:**

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.

Core Lesson Student Learning

1. Read self-selected books and present book recommendations.
2. Retell historical events using dramatization.

- Outcomes:**
3. Incorporate audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or theme.
 4. Differentiate between contexts that call for formal English and situations where informal discourse is appropriate.
 5. Demonstrate formal English when appropriate.
 6. Participate in small group discussions on particular topics using informal communication and transfer the conversations into formal language when appropriate for presentation and reflect on the process using questions.

- Core Lesson Essential Questions:**
1. How does productive oral communication rely on speaking and listening?

- Core Lesson Big Ideas:**
1. Effective speaking and listening are essential for productive communication.
 2. Listening provides the opportunity to learn, reflect, and respond.

- Core Lesson Materials:**
1. Reading Anthology
 2. Reading/Writing Workshop book
 3. Connect Ed
 4. Various grade level novels
 5. Leveled Readers
 6. Grammar reproducible
 7. Spelling reproducible
 8. IXL

- Core Lesson Student Performance Tasks:**
1. collaborative discussion- to engage in a meaningful conversation with others
 2. detail- a small part of a whole; specific information about the main idea
 3. discussion- a conversation between two or more persons
 4. diverse format- the arrangement of information in various forms, including visual, quantitative, and oral
 5. diverse media- a variety of forms used to communicate information
 6. evidence- something that shows, proves, or gives reason for making a judgement
 7. fact- information that can be proven
 8. formal English- language spoken according to the rules of English
 9. informal discourse- a casual talk or conversation; a composition for an ordinary purpose
 10. key detail/idea- the single most important part of a whole or a thought
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 12. main point- the most important idea the author wishes to express
 13. paraphrase- to retell or restate in one's own words
 14. quantitative- pertaining to the description or measurement of number or numerical value
 15. reason- a cause for acting, thinking, or feeling a certain way
 16. recount- to tell in detail
 17. story- a narrative, either real or imaginary, designed to interest, amuse, or instruct the hearer or reader
 18. text- the actual words in a written selection
 19. theme- the main idea or most important idea of a written selection
 20. topic- the main thought or subject of a written work

STANDARDS

STATE: PA Core Standards (2014)

[CC.1.5.4.B \(Practiced\)](#) Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

[CC.1.5.4.D \(Practiced\)](#) 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.F \(Practiced\)](#) Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

STATE: PA Core Anchors and Eligible Content (2014)

[E04.B-K.1.1.1 \(Practiced\)](#) Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

Alternate Eligible Content Code E04BK1.1.1a: Answer a literal question about a text
E04BK1.1.1b: Answer an inferential question about a text
E04BK1.1.1c: Identify details from the text to support answers to literal or inferential questions

[E04.B-K.1.1.2 \(Practiced\)](#) Determine the main idea of a text and explain how it is supported by key details; summarize the text.

Alternate Eligible Content Code E04BK1.1.2a: Identify the main idea/central idea of a text
E04BK1.1.2b: Summarize the text

[E04.B-C.2.1.1 \(Practiced\)](#) Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

Alternate Eligible Content Code E04BC2.1.1a: identify two points-of-view about one

event or topic in a text

[E04.C.1.2.4 \(Practiced\)](#)

Use precise language and domain-specific vocabulary to inform about or explain the topic.

[E04.D.2.1.1 \(Practiced\)](#)

Choose words and phrases to convey ideas precisely.*

[E04.D.2.1.3 \(Practiced\)](#)

Choose words and phrases for effect.*

[E04.E.1.1.4 \(Practiced\)](#)

Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events.