

Curriculum Map: 4th Grade ELA 2020/21

Course: Reading4 Sub-topic: Reading

Grade(s): 4

Course Description: This course is directed to provide PA Common Core Standards to all 4th grade students with the goal of mastering skills in Reading, Grammar, Spelling, Writing, and TDA comprehension. Publisher is Houghton Mifflin Harcourt 2017.

Course Textbooks, Workbooks, Materials Citations:

- Journeys Teacher Manuals Units 1-6
- Student Hardcover reading book
- Student Reader's Notebook
- Student Close Reader Consumable
- Student Write in Reader Consumable
- Student Writing Handbook Consumable
- Student Writing Journal
- Leveled Guided Readers
- Unit 6 Student Reading Adventures Magazine
- Student Assigned Chromebook
- ThinkCentral Digital Teacher Resources
- ThinkCentral Digital Student Resources

Unit: Introduction of Course

This Curriculum Map Unit has no Topics to display

Unit: Benchmark 1

This Curriculum Map Unit has no Topics to display

Unit: Unit 1 Reaching Out

Timeline: Week 2 to 7

Unit Description: Unit 1 focuses on helping others, making a difference in the world, the importance of books and libraries, raising money for a cause, and sharing stories through the years.

Grammar topics covered in Unit 1 include complete sentences, types of sentences, using quotation marks, sentence fragments, and proper nouns.

Writing topics covered in Unit 1 include descriptive paragraphs, writing stories, dialogue, and writing a fictional narrative.

Unit Essential Questions: How do friends help each other?

What might lead to a person to try to change the world?

How are books and libraries important to people and communities?

Why might people raise money for a cause?

Why do people pass down stories over the years?

What is this text really about?

How do grammar and the conventions of language influence spoken and written communication?

Why do writers write?

What is the purpose?

Why learn new words?

What strategies and resources does the learner use to figure out unknown vocabulary?

How does what readers' read influence how they should read it?

How does a readers purpose influence how text should be read?

How does interaction with text provoke thinking and response?

Unit Big Ideas:

Effective readers use appropriate strategies to construct meaning.

Audience and purpose influence a writer's choice of organizational pattern, language, and literacy techniques.

Rules of grammar and convention of language support clarity of communications between writers/speakers, and readers/listeners.

An expanded vocabulary enhances one's ability to express ideas and information.

Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.

Unit Materials:

Journeys Teacher Manual Unit 1
Student Hardcover reading book
Student Reader's Notebook
Student Close Reader Consumable
Student Write in Reader Consumable
Student Writing Handbook Consumable
Student Writing Journal
Leveled Guided Readers
Student Assigned Chromebook
ThinkCentral Digital Teacher Resources
ThinkCentral Digital Student Resources

Unit Assignments:

Narrative Paragraph

Narrative Story with Dialogue and the use of Quotation Marks.

Guided Reading - Leveled Books

Various Reader's Notebook Pages pertaining to spelling, grammar, sentence structure, vocabulary, and story structure.

Reading Writing Stations from student Write in Reader, Close Reader, and Writing Handbook.

Daily writing in Writing Journal

Daily corrections in Writing Journal

Morning Review Work

Spelling Sorts

Spelling Pre Tests

Spelling Post Tests
 Vocabulary Quizzes
 Spelling City Stations
 IXL Review Stations
 Reading Tests per Lesson
 Grammar Quizzes
 Various Online Assignments from ThinkCentral and Google Classroom.

**Unit Key
 Terminology
 & Definitions:**

Prefix
Sentence
Sentence Fragment
Simple Sentence
Declarative Sentence
Interrogative Sentence
Imperative Sentence
Exclamatory Sentence
Compound Sentence
Complex Sentence
Run-on Sentence
Capitalization
Elements
Event
Structure
Setting
Play
Drama
Media
Research
Dialogue
Compare / Contrast
Cause / Effect

STANDARDS: STANDARDS

STATE: PA Core Standards (2014)

[CC.1.1.4.D \(Advanced\)](#) 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 \(Advanced\)](#) 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.
CC.1.2.4.A (Advanced)	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
CC.1.2.4.B (Advanced)	Refer to details and examples in text to support what the text says explicitly and make inferences.
CC.1.2.4.C (Advanced)	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 (Advanced)	Compare and contrast an event or topic told from two different points of view.
CC.1.2.4.E (Advanced)	Use text structure to interpret information (e.g., chronology, comparison, cause/effect, problem/ solution).
CC.1.2.4.F (Advanced)	Determine the meaning of words and phrases as they are used in grade-level text, including figurative language.
CC.1.2.4.H (Advanced)	Explain how an author uses reasons and evidence to support particular points in a text.
CC.1.2.4.J (Advanced)	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 (Advanced)	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.1.2.4.L (Advanced)	Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.
CC.1.3.4.A (Advanced)	Determine a theme of a text from details in the text; summarize the text.
CC.1.3.4.B (Advanced)	Cite relevant details from text to support what the text says explicitly and make inferences.
CC.1.3.4.C (Advanced)	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.
CC.1.3.4.E (Advanced)	Explain major differences between poems, drama, and prose and refer to the structural elements of each when writing or speaking about a text.
CC.1.3.4.F (Advanced)	Determine the meaning of words and phrases as they are used in grade-level text, including figurative language.
CC.1.3.4.G (Advanced)	Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
CC.1.3.4.H (Advanced)	Compare and contrast similar themes, topics, and patterns of events in literature, including texts from different cultures.
CC.1.3.4.I (Advanced)	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 (Advanced)	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.K (Advanced)	Read and comprehend literary fiction on grade level, reading independently and proficiently.
CC.1.4.4.B (Advanced)	Identify and introduce the topic clearly.
CC.1.4.4.D (Advanced)	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 (Advanced)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CC.1.4.4.F (Advanced)	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
CC.1.4.4.J (Advanced)	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 (Advanced)	Choose words and phrases to convey ideas precisely.
CC.1.4.4.L (Advanced)	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
CC.1.4.4.M (Advanced)	Write narratives to develop real or imagined experiences or events.
CC.1.4.4.N (Advanced)	Orient the reader by establishing a situation and introducing a narrator and/or characters.
CC.1.4.4.O (Advanced)	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 (Advanced)	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 (Advanced)	Choose words and phrases to convey ideas precisely.
CC.1.4.4.R (Advanced)	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
CC.1.4.4.T (Advanced)	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
CC.1.4.4.U (Advanced)	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 (Advanced)	Conduct short research projects that build knowledge through investigation of different aspects of a topic.
CC.1.4.4.X (Advanced)	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CC.1.5.4.A (Advanced)	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 (Advanced)	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 (Advanced)	Identify the reasons and evidence a speaker provides to support particular points.
CC.1.5.4.D (Advanced)	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.G (Advanced)	Demonstrate command of the conventions of standard English when speaking, based on Grade 4 level and content.

(* standards consolidated from Topic level)

Topic: U1 L1 Helping Others

Minutes for Topic: 600

Core Lesson Description:

Anchor Text: Realistic Fiction - *Because of WINN-DIXIE*

Target Skills/Strategies: Story Structure and Summarize

Fluency: Accuracy and Self-Correction.

Decoding: VCV Syllable pattern

Narrative Writing: Descriptive Paragraph

Spelling Words: Short A sound and Long A sound

Grammar: What is a sentence? Complete Sentences

Vocabulary Strategies: Determine the meaning of unknown words through context clues. Common Greek and Latin affixes and roots. Prefixes re-, un-, dis-.

**Core Lesson
Student Learning
Objectives:**

- Listen to fluent reading.
- Paraphrase portions of a text read aloud.
- Acquire and use vocabulary.
- Use knowledge of linguistic context to determine the meaning of unknown words.
- Describe a character, setting, or event, drawing on specific details in the text.
- Summarize the text.
- Engage effectively in collaborative discussion.
- Use common Greek and Latin affixes and roots as clues to the meaning of a word.
- Learn and use words with prefixes re-, un-, dis-.
- Read orally with accuracy, appropriate rate, and expression.
- Use context to confirm or self-correct word recognition and understanding.
- Recognize sound/spelling changes in VCV words.
- Decode words with the VCV syllable pattern.
- Spell words that have the / a / sound and words that have the/a/ sound.
- Sort words based on vowel sound and spelling pattern.
- Identify complete sentences.
- Identify simple and complete subjects and predicates.
- Use complete sentences in writing and speaking.
- Use correct capitalization.
- Understand the features of a descriptive paragraph.
- Use words and phrases to convey ideas precisely.
- Write a descriptive paragraph.

**Core Lesson Big
Ideas:**

**Core Lesson
Materials:**

**Core Lesson Key
Terminology &
Definitions:**

STANDARDS

STATE: PA Core Standards (2014)

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

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 \(Advanced\)](#)

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.

CC.1.3.4.C (Advanced)	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.
CC.1.3.4.F (Advanced)	Determine the meaning of words and phrases as they are used in grade-level text, including figurative language.
CC.1.3.4.I (Advanced)	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.K (Advanced)	Read and comprehend literary fiction on grade level, reading independently and proficiently.
CC.1.4.4.D (Advanced)	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.F (Advanced)	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
CC.1.4.4.P (Advanced)	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.

Topic: U1 L2 Civil Rights

Minutes for Topic: 300

Core Lesson Description:

Anchor Text: Biography - My Brother Martin

Target Skills/Strategies: Author's Purpose/Monitor and Clarify

Fluency: Phrasing - Pausing

Decoding: Open and Closed Syllables

Narrative Writing: Story

Spelling Words: Short E sound and Long E sound

Grammar: Kinds of Sentences

Vocabulary Strategies: Determine the meaning of unknown words through context clues. Common Greek and Latin affixes and roots. Prefixes n-, im-, il-, ir-.

Core Lesson Student Learning Objectives:

Listen to fluent reading.

Practice grouping words into phrases and pausing at the end of those phrases.

Identify nouns and noun phrases.

Paraphrase portions of a text read aloud

Read orally with accuracy, appropriate rate, and expression.

Contribute to group discussions.

Acquire and use vocabulary.

Use visuals to help determine the meaning of unknown words.

Use reasons and evidence in text to identify an author's purpose.

Explain how an author uses reasons and evidence to support points in a text.

Explain events, ideas, and concepts in a text.

Monitor understanding of text and clarify/reread as necessary.

Acquire and use vocabulary in speaking and writing.

Recognize and explain the meaning of idioms.

Read independently from a "just right" book

Use common Greek and Latin affixes and roots as clues to the meaning of unknown words.

Learn and use words with prefixes in-, im-, il-, ir-.

Acquire and use domain-specific vocabulary.

Decode words with open and closed syllables.

Learn and decode sound-letter relationships.

Spell words that have the /e/ sound and /E/ sound.

Sort words based on vowel sound and spelling pattern.

Identify the four different kinds of sentences

Use the four different kinds of sentences in writing and speaking.

Identify and use contractions in sentences.

Identify the parts of a story.

STANDARDS

STATE: PA Core Standards (2014)

CC.1.1.4.D (Advanced)	Know and apply grade-level phonics and word analysis skills in decoding words.
CC.1.1.4.E (Advanced)	<ul style="list-style-type: none">• Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words. 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.
CC.1.2.4.A (Advanced)	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
CC.1.2.4.B (Advanced)	Refer to details and examples in text to support what the text says explicitly and make inferences.
CC.1.2.4.C (Advanced)	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.E (Advanced)	Use text structure to interpret information (e.g., chronology, comparison, cause/effect, problem/ solution).
CC.1.2.4.F (Advanced)	Determine the meaning of words and phrases as they are used in grade-level text, including figurative language.
CC.1.2.4.H (Advanced)	Explain how an author uses reasons and evidence to support particular points in a text.
CC.1.2.4.J (Advanced)	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 (Advanced)	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.1.2.4.L (Advanced)	Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.
CC.1.4.4.L (Advanced)	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
CC.1.4.4.M (Advanced)	Write narratives to develop real or imagined experiences or events.
CC.1.4.4.O (Advanced)	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 (Advanced)	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 (Advanced)	Choose words and phrases to convey ideas precisely.
CC.1.4.4.R (Advanced)	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
CC.1.4.4.X (Advanced)	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CC.1.5.4.A (Advanced)	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 (Advanced)	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
CC.1.5.4.G (Advanced)	Demonstrate command of the conventions of standard English when speaking, based on Grade 4 level and content.

Topic: U1 L3 Media

Minutes for Topic: 300

**Core Lesson
Description:**Anchor Text: Informational Text - *My Librarian Is a Camel*

Target Skills/Strategies: Cause and Effect and Interpret Visuals / Visualize

Fluency: Accuracy

Decoding: The VCCV Syllable Pattern

Narrative Writing: Dialogue

Spelling Words: Short I sound and Long I sound

Grammar: Quotations

Vocabulary Strategies: Using Context

**Core Lesson
Student Learning
Objectives:**

Listen to fluent reading.

Paraphrase portions of a text read aloud.

Contribute to group discussions.

Acquire and use vocabulary.

Identify cause-and-effect relationships.

Visualize people, places, and things to identify cause-and-effect relationships.

Identify cause-and-effect relationships in informational text.

Determine the meaning of domain-specific words and phrases.

Interpret information presented visually.

Connect visuals and text elements to main ideas and details.

Read independently from a "just right" book.

Acquire and use vocabulary in speaking and writing.

Use context as a clue to the meaning of a word or phrase.

Read orally with accuracy, appropriate rate, and expression.

Use context to confirm or self-correct word recognition and understanding.

Recognize the VCCV syllabication pattern.

Decode words with the VCCV syllabication pattern (initial closed syllable).

Spell words that have the /i/ sound and /I/ sound.

Sort words based on vowel sound and spelling pattern.

Use commas and quotation marks to mark direct speech and quotations from text.

Understand the features of a dialogue.

Write a dialogue.

Recognize and correctly use quotation marks.

STANDARDS

STATE: PA Core Standards (2014)

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

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 (Advanced)	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.
CC.1.2.4.A (Advanced)	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
CC.1.2.4.B (Advanced)	Refer to details and examples in text to support what the text says explicitly and make inferences.
CC.1.2.4.C (Advanced)	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 (Advanced)	Compare and contrast an event or topic told from two different points of view.
CC.1.2.4.E (Advanced)	Use text structure to interpret information (e.g., chronology, comparison, cause/effect, problem/ solution).
CC.1.2.4.F (Advanced)	Determine the meaning of words and phrases as they are used in grade-level text, including figurative language.
CC.1.2.4.K (Advanced)	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.1.2.4.L (Advanced)	Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.
CC.1.4.4.P (Advanced)	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 (Advanced)	Choose words and phrases to convey ideas precisely.
CC.1.4.4.R (Advanced)	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
CC.1.4.4.V (Advanced)	Conduct short research projects that build knowledge through investigation of different aspects of a topic.
CC.1.4.4.X (Advanced)	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CC.1.5.4.A (Advanced)	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 (Advanced)	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 (Advanced)	Identify the reasons and evidence a speaker provides to support particular points.
CC.1.5.4.D (Advanced)	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.G (Advanced)	Demonstrate command of the conventions of standard English when speaking, based on Grade 4 level and content.

Topic: U1 L4 Raising Money

Minutes for Topic: 300

Core Lesson Description:

Anchor Text: Play - *The Power of W.O.W.!*

Target Skills/Strategies: Theme, Elements of Drama, and Allusion / Analyze and Evaluate

Fluency: Intonation

Decoding: The VCV and VCCV Syllable Pattern

Narrative Writing: Fictional Narrative

Spelling Words: Short O sound and Long O sound

Grammar: Fragments and Run-On Sentences

Vocabulary Strategies: Prefixes - non- and mis-

Core Lesson Student Learning Objectives:

Listen to fluent reading.

Demonstrate active listening.

Recount an experience.

Acquire and use vocabulary.

Modify sentences and add details.

Determine the theme of a play by analyzing details.

Analyze and evaluate text.

Engage effectively in collaborative discussion.

Determine the meanings of allusions to literature.

Identify phrases that add details.

Use details to determine the theme.

Read independently from a "just right" book.

Acquire and use vocabulary in speaking and writing.

Use common Greek and Latin affixes and roots as clues to the meaning of a word.

Learn to recognize and read words with the prefixes non- and mis-.

Acquire and use domain-specific vocabulary.

Identify situations calling for formal English and those where informal English is appropriate.

Read orally with accuracy, appropriate rate, and expression.

Read aloud with intonation that reflects comprehension of the text.

Recognize the VCV and VCCV syllabication patterns.

Decode words with the VCV and VCCV syllabication patterns.

Spell words with the short o and long o sounds.

Sort words based on vowel sound and spelling pattern.

Identify fragments and run-ons.

Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

Use the writing process to plan a fictional narrative.

Use focused ideas to plan a first draft.

Complete the first draft to a fictional narrative.

STANDARDS

STATE: PA Core Standards (2014)

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

[CC.1.3.4.A \(Advanced\)](#) Determine a theme of a text from details in the text; summarize the text.

[CC.1.3.4.B \(Advanced\)](#) Cite relevant details from text to support what the text says explicitly and make inferences.

[CC.1.3.4.C \(Advanced\)](#) Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.

[CC.1.3.4.E \(Advanced\)](#) Explain major differences between poems, drama, and prose and refer to the structural elements of each when writing or speaking about a text.

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

[CC.1.3.4.G \(Advanced\)](#) Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.

CC.1.3.4.I (Advanced)	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 (Advanced)	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.K (Advanced)	Read and comprehend literary fiction on grade level, reading independently and proficiently.
CC.1.4.4.D (Advanced)	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 (Advanced)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CC.1.4.4.F (Advanced)	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
CC.1.4.4.J (Advanced)	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 (Advanced)	Choose words and phrases to convey ideas precisely.
CC.1.4.4.L (Advanced)	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
CC.1.4.4.M (Advanced)	Write narratives to develop real or imagined experiences or events.
CC.1.4.4.N (Advanced)	Orient the reader by establishing a situation and introducing a narrator and/or characters.
CC.1.4.4.O (Advanced)	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 (Advanced)	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 (Advanced)	Choose words and phrases to convey ideas precisely.
CC.1.4.4.R (Advanced)	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
CC.1.4.4.T (Advanced)	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
CC.1.4.4.X (Advanced)	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CC.1.5.4.A (Advanced)	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 (Advanced)	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
CC.1.5.4.G (Advanced)	Demonstrate command of the conventions of standard English when speaking, based on Grade 4 level and content.

Topic: U1 L5 Traditional Tales

Minutes for Topic: 300

Core Lesson Description: Anchor Text: Tall Tale - *Stormalong*
 Target Skills/Strategies: Understanding Characters, Point of View, and Hyperbole / Infer and Predict
 Fluency: Expression
 Decoding: Homophones
 Narrative Writing: Fictional Narrative
 Spelling Words: Homophones
 Grammar: Proper Nouns
 Vocabulary Strategies: Reference Materials

Core Lesson Student Learning Objectives: Listen to a fluent reading.
 Analyze language choices.
 Acquire and use vocabulary.

Modify sentences to add detail.

Describe a character in a story, drawing on details in the text.

Refer to details and examples in a text when making inferences and predictions.

Engage effectively in collaborative discussion.

Describe a character's thoughts, actions, and words.

Use details from the text to draw inferences about a character.

Identify the point of view of an author telling a story.

Recognize hyperbole in text.

Identify pronouns and their referents.

Use details to describe a character or event.

Read independently from a "just right" book.

Acquire and use vocabulary in speaking and writing.

Consult reference materials, both print and digital, to find pronunciation and determine or clarify meaning.

Compare and contrast the themes in traditional tales.

Acquire and use domain-specific vocabulary.

Read orally with accuracy, appropriate rate, and expression.

Recognize spelling changes in homophones.

Decode words that are homophones.

Sort words based on vowel sound.

Spell homophones.

Capitalize proper nouns, such as names of historical events and historical documents.

Capitalize titles of books, stories, and essays.

Capitalize languages, people's names, and nationalities.

Draft, revise, proofread, and edit a fictional narrative.

Use technology to publish final drafts.

STANDARDS

STATE: PA Core Standards (2014)

- [CC.1.1.4.D \(Advanced\)](#) 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 \(Advanced\)](#) 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.
- [CC.1.3.4.E \(Advanced\)](#) Explain major differences between poems, drama, and prose and refer to the structural elements of each when writing or speaking about a text.
- [CC.1.3.4.F \(Advanced\)](#) Determine the meaning of words and phrases as they are used in grade-level text, including figurative language.
- [CC.1.3.4.G \(Advanced\)](#) Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
- [CC.1.3.4.H \(Advanced\)](#) Compare and contrast similar themes, topics, and patterns of events in literature, including texts from different cultures.
- [CC.1.3.4.I \(Advanced\)](#) 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 (Advanced)	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.K (Advanced)	Read and comprehend literary fiction on grade level, reading independently and proficiently.
CC.1.4.4.B (Advanced)	Identify and introduce the topic clearly.
CC.1.4.4.D (Advanced)	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 (Advanced)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CC.1.4.4.F (Advanced)	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
CC.1.4.4.J (Advanced)	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 (Advanced)	Choose words and phrases to convey ideas precisely.
CC.1.4.4.L (Advanced)	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
CC.1.4.4.M (Advanced)	Write narratives to develop real or imagined experiences or events.
CC.1.4.4.N (Advanced)	Orient the reader by establishing a situation and introducing a narrator and/or characters.
CC.1.4.4.O (Advanced)	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 (Advanced)	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 (Advanced)	Choose words and phrases to convey ideas precisely.
CC.1.4.4.R (Advanced)	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
CC.1.4.4.T (Advanced)	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
CC.1.4.4.U (Advanced)	With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
CC.1.4.4.X (Advanced)	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CC.1.5.4.A (Advanced)	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 (Advanced)	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
CC.1.5.4.G (Advanced)	Demonstrate command of the conventions of standard English when speaking, based on Grade 4 level and content.

Unit: Unit 2 Tell Me More

Timeline: Week 8 to 13

Unit Description: Unit 2 focuses on comparing performances of written stories, movies as a form of communication, artists experiences and their art, different ways to research, and what it takes to be a great performer.

Grammar topics covered in Unit 2 include verbs, verb tenses, progressive verb tenses, compound sentences, complex sentences, and pronouns.

Writing topics covered in Unit 2 include informational paragraphs, book report, and explanatory essay.

Unit Essential Questions: How are performances similar to and different from written stories?

How are movies a form of communication?

How do an artist's experiences affect his or her art?

What are some different ways to do research?

What does it take to be a great performer?

How do strategic readers create meaning from informational and literary text?

Why learn new words?

What strategies and resources does the learner use to figure out unknown vocabulary?

How do learners develop and refine their vocabulary?

What is this text really about?

How does what readers read influence how they should read?

What makes clear and effective writing?

Why do writers write? What is my purpose?

Who is the audience? What will work best for the audience?

How do grammar and the conventions of language influence spoken and written communication?

How does interaction with text provoke thinking and response?

How does a reader know a source can be trusted?

What does a reader look for and how can s/he find it?

How does one best present findings?

Unit Big Ideas:

Effective readers use appropriate strategies to construct meaning.

An expanded vocabulary enhances one's ability to express ideas and information.

Active listeners make meaning from what they hear by questioning, reflecting, responding and evaluating.

Effective readers use appropriate strategies to construct meaning.

Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.

Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating.

Effective speakers prepare and communicate messages to address the audience and purpose.

Effective research requires the use of varied resources to gain to expand knowledge.

Audience and purpose influence a writer's choice of organizational pattern, language, and literary techniques.

Rules of grammar and language conventions support clarity of communications between writers/speakers and readers/listeners.

Unit Materials:

Journeys Teacher Manual Unit 2
Student Hardcover reading book
Student Reader's Notebook
Student Close Reader Consumable
Student Write in Reader Consumable
Student Writing Handbook Consumable
Student Writing Journal
Leveled Guided Readers
Student Assigned Chromebook

ThinkCentral Digital Teacher Resources

ThinkCentral Digital Student Resources

**Unit
Assignments:**

Informative Writing

Guided Reading - Leveled Books

Reading Writing Stations from student Write in Reader, Close Reader, and Writing Handbook.

Daily writing in Writing Journal

Daily corrections in Writing Journal

Morning Review Work

Spelling Sorts

Spelling Pre Tests

Spelling Post Tests

Vocabulary Quizzes

Spelling City Stations

IXL Review Stations

Reading Tests per Lesson

Grammar Quizzes

Various Online Assignments from ThinkCentral and Google Classroom.

**Unit Key
Terminology
& Definitions:**

Recount

Explicit

Elements

Event

Structure

Play

Drama

Research

Text Evidence

Author's Purpose

Compare / Contrast

Cause / Effect

Pronouns

Verbs

Verb Tense

Progressive Verb Tenses

Phrases

Modal Auxiliaries

Conjunctions

Compound Sentences

Complex Sentences

Infer

Predict
Reference Materials
Dictionary
Thesaurus
Digital Resources
Simile
Metaphor

STANDARDS: STANDARDS

STATE: PA Core Standards (2014)

CC.1.1.4.D (Advanced)	Know and apply grade-level phonics and word analysis skills in decoding words. <ul style="list-style-type: none">• Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words.
CC.1.1.4.E (Advanced)	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.
CC.1.2.4.A (Advanced)	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
CC.1.2.4.B (Advanced)	Refer to details and examples in text to support what the text says explicitly and make inferences.
CC.1.2.4.E (Advanced)	Use text structure to interpret information (e.g., chronology, comparison, cause/effect, problem/ solution).
CC.1.2.4.F (Advanced)	Determine the meaning of words and phrases as they are used in grade-level text, including figurative language.
CC.1.2.4.H (Advanced)	Explain how an author uses reasons and evidence to support particular points in a text.
CC.1.2.4.I (Advanced)	Integrate information from two texts on the same topic to demonstrate understanding of that topic.
CC.1.2.4.J (Advanced)	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 (Advanced)	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.1.2.4.L (Advanced)	Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.
CC.1.3.4.A (Advanced)	Determine a theme of a text from details in the text; summarize the text.
CC.1.3.4.B (Advanced)	Cite relevant details from text to support what the text says explicitly and make inferences.
CC.1.3.4.C (Advanced)	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 (Advanced)	Compare and contrast an event or topic told from two different points of view.
CC.1.3.4.E (Advanced)	Explain major differences between poems, drama, and prose and refer to the structural elements of each when writing or speaking about a text.
CC.1.3.4.F (Advanced)	Determine the meaning of words and phrases as they are used in grade-level text, including figurative language.
CC.1.3.4.G	Make connections between the text of a story or drama and a

(Advanced)	visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
CC.1.3.4.H (Advanced)	Compare and contrast similar themes, topics, and patterns of events in literature, including texts from different cultures.
CC.1.3.4.I (Advanced)	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 (Advanced)	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.K (Advanced)	Read and comprehend literary fiction on grade level, reading independently and proficiently.
CC.1.4.4.A (Advanced)	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
CC.1.4.4.B (Advanced)	Identify and introduce the topic clearly.
CC.1.4.4.C (Advanced)	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 (Advanced)	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 (Advanced)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CC.1.4.4.F (Advanced)	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
CC.1.4.4.I (Advanced)	Provide reasons that are supported by facts and details.
CC.1.4.4.J (Advanced)	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 (Advanced)	Choose words and phrases to convey ideas precisely.
CC.1.4.4.L (Advanced)	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
CC.1.4.4.M (Advanced)	Write narratives to develop real or imagined experiences or events.
CC.1.4.4.N (Advanced)	Orient the reader by establishing a situation and introducing a narrator and/or characters.
CC.1.4.4.P (Advanced)	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 (Advanced)	Choose words and phrases to convey ideas precisely.
CC.1.4.4.R (Advanced)	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
CC.1.4.4.S (Advanced)	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 (Advanced)	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
CC.1.4.4.U (Advanced)	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 (Advanced)	Conduct short research projects that build knowledge through investigation of different aspects of a topic.
CC.1.4.4.W (Advanced)	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 (Advanced)	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CC.1.5.4.A (Advanced)	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 (Advanced)	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 (Advanced)	Identify the reasons and evidence a speaker provides to support particular points.
CC.1.5.4.D (Advanced)	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly with adequate volume, appropriate pacing, and clear pronunciation.
CC.1.5.4.E (Advanced)	Differentiate between contexts that require formal English versus informal situations.
CC.1.5.4.G (Advanced)	Demonstrate command of the conventions of standard English when speaking, based on Grade 4 level and content.

(* standards consolidated from Topic level)

Topic: U2 L6 Performance Arts

Minutes for Topic: 300

Core Lesson Description:	Anchor Text: Play - <i>Invasion from Mars</i>
	Target Skills/Strategies: Story Structure, Elements of Drama, Formal and Informal Language / Infer and Predict
	Fluency: Expression
	Decoding: Common Consonant Patterns: Digraphs
	Spelling Words: Vowel Sounds short u
	Grammar: Verbs
	Vocabulary Strategies: Suffixes -y and -ous
	Informative Writing: News Report

Core Lesson Student Learning Objectives:	Listen to fluent reading.
	Paraphrase a portion of a text read aloud.
	Join ideas in a sentence.
	Acquire and use vocabulary.
	Describe the characters, settings, and plot of a story.
	Make inferences and predictions, drawing on details in the text.
	Engage effectively in collaborative discussion.
	Describe the characters, the settings, and the events that make up the plot of a text.
	Describe the structural elements of a drama.
	Identify contexts that call for formal and informal language.
	Understand use of pronouns to comprehend text.
	Explain the differences between drama and prose.
	Use facts and details to support reasoning.
	Use transitional words and phrases to show the sequence of events.

Summarize the story.

Read independently from a “just right” book.

Acquire and use vocabulary in speaking and writing.

Write an informative paragraph.

Learn to use words with the suffixes -y, -ous.

Use common affixes and roots as clues to the meaning of a word.

Acquire and use domain-specific vocabulary.

Read orally with accuracy, appropriate rate, and expression.

Recognize common consonant patterns and digraphs.

Apply phonics and word analysis skills to decode words with digraphs.

Spell words that have the short /u /sounds.

Sort words based on vowel sound.

Identify action, main, helping, and linking verbs.

Use verbs correctly in speaking and writing.

Choose strong verbs to convey ideas precisely.

Write a news report.

STANDARDS

STATE: PA Core Standards (2014)

- [CC.1.1.4.D \(Advanced\)](#) 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 \(Advanced\)](#) 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.
- [CC.1.3.4.G \(Advanced\)](#) Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
- [CC.1.3.4.H \(Advanced\)](#) Compare and contrast similar themes, topics, and patterns of events in literature, including texts from different cultures.
- [CC.1.3.4.I \(Advanced\)](#) 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 \(Advanced\)](#) 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.K \(Advanced\)](#) Read and comprehend literary fiction on grade level, reading independently and proficiently.
- [CC.1.4.4.A \(Advanced\)](#) Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- [CC.1.4.4.B \(Advanced\)](#) Identify and introduce the topic clearly.
- [CC.1.4.4.C \(Advanced\)](#) 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 \(Advanced\)](#) 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 \(Advanced\)](#) Use precise language and domain-specific vocabulary to inform about or explain the topic.
- [CC.1.4.4.F \(Advanced\)](#) Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- [CC.1.4.4.J \(Advanced\)](#) 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 (Advanced)	Choose words and phrases to convey ideas precisely.
CC.1.4.4.L (Advanced)	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
CC.1.4.4.N (Advanced)	Orient the reader by establishing a situation and introducing a narrator and/or characters.
CC.1.4.4.P (Advanced)	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 (Advanced)	Choose words and phrases to convey ideas precisely.
CC.1.4.4.R (Advanced)	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
CC.1.4.4.S (Advanced)	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.X (Advanced)	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CC.1.5.4.A (Advanced)	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 (Advanced)	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 (Advanced)	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly with adequate volume, appropriate pacing, and clear pronunciation.
CC.1.5.4.E (Advanced)	Differentiate between contexts that require formal English versus informal situations.
CC.1.5.4.G (Advanced)	Demonstrate command of the conventions of standard English when speaking, based on Grade 4 level and content.

Topic: U2 L7 Media

Minutes for Topic: 300

Core Lesson Description:

Anchor Text: Informational Text - Common Distractions: Questioning Movies

Target Skills/Strategies: Fact and Opinion, Explain Concepts and Ideas, Domain - Specific Vocabulary / Summarize

Fluency: Phrasing - Punctuation

Decoding: Common Consonant Patterns: Clusters

Spelling Words: Sounds -oo-

Grammar: Verb Tenses

Vocabulary Strategies: Greek and Latin Word Parts - phon, photo, graph, auto, and tele

Informative Writing: Informational Paragraph *Focus - Evidence

Core Lesson Student Learning Objectives:

Listen to a fluent reading.

Paraphrase portions of a text read aloud.

Identify sequence.

Acquire and use general academic and domain-specific vocabulary.

Distinguish between facts and opinions in text.

Explain how an author uses reasons and evidence to support opinions.

Summarize important ideas and explain how they are supported by facts and opinions.

Engage effectively in collaborative discussion.

Determine the meaning of domain-specific vocabulary.

Understand use of compound words to comprehend text.

Use reasons and text evidence to support points.

- Summarize a story.
- Read independently from a "just right" book.
- Acquire and use vocabulary in speaking and writing.
- Use common Greek and Latin affixes and roots as clues to the meaning of a word.
- Gather information from print and digital resources.
- Read orally with accuracy, appropriate rate, and expression.
- Decode words with common consonant clusters.
- Use knowledge of letter-sound correspondences to read accurately unfamiliar multisyllabic words.
- Spell words that have the -oo-/ vowel sounds.
- Sort words based on vowel sound.
- Identify past, present, and future verb tenses.
- Use tenses correctly in writing and speaking.
- Identify and correctly use helping verbs and past participles.
- Write an informational paragraph.

STANDARDS

STATE: PA Core Standards (2014)

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

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 \(Advanced\)](#)

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.

[CC.1.2.4.A \(Advanced\)](#)

Determine the main idea of a text and explain how it is supported by key details; summarize the text.

[CC.1.2.4.B \(Advanced\)](#)

Refer to details and examples in text to support what the text says explicitly and make inferences.

[CC.1.2.4.E \(Advanced\)](#)

Use text structure to interpret information (e.g., chronology, comparison, cause/effect, problem/ solution).

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

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

[SHARE OBJECTIVES](#)

[Identify complete sentences](#)

Explain how an author uses reasons and evidence to support particular points in a text and predicates.

[Analyze how a text builds on a previous text](#)

[Identify the main idea and supporting details](#)

[Identify the main idea and supporting details](#)

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Use text structure to interpret information from two texts on the same topic to demonstrate understanding of that topic.

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

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 \(Advanced\)](#)

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.1.2.4.L \(Advanced\)](#)

Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.

[CC.1.4.4.A \(Advanced\)](#)

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

[CC.1.4.4.B \(Advanced\)](#)

Identify and introduce the topic clearly.

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

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 \(Advanced\)](#)

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

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

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

CC.1.4.4.I (Advanced)	Provide reasons that are supported by facts and details.
CC.1.4.4.J (Advanced)	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 (Advanced)	Choose words and phrases to convey ideas precisely.
CC.1.4.4.L (Advanced)	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
CC.1.4.4.P (Advanced)	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 (Advanced)	Choose words and phrases to convey ideas precisely.
CC.1.4.4.R (Advanced)	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
CC.1.4.4.S (Advanced)	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.V (Advanced)	Conduct short research projects that build knowledge through investigation of different aspects of a topic.
CC.1.4.4.W (Advanced)	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 (Advanced)	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CC.1.5.4.A (Advanced)	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 (Advanced)	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 (Advanced)	Identify the reasons and evidence a speaker provides to support particular points.
CC.1.5.4.D (Advanced)	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.G (Advanced)	Demonstrate command of the conventions of standard English when speaking, based on Grade 4 level and content.

Topic: U2 L8 Visual Arts

Minutes for Topic: 300

Core Lesson Description:

Anchor Text: Realistic Fiction -Me and Uncle Romie
Target Skills/Strategies: Understanding Characters, Theme, and Point of View / Visualize
Fluency: Stress
Decoding:Stressed and Unstressed Syllables
Spelling Words: Vowel sounds ou and o
Grammar: Progressive Verb Tenses
Vocabulary Strategies: Figurative Language
Informative Writing: Book Report

Core Lesson Student Learning Objectives:

Listen to a fluent reading.
Organize and express ideas.
Tell a story.
Acquire and use vocabulary.
Describe in depth a character in a story, drawing on specific details in the text.
Use text details to visualize story characters and how they change.
Engage effectively in collaborative discussion.
Describe a character's thoughts, actions, and words.

Determine the theme of the story.

Identify the point of view of the story.

Understand the use of multiple-meaning words and the appropriate meanings to comprehend text.

Read independently from a "just right" book.

Acquire and use vocabulary in speaking and writing.

Recognize and explain the meaning of idioms.

Demonstrate understanding of figurative language in context.

Acquire and use domain-specific vocabulary.

Differentiate between contexts that call for formal English and informal discussion.

Read orally with accuracy, appropriate rate, and expression.

Recognize stressed and unstressed syllables in multisyllabic words.

Use stressed and unstressed syllables to decode multisyllabic words.

Sort words based on vowel sound and spelling pattern.

Spell words with the /ou/ and /o^ / vowel sounds.

Correctly identify the present, past, and future progressive verb tenses.

Correctly form and use the present, past, and future progressive verb tenses.

Analyze the key features of a book report.

Plan, draft, revise, and edit a book report.

STANDARDS

STATE: PA Core Standards (2014)

- [CC.1.1.4.D \(Advanced\)](#) 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 \(Advanced\)](#) 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.
- [CC.1.3.4.A \(Advanced\)](#) Determine a theme of a text from details in the text; summarize the text.
- [CC.1.3.4.B \(Advanced\)](#) Cite relevant details from text to support what the text says explicitly and make inferences.
- [CC.1.3.4.C \(Advanced\)](#) 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 \(Advanced\)](#) Compare and contrast an event or topic told from two different points of view.
- [CC.1.3.4.F \(Advanced\)](#) Determine the meaning of words and phrases as they are used in grade-level text, including figurative language.
- [CC.1.3.4.I \(Advanced\)](#) 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 \(Advanced\)](#) 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.K \(Advanced\)](#) Read and comprehend literary fiction on grade level, reading independently and proficiently.
- [CC.1.4.4.B \(Advanced\)](#) Identify and introduce the topic clearly.
- [CC.1.4.4.D \(Advanced\)](#) 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 \(Advanced\)](#) Use precise language and domain-specific vocabulary to inform about or explain the topic.

CC.1.4.4.F (Advanced)	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
CC.1.4.4.K (Advanced)	Choose words and phrases to convey ideas precisely.
CC.1.4.4.L (Advanced)	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
CC.1.4.4.M (Advanced)	Write narratives to develop real or imagined experiences or events.
CC.1.4.4.P (Advanced)	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 (Advanced)	Choose words and phrases to convey ideas precisely.
CC.1.4.4.R (Advanced)	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
CC.1.4.4.T (Advanced)	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
CC.1.4.4.X (Advanced)	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CC.1.5.4.A (Advanced)	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 (Advanced)	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 (Advanced)	Identify the reasons and evidence a speaker provides to support particular points.
CC.1.5.4.D (Advanced)	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly with adequate volume, appropriate pacing, and clear pronunciation.
CC.1.5.4.E (Advanced)	Differentiate between contexts that require formal English versus informal situations.
CC.1.5.4.G (Advanced)	Demonstrate command of the conventions of standard English when speaking, based on Grade 4 level and content.

Topic: U2 L9 Research

Minutes for Topic: 300

Core Lesson Description:

Anchor Text: Realistic Fiction -Dear Mr. Winston
Target Skills/Strategies: Conclusions and Generalizations, understanding characters, and Humor / Questioning
Fluency: Accuracy
Decoding: Common Beginning Syllables
Spelling Words: Vowel + r sounds.
Grammar: Compound and Complex Sentences
Vocabulary Strategies: Antonyms
Informational Writing: Focus on Evidence

Core Lesson Student Learning Objectives:

- Listen to fluent reading.
- Paraphrase portions of a text read aloud.
- Contribute to group discussions.
- Acquire and use vocabulary.
- Refer to details and examples when drawing conclusions and making generalizations.
- Ask questions to help make inferences.
- Refer to details and examples when drawing inferences.
- Describe a character, drawing on details.
- Identify the point of view of the character telling the story.
- Read independently from a "just right" book.
- Acquire and use vocabulary in speaking and writing.

Demonstrate understanding of words by relating them to their opposites and to words with similar meanings.

Understand that antonyms are words with opposite meanings.

Acquire and use domain-specific vocabulary.

Read orally with accuracy, appropriate rate, and expression.

Conduct a short research project.

Gather information from print and digital sources.

Recognize common beginning syllables in words.

Use common beginning syllables to decode longer words.

Spell words that have the vowel + /r/ sounds.

Sort words based on vowel + r sound and spelling pattern.

Identify and form compound and complex sentences.

Use a comma before a coordinating conjunction in a compound sentence.

Use punctuation correctly in a complex sentence.

Study and evaluate an explanatory essay.

Use the writing process to plan and write a first draft of an explanatory essay.

STANDARDS

STATE: PA Core Standards (2014)

- [CC.1.1.4.D \(Advanced\)](#) 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 \(Advanced\)](#) 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.
- [CC.1.3.4.A \(Advanced\)](#) Determine a theme of a text from details in the text; summarize the text.
- [CC.1.3.4.B \(Advanced\)](#) Cite relevant details from text to support what the text says explicitly and make inferences.
- [CC.1.3.4.C \(Advanced\)](#) Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.
- [CC.1.3.4.G \(Advanced\)](#) Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
- [CC.1.3.4.H \(Advanced\)](#) Compare and contrast similar themes, topics, and patterns of events in literature, including texts from different cultures.
- [CC.1.3.4.I \(Advanced\)](#) 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 \(Advanced\)](#) 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.K \(Advanced\)](#) Read and comprehend literary fiction on grade level, reading independently and proficiently.
- [CC.1.4.4.A \(Advanced\)](#) Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- [CC.1.4.4.B \(Advanced\)](#) Identify and introduce the topic clearly.
- [CC.1.4.4.C \(Advanced\)](#) 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 \(Advanced\)](#) 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 \(Advanced\)](#) Use precise language and domain-specific vocabulary to inform about or explain the topic.

CC.1.4.4.F (Advanced)	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
CC.1.4.4.I (Advanced)	Provide reasons that are supported by facts and details.
CC.1.4.4.J (Advanced)	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 (Advanced)	Choose words and phrases to convey ideas precisely.
CC.1.4.4.L (Advanced)	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
CC.1.4.4.Q (Advanced)	Choose words and phrases to convey ideas precisely.
CC.1.4.4.R (Advanced)	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
CC.1.4.4.S (Advanced)	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 (Advanced)	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
CC.1.4.4.V (Advanced)	Conduct short research projects that build knowledge through investigation of different aspects of a topic.
CC.1.4.4.W (Advanced)	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 (Advanced)	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: U2 L10 Performance Arts

Minutes for Topic: 300

Core Lesson Description:

- Anchor Text: Biography - Jose! Born to Dance
- Fluency: Intonation
- Decoding: Vowel + r Sound in Multisyllable Words
- Spelling Words: More Vowel + /r/ Sounds
- Grammar: Pronouns
- Vocabulary Strategies: Shades of Meaning
- Informational Writing: Focus on Evidence

Core Lesson Student Learning Objectives:

- Listen to fluent reading.
- Demonstrate active listening.
- Paraphrase portions of a text read aloud.
- Acquire and use vocabulary.
- Identify an author's purpose in writing a text.
- Explain how the author uses reasons and evidence to support points.
- Refer to details and examples when drawing inferences about the text.
- Engage effectively in collaborative discussion.
- Identify an author's purpose for writing a text.
- Explain how an author uses reasons and evidence to support points.
- Describe the overall structure of a biography
- Explain the meaning of similes and metaphors in context.
- Understand use of prepositional phrases to add details to text.
- Acquire and use vocabulary in speaking and writing.
- Acquire and use general academic and domain-specific words and phrases.

Differentiate between contexts that call for formal English and informal discussion.

Read orally with accuracy, appropriate rate, and expression.

Use vowel + r sounds to decode longer words.

Use knowledge of letter-sound correspondences to read multisyllabic words.

Spell words that have the vowel + /r/ sounds.

Sort words based on vowel + r sound and spelling pattern.

Identify and use subject pronouns and object pronouns.

Identify and use reflexive pronouns and demonstrative pronouns.

Identify antecedents and understand pronoun-antecedent agreement.

Draft, edit, proofread, and publish an explanatory essay.

STANDARDS

STATE: PA Core Standards (2014)

CC.1.1.4.D (Advanced)	Know and apply grade-level phonics and word analysis skills in decoding words.
CC.1.1.4.E (Advanced)	<ul style="list-style-type: none"> ● Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words. Read with accuracy and fluency to support comprehension: <ul style="list-style-type: none"> ? 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.
CC.1.3.4.A (Advanced)	Determine a theme of a text from details in the text; summarize the text.
CC.1.3.4.C (Advanced)	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.
CC.1.3.4.E (Advanced)	Explain major differences between poems, drama, and prose and refer to the structural elements of each when writing or speaking about a text.
CC.1.3.4.F (Advanced)	Determine the meaning of words and phrases as they are used in grade-level text, including figurative language.
CC.1.3.4.G (Advanced)	Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
CC.1.3.4.H (Advanced)	Compare and contrast similar themes, topics, and patterns of events in literature, including texts from different cultures.
CC.1.3.4.I (Advanced)	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 (Advanced)	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.K (Advanced)	Read and comprehend literary fiction on grade level, reading independently and proficiently.
CC.1.4.4.A (Advanced)	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
CC.1.4.4.B (Advanced)	Identify and introduce the topic clearly.
CC.1.4.4.C (Advanced)	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 (Advanced)	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 (Advanced)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CC.1.4.4.F (Advanced)	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
CC.1.4.4.I (Advanced)	Provide reasons that are supported by facts and details.
CC.1.4.4.J (Advanced)	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 (Advanced)	Choose words and phrases to convey ideas precisely.
CC.1.4.4.L (Advanced)	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
CC.1.4.4.O (Advanced)	Choose words and phrases to convey ideas precisely.
CC.1.4.4.R (Advanced)	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
CC.1.4.4.S (Advanced)	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 (Advanced)	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
CC.1.4.4.U (Advanced)	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 (Advanced)	Conduct short research projects that build knowledge through investigation of different aspects of a topic.
CC.1.4.4.W (Advanced)	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 (Advanced)	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CC.1.5.4.A (Advanced)	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 (Advanced)	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 (Advanced)	Identify the reasons and evidence a speaker provides to support particular points.
CC.1.5.4.D (Advanced)	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.G (Advanced)	Demonstrate command of the conventions of standard English when speaking, based on Grade 4 level and content.

Unit: Unit 3 Inside Nature

Timeline: Week 14 to 18

Unit Description: Grammar topics covered in Unit 3 include frequently confused words, possessive nouns, modal auxiliaries, participles, and irregular verbs.

Writing topics covered in Unit 3 include persuasive paragraphs, problem and solution, and persuasive letter/essay.

Unit Essential Questions: How do strategic readers create meaning from informational and literary text?

Why learn new words?

What strategies and resources does the learner use to figure out unknown vocabulary?

How do learners develop and refine their vocabulary?

What is this text really about?

How does what readers read influence how they should read?

What makes clear and effective writing?

Why do writers write? What is my purpose?

Who is the audience? What will work best for the audience?

How do grammar and the conventions of language influence spoken and written communication?

How does interaction with text provoke thinking and response?

How does a reader know a source can be trusted?

What does a reader look for and how can s/he find it?
 How does one best present findings?
 Why is it important to be informed about what is happening in our world?
 What are the benefits of studying weather?
 How do natural disasters affect people?
 How are the different parts of an ecosystem connected?
 How do living things each have an important role in the world?

Unit Big Ideas:

Effective readers use appropriate strategies to construct meaning.
 An expanded vocabulary enhances one’s ability to express ideas and information.
 Active listeners make meaning from what they hear by questioning, reflecting, responding and evaluating.
 Effective readers use appropriate strategies to construct meaning.
 Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.
 Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating.
 Effective speakers prepare and communicate messages to address the audience and purpose.
 Effective research requires the use of varied resources to gain to expand knowledge.
 Audience and purpose influence a writer's choice of organizational pattern, language, and literary techniques.
 Rules of grammar and language conventions support clarity of communications between writers/speakers and readers/listeners.

Unit Materials:

Journeys Teacher Manual Unit 3
Student Hardcover reading book
Student Reader's Notebook
Student Close Reader Consumable
Student Write in Reader Consumable
Student Writing Handbook Consumable
Student Writing Journal
Leveled Guided Readers
Student Assigned Chromebook
ThinkCentral Digital Teacher Resources
ThinkCentral Digital Student Resources

Unit Assignments:

Opinion Writing - Persuasive Essay
 Guided Reading - Leveled Books
 Reading Writing Stations from student Write in Reader, Close Reader, and Writing Handbook.
 Daily writing in Writing Journal
 Daily corrections in Writing Journal
 Weekly TDA Writing

Morning Review Work
Spelling Sorts
Spelling Pre Tests
Spelling Post Tests
Vocabulary Quizzes
Spelling City Stations
IXL Review Stations
Reading Tests per Lesson
Grammar Quizzes
Various Online Assignments from ThinkCentral and Google Classroom.

Unit Key Terminology & Definitions:

- Retell
- Author's Purpose
- Recount
- Research
- Text Evidence
- Author's Purpose
- Compare / Contrast
- Cause / Effect
- Phrases
- Infer
- Predict
- Reference Materials
- Dictionary
- Thesaurus
- Digital Resources
- Possessive Nouns
- Modal Auxiliaries
- Participles
- Irregular Verbs

STANDARDS: STANDARDS

STATE: PA Core Standards (2014)

- [CC.1.1.4.D \(Advanced\)](#) 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 \(Advanced\)](#) 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.
- [CC.1.2.4.A](#) Determine the main idea of a text and explain how it is

(Advanced)	supported by key details; summarize the text.
CC.1.2.4.B	Refer to details and examples in text to support what the text says explicitly and make inferences.
(Advanced)	
CC.1.2.4.C	Explain events, procedures, ideas, or concepts in a text, including what happened and why, based on specific information in the text.
(Advanced)	
CC.1.2.4.D	Compare and contrast an event or topic told from two different points of view.
(Advanced)	
CC.1.2.4.E	Use text structure to interpret information (e.g., chronology, comparison, cause/effect, problem/ solution).
(Advanced)	
CC.1.2.4.F	Determine the meaning of words and phrases as they are used in grade-level text, including figurative language.
(Advanced)	
CC.1.2.4.H	Explain how an author uses reasons and evidence to support particular points in a text.
(Advanced)	
CC.1.2.4.I	Integrate information from two texts on the same topic to demonstrate understanding of that topic.
(Advanced)	
CC.1.2.4.J	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.
(Advanced)	
CC.1.2.4.K	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
(Advanced)	
CC.1.2.4.L	Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.
(Advanced)	
CC.1.3.4.B	Cite relevant details from text to support what the text says explicitly and make inferences.
(Advanced)	
CC.1.3.4.F	Determine the meaning of words and phrases as they are used in grade-level text, including figurative language.
(Advanced)	
CC.1.3.4.G	Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
(Advanced)	
CC.1.3.4.I	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
(Advanced)	
CC.1.3.4.J	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.
(Advanced)	
CC.1.3.4.K	Read and comprehend literary fiction on grade level, reading independently and proficiently.
(Advanced)	
CC.1.4.4.A	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
(Advanced)	
CC.1.4.4.B	Identify and introduce the topic clearly.
(Advanced)	
CC.1.4.4.C	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension.
(Advanced)	
CC.1.4.4.D	Group related information in paragraphs and sections, linking ideas within categories of information using words and phrases; provide a concluding statement or section; include formatting when useful to aiding comprehension.
(Advanced)	
CC.1.4.4.E	Use precise language and domain-specific vocabulary to inform about or explain the topic.
(Advanced)	
CC.1.4.4.F	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
(Advanced)	
CC.1.4.4.G	Write opinion pieces on topics or texts.
(Advanced)	
CC.1.4.4.H	Introduce the topic and state an opinion on the topic.
(Advanced)	
CC.1.4.4.I	Provide reasons that are supported by facts and details.
(Advanced)	
CC.1.4.4.J	Create an organizational structure that includes related ideas grouped to support the writer's purpose and linked in a logical order with a concluding statement or section related to the opinion.
(Advanced)	

CC.1.4.4.K (Advanced)	Choose words and phrases to convey ideas precisely.
CC.1.4.4.L (Advanced)	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
CC.1.4.4.P (Advanced)	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 (Advanced)	Choose words and phrases to convey ideas precisely.
CC.1.4.4.R (Advanced)	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
CC.1.4.4.S (Advanced)	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 (Advanced)	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
CC.1.4.4.U (Advanced)	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.W (Advanced)	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 (Advanced)	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CC.1.5.4.A (Advanced)	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 (Advanced)	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 (Advanced)	Identify the reasons and evidence a speaker provides to support particular points.
CC.1.5.4.D (Advanced)	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 (Advanced)	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
CC.1.5.4.G (Advanced)	Demonstrate command of the conventions of standard English when speaking, based on Grade 4 level and content.

(* standards consolidated from Topic level)

Topic: U3 L11 Hurricanes

Minutes for Topic: 300

Core Lesson Description:

Target Skills/Strategies: Text and Graphic Features, Explain Scientific Ideas, Text Structure / Infer and Predict

Fluency: Phrasing - Punctuation

Decoding: Compound Words

Spelling Words: Compound Words

Grammar: Frequently Confused Words

Vocabulary Strategies: Suffixes -ful, -less, -ness, -ment

Opinion Writing: Persuasive Paragraph

**Core Lesson
Student Learning
Objectives:**

Listen to fluent reading

Paraphrase a portion of a text read aloud.

Paraphrase a portion of a text read aloud.

Acquire and use vocabulary.

Identify and use synonyms.

Identify text and graphic features and their function in informational texts.

Make inferences using facts and details in informational texts.

Engage effectively in collaborative discussion.

Identify text and graphic features in informational texts.

Recognize how scientific ideas are explained in informational texts.

Identify text structure, such as cause and effect, in informational texts.

Use Greek and Latin affixes and roots to determine meaning.

Interpret information presented visually.

Explain how the main idea is supported by details.

Read independently from a "just right" book.

Acquire and use vocabulary in speaking and writing.

Write about a natural process.

Use common Greek and Latin affixes and roots as clues to the meaning of a word.

Understand words with the suffixes -ful, -less, -ness, and -ment.

Acquire and use domain-specific vocabulary.

Read orally with accuracy, appropriate rate, and expression.

Recognize compound words.

Decode compound words.

Spell words that are compound words.

Sort words based on number of syllables.

Correctly use frequently confused words.

Understand the features of a persuasive paragraph.

Demonstrate focused ideas in writing a paragraph.

STANDARDS

STATE: PA Core Standards (2014)

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

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 \(Advanced\)](#)

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.

[CC.1.2.4.A \(Advanced\)](#)

Determine the main idea of a text and explain how it is supported by key details; summarize the text.

[CC.1.2.4.B \(Advanced\)](#)

Refer to details and examples in text to support what the text says explicitly and make inferences.

CC.1.2.4.C (Advanced)	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.E (Advanced)	Use text structure to interpret information (e.g., chronology, comparison, cause/effect, problem/ solution).
CC.1.2.4.F (Advanced)	Determine the meaning of words and phrases as they are used in grade-level text, including figurative language.
CC.1.2.4.H (Advanced)	Explain how an author uses reasons and evidence to support particular points in a text.
CC.1.2.4.J (Advanced)	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 (Advanced)	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.1.2.4.L (Advanced)	Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.
CC.1.3.4.B (Advanced)	Cite relevant details from text to support what the text says explicitly and make inferences.
CC.1.3.4.F (Advanced)	Determine the meaning of words and phrases as they are used in grade-level text, including figurative language.
CC.1.3.4.I (Advanced)	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 (Advanced)	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.1.4.4.A (Advanced)	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
CC.1.4.4.B (Advanced)	Identify and introduce the topic clearly.
CC.1.4.4.C (Advanced)	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 (Advanced)	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 (Advanced)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CC.1.4.4.F (Advanced)	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
CC.1.4.4.G (Advanced)	Write opinion pieces on topics or texts.
CC.1.4.4.H (Advanced)	Introduce the topic and state an opinion on the topic.
CC.1.4.4.I (Advanced)	Provide reasons that are supported by facts and details.
CC.1.4.4.J (Advanced)	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 (Advanced)	Choose words and phrases to convey ideas precisely.
CC.1.4.4.L (Advanced)	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
CC.1.4.4.Q (Advanced)	Choose words and phrases to convey ideas precisely.
CC.1.4.4.R (Advanced)	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
CC.1.4.4.S (Advanced)	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 (Advanced)	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
CC.1.4.4.W (Advanced)	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 (Advanced)	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CC.1.5.4.A (Advanced)	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 (Advanced)	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 (Advanced)	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

[CC.1.5.4.G \(Advanced\)](#)

pronunciation.

Demonstrate command of the conventions of standard English when speaking, based on Grade 4 level and content.

Topic: U3 L12 Forces of Nature

Minutes for Topic: 300

Core Lesson Description:

Anchor Text: Historical Fiction -The Earth Dragon Awakes

Fluency: Rate

Decoding: Base Words and Endings

Spelling Words: Words with ed or ing

Grammar: Possessive Nouns

Vocabulary Strategies: Synonyms

Opinion Writing: Problem Solution TDA

Core Lesson Student Learning Objectives:

Listen to fluent reading.

Paraphrase portions of the text read aloud.

Contribute to group discussions.

Acquire and use vocabulary.

Modify sentences to add detail.

Use details to determine the sequence of events in a text.

Visualize characters, settings, and events based on text details.

Identify sequence of events in literature.

Recognize conclusions and generalizations in literature.

Understand the effect of an author's word choice in literature.

Identify and understand the author's use of simile.

Read independently from a "just right" book.

Acquire and use vocabulary in speaking and writing.

Complete a group TDA on problem and Solution.

Identify and use synonyms.

Use the relationship between synonyms to better understand words.

Acquire and use domain-specific vocabulary.

Paraphrase information presented in diverse media.

Read orally with accuracy, appropriate rate, and expression.

Recognize sound/spelling changes in related words.

Decode words with sound/spelling changes.

Spell words that have -ed or -ing added to base words.

Sort words based on their endings.

Form possessive nouns.

Use possessive nouns in writing and speaking.

Understand the features of a problem-solution composition.

STANDARDS

STATE: PA Core Standards (2014)

CC.1.1.4.D (Advanced)	Know and apply grade-level phonics and word analysis skills in decoding words. <ul style="list-style-type: none">• Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words.
CC.1.1.4.E (Advanced)	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.
CC.1.2.4.A (Advanced)	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
CC.1.2.4.B (Advanced)	Refer to details and examples in text to support what the text says explicitly and make inferences.
CC.1.2.4.C (Advanced)	Explain events, procedures, ideas, or concepts in a text, including what happened and why, based on specific information in the text.
CC.1.2.4.F (Advanced)	Determine the meaning of words and phrases as they are used in grade-level text, including figurative language.
CC.1.3.4.F (Advanced)	Determine the meaning of words and phrases as they are used in grade-level text, including figurative language.
CC.1.3.4.I (Advanced)	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 (Advanced)	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.K (Advanced)	Read and comprehend literary fiction on grade level, reading independently and proficiently.
CC.1.4.4.A (Advanced)	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
CC.1.4.4.D (Advanced)	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 (Advanced)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CC.1.4.4.F (Advanced)	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
CC.1.4.4.G (Advanced)	Write opinion pieces on topics or texts.
CC.1.4.4.H (Advanced)	Introduce the topic and state an opinion on the topic.
CC.1.4.4.I (Advanced)	Provide reasons that are supported by facts and details.
CC.1.4.4.J (Advanced)	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 (Advanced)	Choose words and phrases to convey ideas precisely.
CC.1.4.4.L (Advanced)	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
CC.1.4.4.R (Advanced)	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
CC.1.4.4.S (Advanced)	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 (Advanced)	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
CC.1.4.4.W (Advanced)	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 (Advanced)	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CC.1.5.4.A (Advanced)	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 (Advanced)	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 (Advanced)	Identify the reasons and evidence a speaker provides to support particular points.
CC.1.5.4.G (Advanced)	Demonstrate command of the conventions of standard English when speaking, based on Grade 4 level and content.

Topic: U3 L13 Interdependence

Minutes for Topic: 300

**Core Lesson
Description:**

Anchor Text: Narrative Nonfiction -Antarctic Journal

Target Skills/Strategies: Sequence of Events, Domain Specific Vocabulary, Simile and Metaphor / Summarize

Fluency: Phrasing - Pauses

Decoding: Recognizing Common Word Parts

Spelling Words: Words with ed or ing

Grammar: Modal Auxiliaries

Vocabulary Strategies: Greek and Latin Word Parts - spect, struct, tele, vis

Persuasive Writing: Persuasive Letter

**Core Lesson
Student Learning
Objectives:**

Listen to fluent reading.

Contribute to partner discussions.

Review key ideas.

Acquire and use vocabulary.

Use key words to write complete sentences.

Identify the sequence of events in an informational text, using text details and signal words.

Summarize the main ideas in an informational text.

Engage effectively in collaborative discussion.

Identify the sequence of events in informational texts.

Recognize domain-specific vocabulary in informational texts.

Identify similes and metaphors in informational texts.

Recognize and comprehend complex sentences.

Describe the text structure.

Complete an opinion TDA.

Read independently from a "just right" book.

Acquire and use vocabulary in speaking and writing.

Use Greek and Latin roots and affixes to determine word meaning.

Acquire and use domain-specific vocabulary.

Compare and contrast two accounts of the same topic.

Read orally with accuracy, appropriate rate, and expression.

Look for common word parts to decode multisyllabic words.

Use knowledge of common syllabication patterns to read accurately.

Spell more words that have -ed or -ing added to base words.

Sort words based on endings.

Use modal auxiliaries to convey various conditions.

Understand the features of a persuasive letter.

Write a persuasive letter to a specific audience.

STANDARDS

STATE: PA Core Standards (2014)

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

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

	<ul style="list-style-type: none"> • Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words. <p>Read with accuracy and fluency to support comprehension:</p>
CC.1.1.4.E (Advanced)	? 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.
CC.1.2.4.A (Advanced)	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
CC.1.2.4.B (Advanced)	Refer to details and examples in text to support what the text says explicitly and make inferences.
CC.1.2.4.C (Advanced)	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 (Advanced)	Compare and contrast an event or topic told from two different points of view.
CC.1.2.4.E (Advanced)	Use text structure to interpret information (e.g., chronology, comparison, cause/effect, problem/ solution).
CC.1.2.4.F (Advanced)	Determine the meaning of words and phrases as they are used in grade-level text, including figurative language.
CC.1.2.4.H (Advanced)	Explain how an author uses reasons and evidence to support particular points in a text.
CC.1.2.4.I (Advanced)	Integrate information from two texts on the same topic to demonstrate understanding of that topic.
CC.1.2.4.J (Advanced)	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 (Advanced)	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.1.2.4.L (Advanced)	Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.
CC.1.3.4.B (Advanced)	Cite relevant details from text to support what the text says explicitly and make inferences.
CC.1.3.4.G (Advanced)	Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
CC.1.3.4.I (Advanced)	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 (Advanced)	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.1.4.4.D (Advanced)	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 (Advanced)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CC.1.4.4.F (Advanced)	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
CC.1.4.4.G (Advanced)	Write opinion pieces on topics or texts.
CC.1.4.4.H (Advanced)	Introduce the topic and state an opinion on the topic.
CC.1.4.4.J (Advanced)	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 (Advanced)	Choose words and phrases to convey ideas precisely.
CC.1.4.4.L (Advanced)	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
CC.1.4.4.O (Advanced)	Choose words and phrases to convey ideas precisely.
CC.1.4.4.R (Advanced)	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
CC.1.4.4.S (Advanced)	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 (Advanced)	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
CC.1.4.4.W (Advanced)	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 \(Advanced\)](#)

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

[CC.1.5.4.A \(Advanced\)](#)

Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others' ideas and expressing their own clearly.

Topic: U3 L14 Insects

Minutes for Topic: 300

Core Lesson Description:

Anchor Text: Informational Text -The life and Times of the Ant

Fluency: Stress

Decoding: Recognizing Suffixes

Spelling Words: Final Long E

Grammar: Participles

Vocabulary Strategies: Suffixes - able - ible-

Opinion Writing: Persuasive Essay

Core Lesson Student Learning Objectives:

Listen to fluent reading.

Paraphrase portions of a text read aloud.

Tell a story.

Acquire and use vocabulary.

Contribute to partner discussions.

Identify text and graphic features and their functions in informational texts.

Ask questions to understand facts and details in informational texts.

Engage effectively in collaborative discussion.

Identify text and graphic features in informational texts.

Complete a TDA focusing on graphic text features.

Recognize scientific concepts and ideas in informational texts.

Identify an author's purpose in informational texts.

Use visuals to read and understand informational texts.

Read independently from a "just right" book.

Acquire and use vocabulary in speaking and writing.

Use Greek and Latin roots and affixes to determine word meaning.

Recognize and use words with suffixes -able and -ible.

Acquire and use domain-specific vocabulary.

Read orally with accuracy, appropriate rate, and expression.

Use suffixes to decode words.

Use knowledge of syllabication patterns to read multisyllabic words.

Spell words that have the final /E/ sound.

Sort words based on the final long e sound spelling pattern.

Identify and use present and past participles and participial phrases.

Use participial phrases to combine sentences.

Use the writing process to plan a first draft of a persuasive essay.

Spelling

STANDARDS

STATE: PA Core Standards (2014)

CC.1.1.4.D (Advanced)	Know and apply grade-level phonics and word analysis skills in decoding words. <ul style="list-style-type: none">• Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words.
CC.1.1.4.E (Advanced)	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.
CC.1.2.4.A (Advanced)	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
CC.1.2.4.B (Advanced)	Refer to details and examples in text to support what the text says explicitly and make inferences.
CC.1.2.4.C (Advanced)	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.E (Advanced)	Use text structure to interpret information (e.g., chronology, comparison, cause/effect, problem/ solution).
CC.1.2.4.F (Advanced)	Determine the meaning of words and phrases as they are used in grade-level text, including figurative language.
CC.1.2.4.H (Advanced)	Explain how an author uses reasons and evidence to support particular points in a text.
CC.1.2.4.K (Advanced)	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.F (Advanced)	Determine the meaning of words and phrases as they are used in grade-level text, including figurative language.
CC.1.3.4.I (Advanced)	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 (Advanced)	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.K (Advanced)	Read and comprehend literary fiction on grade level, reading independently and proficiently.
CC.1.4.4.A (Advanced)	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
CC.1.4.4.B (Advanced)	Identify and introduce the topic clearly.
CC.1.4.4.C (Advanced)	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 (Advanced)	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.F (Advanced)	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
CC.1.4.4.G (Advanced)	Write opinion pieces on topics or texts.
CC.1.4.4.H (Advanced)	Introduce the topic and state an opinion on the topic.
CC.1.4.4.I (Advanced)	Provide reasons that are supported by facts and details.
CC.1.4.4.J (Advanced)	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.P (Advanced)	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 (Advanced)	Choose words and phrases to convey ideas precisely.
CC.1.4.4.R (Advanced)	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
CC.1.4.4.S (Advanced)	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 (Advanced)	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
CC.1.4.4.W (Advanced)	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 (Advanced)	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CC.1.5.4.A (Advanced)	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 (Advanced)	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 (Advanced)	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.G (Advanced)	Demonstrate command of the conventions of standard English when speaking, based on Grade 4 level and content.

Topic: U3 L15 The Environment

Minutes for Topic: 300

Core Lesson Description:	Anchor Text: Informational Text -Ecology for Kids
	Fluency: Expression
	Decoding: Three Syllable Words
	Spelling Words: Changing Final y to an i
	Grammar: Irregular Verbs
	Vocabulary Strategies: Using Context
	Opinion Writing: Persuasive Essay

Core Lesson Student Learning Objectives:	Listen to fluent reading.
	Paraphrase portions of the text read aloud.
	Use precise vocabulary.
	Acquire and use vocabulary.
	Write complete sentences using key words.
	Identify main ideas and details in informational text.
	Use text details to monitor and clarify understanding.
	Engage effectively in collaborative discussion.
	Identify main ideas and supporting details in informational text.
	Notice the effect of an author's word choice.
	Recognize evidence for an author's argument.
	Use roots and affixes to determine a word's meaning.
	Complete a TDA that focuses on Main Idea and supporting details.
	Use roots and affixes to determine a word's meaning.
	Explain how the main idea is supported by details.
	Explain how the main idea is supported by details.
	Read independently from a "just right" book.
	Ask and answer questions about key details.
	Acquire and use vocabulary in speaking and writing.
	Write about ecosystems.
	Use context as a clue to the meaning of a word or phrase.
	Determine the meanings of multiple-meaning words.

Acquire and use domain-specific vocabulary.

Read orally with accuracy, appropriate rate, and expression.

Draft, revise, and edit a persuasive essay.

Publish a final draft using technology.

Identify and use irregular verbs.

Identify and use the verb be.

Identify and use helping verbs.

Sort words based on word endings.

Spell words in which the final y changes to i.

Use knowledge of syllabication patterns to accurately read multisyllabic words.

Decode words with three syllables.

STANDARDS

STATE: PA Core Standards (2014)

CC.1.1.4.D (Advanced)	Know and apply grade-level phonics and word analysis skills in decoding words.
CC.1.1.4.E (Advanced)	<ul style="list-style-type: none"> ● Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words. Read with accuracy and fluency to support comprehension: <ul style="list-style-type: none"> ? 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.
CC.1.2.4.A (Advanced)	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
CC.1.2.4.B (Advanced)	Refer to details and examples in text to support what the text says explicitly and make inferences.
CC.1.2.4.E (Advanced)	Use text structure to interpret information (e.g., chronology, comparison, cause/effect, problem/ solution).
CC.1.2.4.F (Advanced)	Determine the meaning of words and phrases as they are used in grade-level text, including figurative language.
CC.1.2.4.H (Advanced)	Explain how an author uses reasons and evidence to support particular points in a text.
CC.1.2.4.J (Advanced)	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 (Advanced)	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.1.2.4.L (Advanced)	Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.
CC.1.3.4.F (Advanced)	Determine the meaning of words and phrases as they are used in grade-level text, including figurative language.
CC.1.3.4.I (Advanced)	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 (Advanced)	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.K (Advanced)	Read and comprehend literary fiction on grade level, reading independently and proficiently.
CC.1.4.4.A (Advanced)	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
CC.1.4.4.B (Advanced)	Identify and introduce the topic clearly.
CC.1.4.4.C (Advanced)	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 (Advanced)	Group related information in paragraphs and sections, linking ideas within categories

CC.1.4.4.E (Advanced)	of information using words and phrases; provide a concluding statement or section; include formatting when useful to aiding comprehension. Use precise language and domain-specific vocabulary to inform about or explain the topic.
CC.1.4.4.F (Advanced)	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
CC.1.4.4.G (Advanced)	Write opinion pieces on topics or texts.
CC.1.4.4.H (Advanced)	Introduce the topic and state an opinion on the topic.
CC.1.4.4.I (Advanced)	Provide reasons that are supported by facts and details.
CC.1.4.4.K (Advanced)	Choose words and phrases to convey ideas precisely.
CC.1.4.4.L (Advanced)	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
CC.1.4.4.Q (Advanced)	Choose words and phrases to convey ideas precisely.
CC.1.4.4.R (Advanced)	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
CC.1.4.4.S (Advanced)	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 (Advanced)	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
CC.1.4.4.U (Advanced)	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.W (Advanced)	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 (Advanced)	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CC.1.5.4.A (Advanced)	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 (Advanced)	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
CC.1.5.4.F (Advanced)	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
CC.1.5.4.G (Advanced)	Demonstrate command of the conventions of standard English when speaking, based on Grade 4 level and content.

Unit: Benchmark 3

This Curriculum Map Unit has no Topics to display

Unit: Unit 4 Unbreakable Spirit

Timeline: Week 20 to 27

Unit Description: Unit 4 "Unbreakable Spirit" discusses what traits people have, how animals and people benefit each other, what makes a character memorable, why farming is important, and how people from different cultures benefit from each other.

Unit Essential Questions: How do strategic readers create meaning from informational and literary text?

How does interaction with text provoke thinking and response?

How do readers know what to believe in what they read, hear, and view?

What strategies and resources do I use to figure out unknown vocabulary?

How does interaction with text provoke thinking and response?

How does interaction with text provoke thinking and response? How do strategic readers create meaning from informational and literary text?

What is this text really about?

How does interaction with text provoke thinking and response?

How does interaction with text provoke thinking and response?

How does a readers' purpose influence how text should be read?
Who is the audience?

What will work best for the audience?
How do strategic readers create meaning from informational and literary text?

Why learn new words?

What strategies and resources do learners use to figure out unknown vocabulary?

What is my purpose?

What makes clear and effective writing?

What makes clear and effective writing?

How do grammar and the conventions of language influence spoken and written communication?

How does interaction with text provoke thinking and response?

What makes clear and effective writing?

What does a reader look for and how can s/he find it?

How does a reader know a source can be trusted?

Why do writers write?

What is the purpose?

What do good listeners do?

How do active listeners make meaning?

How do active listeners know what to believe in what they hear?

Unit Big Ideas: Effective readers use appropriate strategies to construct meaning.

Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.

Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating.

Effective speakers prepare and communicate messages to address the audience and purpose.

Effective research requires the use of varied resources to gain or expand knowledge.

Audience and purpose influence a writer's choice of organizational pattern, language, and literary techniques.

Rules of grammar and language conventions support clarity of communications between writers/speakers and readers/listeners.

An expanded vocabulary enhances one's ability to express ideas and information.

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An expanded vocabulary enhances one's ability to express ideas and information.

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Audience and purpose influence the writer's choice of organizational pattern, language, and literacy techniques.

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Audience and purpose influence the writer's choice of organizational pattern, language, and literacy techniques.

Rules of grammar and convention of language support clarity of communications between writers/speakers, and readers/listeners.

Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.

Audience and purpose influence a writer's choice of organizational pattern, language, and literacy techniques.

Effective research requires multiple sources of information to gain or expand knowledge.

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Audience and purpose influence a writer's choice of organizational pattern, language, and literacy techniques.

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An expanded vocabulary enhances one's ability to express ideas and information.

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Effective readers use appropriate strategies to construct meaning.

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Unit Materials: Journey's Textbook

Reader's Notebook

Writing Handbook

Write In Reader/Close Reader

Spelling/Vocabulary Packets

Supplemental worksheets

Leveled Readers

Unit Reading Comprehension questions

Assignments:

Reading comprehension tests

Vocabulary Packets/Quiz

Spelling Packet/Test

Spelling Pre-test

Grammar quiz

morning work pertaining to grammar

IXL

IReady

Writing Handbook pages for writing

Reader's Notebook pages for this Unit

Station materials to reinforce grammar, spelling, vocabulary, and comprehension

Supplemental materials to reinforce grammar

Unit Key Digital Sources Syllabication

Terminology & Morphology

Definitions: Recount

Explicit

Compare

Contrast

Event
Topic
Poem
Drama
Prose
Elements
Figurative Language
Similes
Metaphors
Personification
Visual
Presentation
Theme
Summarize
Cite
Relevant
Explicitly

STANDARDS: STANDARDS

STATE: PA Core Standards (2014)

[CC.1.1.4.D](#)
(Advanced) 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](#)
(Advanced) 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.

[CC.1.2.4.C](#)
(Advanced) 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.E](#)
(Advanced) Use text structure to interpret information (e.g., chronology, comparison, cause/effect, problem/ solution).

[CC.1.2.4.F](#)
(Advanced) Determine the meaning of words and phrases as they are used in grade-level text, including figurative language.

[CC.1.2.4.I](#)
(Advanced) Integrate information from two texts on the same topic to demonstrate understanding of that topic.

[CC.1.2.4.J](#)
(Advanced) 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.A](#)
(Advanced) Determine a theme of a text from details in the text; summarize the text.

[CC.1.3.4.C](#)
(Advanced) Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.

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

[CC.1.3.4.J](#)
(Advanced) 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.K](#)
(Advanced) Read and comprehend literary fiction on grade level, reading independently and proficiently.

[CC.1.4.4.B](#)
(Advanced) Identify and introduce the topic clearly.

[CC.1.4.4.E](#)
(Advanced) Use precise language and domain-specific vocabulary to inform about or explain the topic.

[CC.1.4.4.I](#)
(Advanced) Provide reasons that are supported by facts and details.

CC.1.4.4.K (Advanced)	Choose words and phrases to convey ideas precisely.
CC.1.4.4.L (Advanced)	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
CC.1.4.4.M (Advanced)	Write narratives to develop real or imagined experiences or events.
CC.1.4.4.N (Advanced)	Orient the reader by establishing a situation and introducing a narrator and/or characters.
CC.1.4.4.P (Advanced)	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.O (Advanced)	Choose words and phrases to convey ideas precisely.
CC.1.4.4.R (Advanced)	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
CC.1.4.4.S (Advanced)	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 (Advanced)	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
CC.1.4.4.U (Advanced)	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.1.5.4.C (Advanced)	Identify the reasons and evidence a speaker provides to support particular points.
CC.1.5.4.D (Advanced)	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.G (Advanced)	Demonstrate command of the conventions of standard English when speaking, based on Grade 4 level and content.
STATE: Pennsylvania State Anchors (2010)	
R4.A.1 (Advanced)	Understand fiction appropriate to grade level.
R4.A.1.1 (Advanced)	Identify and interpret the meaning of vocabulary.
R4.A.1.2 (Advanced)	Identify and apply word recognition skills.
R4.A.1.3 (Advanced)	Make inferences and draw conclusions based on text.
R4.A.1.3.1 (Advanced)	Make inferences and/or draw conclusions based on information from text.
R4.A.1.4 (Advanced)	Identify and explain the main ideas and relevant details.
R4.A.1.4.1 (Advanced)	Identify and/or explain stated or implied main ideas and relevant supporting details from text.
	Note: Items may target specific paragraphs. Items might ask about information in the text that is most important or helpful for understanding a particular fact or idea. Items may require recalling key information stated in text.
R4.A.1.6 (Advanced)	Identify genre of text.
R4.A.1.6.1 (Advanced)	Identify the author's intended purpose of text. Note: narrative and poetic text
R4.A.2 (Advanced)	Understand nonfiction appropriate to grade level.
R4.A.2.1 (Advanced)	Identify and interpret the meaning of vocabulary in nonfiction.
R4.A.2.1.2 (Advanced)	Identify and/or interpret the meaning of content-specific words used in text.
R4.A.2.2 (Advanced)	Identify and apply word recognition skills.
R4.A.2.3 (Advanced)	Make inferences and draw conclusions based on text.
R4.A.2.3.1 (Advanced)	Make inferences and/or draw conclusions based on information from text.
R4.A.2.4 (Advanced)	Identify and explain main ideas and relevant details.
R4.A.2.4.1 (Advanced)	Identify and/or explain stated or implied main ideas and relevant supporting details from the text.

Note: Items may target specific paragraphs. Items might ask about information in the text that is most important or helpful for understanding a particular fact or idea. Items may require recalling key information stated in text.

- [R4.A.2.5 \(Advanced\)](#) Summarize a nonfictional text as a whole.
- [R4.A.2.5.1 \(Advanced\)](#) Summarize the major points, processes and/or events of a nonfictional text as a whole.
- [R4.A.2.6 \(Advanced\)](#) Identify the genre of text.
- [R4.A.2.6.1 \(Advanced\)](#) Identify the author's intended purpose of text. Note: informational, biographical, and instructional (practical/how-to/ advertisement) text
- [R4.B.1.2 \(Advanced\)](#) Make connections between texts.
- [R4.B.2.1 \(Advanced\)](#) Identify and interpret figurative language in fiction and nonfiction.
- [R4.B.2.1.1 \(Advanced\)](#) Identify, explain, and/or interpret examples of personification in text.
- [R4.B.3 \(Advanced\)](#) Understand concepts and organization of nonfictional text.
- [R4.B.3.3.1 \(Advanced\)](#) Identify, explain, and/or interpret text organization, including sequence, question/answer, comparison/contrast, cause/effect, or problem/solution.
- [R4.B.3.3.4 \(Advanced\)](#) Identify, explain, compare, and/or interpret the sequence of steps in a list of directions.

(* standards consolidated from Topic level)

Topic: U4L16 American History Individual Contributions

Minutes for Topic: 300

Core Lesson Description: Anchor Text: Riding Freedom - historical fiction

Narrative Writing: Descriptive Paragraph

Compare/Contrast and Personification

Fluency: Rate Decoding: Sound/Spelling Changes

Spelling words with /k/, /ng/, and /kw/

Grammar: Adjectives Vocabulary Strategies: Figurative Language

Core Lesson Student Learning Objectives:

- compare and contrast characters, setting, and story events
- identify elements of historical fiction
- identify author's use of personification
- acquire and use vocabulary
- compare and contrast the thoughts, words, and actions of characters in literature
- monitor and clarify understanding of literature
- engage effectively in collaborative discussion
- compare and contrast characters using a Venn diagram
- point out details that indicate a historical setting
- identify and explain personification
- identify and understand informal language
- read orally with accuracy, appropriate rate, and expression
- recognize sound/spelling changes in related words
- decode words with sound/spelling changes
- spell words with the /k/, /ng/, and /kw/ sounds
- spell grade-appropriate words correctly
- sort words based on sound
- identify adjectives and the nouns they describe
- use adjectives and articles in writing and speaking
- use adjectives in the correct order
- understand the structure of a descriptive paragraph
- write a descriptive paragraph about a personal experience
- adjust language choices according to purpose and task

STANDARDS

STATE: PA Core Standards (2014)

[CC.1.4.4.B \(Advanced\)](#) Identify and introduce the topic clearly.

CC.1.4.4.E (Advanced)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CC.1.4.4.L (Advanced)	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
CC.1.4.4.M (Advanced)	Write narratives to develop real or imagined experiences or events.
CC.1.4.4.T (Advanced)	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
CC.1.4.4.U (Advanced)	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.1.5.4.G (Advanced)	Demonstrate command of the conventions of standard English when speaking, based on Grade 4 level and content.
STATE: Pennsylvania State Anchors (2010)	
R4.A.1 (Advanced)	Understand fiction appropriate to grade level.
R4.A.1.1 (Advanced)	Identify and interpret the meaning of vocabulary.
R4.A.1.4 (Advanced)	Identify and explain the main ideas and relevant details.
R4.A.1.4.1 (Advanced)	Identify and/or explain stated or implied main ideas and relevant supporting details from text.
	Note: Items may target specific paragraphs. Items might ask about information in the text that is most important or helpful for understanding a particular fact or idea. Items may require recalling key information stated in text.
R4.A.2.6 (Advanced)	Identify the genre of text.
R4.B.2.1.1 (Advanced)	Identify, explain, and/or interpret examples of personification in text.

Topic: U4L17 Health and Safety Service Animals

Minutes for Topic: 300

**Core Lesson
Description:**

Anchor Text: The Right Dog for the Job

Writing: Narrative Writing: Friendly Letter Focus: Purpose

Targeting sequence of events, main ideas and details, and summarizing

Fluency: Intonation Decoding: More sound/spelling changes

Grammar: Adverbs Vocab. Strategies: Suffixes -ion, -ation, -ition

**Core Lesson
Student Learning
Objectives:**

- paraphrase portions of a text read aloud
- use connecting words
- acquire and use vocabulary
- use verbs correctly in a sentence
- understand that authors use sequence as a structure for narrative next
- understand the purpose of summarizing a text
- engage effectively in a collaborative discussions
- recognize the sequential structure of a narrative nonfiction text
- recognize the main ideas and supporting details in a text
- recognize domain-specific words in a text
- recognize where an author has added words or phrases to give details about people, places, things, and events
- describe the text structure
- summarize details in a flyer
- use words and phrases to link opinion and reasons in a response paragraph
- identify examples of a text cohesion
- read and comprehend informational text
- refer to details and examples to analyze a text independently
- read independently from a "just right" book
- ask and answer questions about key details
- acquire and use vocabulary in speaking and writing
- write a note
- collaboratively respond to questions about familiar vocabulary
- use Greek and Latin affixes and roots as clues to the meaning of a word
- learn and use words with suffixes -ion, -ation, -ition
- acquire and use domain-specific vocabulary
- prepare for and conduct a literature discussion
- explain how an author uses reasons and evidence to support particular points
- read orally with accuracy, appropriate rate, and expression
- recognize/decode words with sound/spelling changes
- spell words with the final /j/ and /s/ sounds

- spell grade-appropriate words correctly
- sort words based on final sound
- identify adverbs and the verbs they describe
- use adverbs in writing and speaking
- write a friendly letter that uses appropriate formal or informal voice
- identify the parts of a friendly letter
- adjust language choices according to purpose and task

STANDARDS

STATE: PA Core Standards (2014)

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

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 \(Advanced\)](#)

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.

[CC.1.5.4.D \(Advanced\)](#)

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.G \(Advanced\)](#)

Demonstrate command of the conventions of standard English when speaking, based on Grade 4 level and content.

STATE: Pennsylvania State Anchors (2010)

[R4.A.1.1 \(Advanced\)](#)

Identify and interpret the meaning of vocabulary.

[R4.A.1.4 \(Advanced\)](#)

Identify and explain the main ideas and relevant details.

[R4.A.1.4.1 \(Advanced\)](#)

Identify and/or explain stated or implied main ideas and relevant supporting details from text.

Note: Items may target specific paragraphs. Items might ask about information in the text that is most important or helpful for understanding a particular fact or idea. Items may require recalling key information stated in text.

[R4.A.1.6 \(Advanced\)](#)

Identify genre of text.

[R4.A.2 \(Advanced\)](#)

Understand nonfiction appropriate to grade level.

[R4.A.2.1 \(Advanced\)](#)

Identify and interpret the meaning of vocabulary in nonfiction.

[R4.A.2.1.2 \(Advanced\)](#)

Identify and/or interpret the meaning of content-specific words used in text.

[R4.A.2.4 \(Advanced\)](#)

Identify and explain main ideas and relevant details.

[R4.A.2.4.1 \(Advanced\)](#)

Identify and/or explain stated or implied main ideas and relevant supporting details from the text.

Note: Items may target specific paragraphs. Items might ask about information in the text that is most important or helpful for understanding a particular fact or idea. Items may require recalling key information stated in text.

[R4.A.2.5 \(Advanced\)](#)

Summarize a nonfictional text as a whole.

[R4.A.2.5.1 \(Advanced\)](#)

Summarize the major points, processes and/or events of a nonfictional text as a whole.

[R4.A.2.6 \(Advanced\)](#)

Identify the genre of text.

[R4.B.3 \(Advanced\)](#)

Understand concepts and organization of nonfictional text.

[R4.B.3.3.4 \(Advanced\)](#)

Identify, explain, compare, and/or interpret the sequence of steps in a list of directions.

Topic: U4L18 Cultures Traditional Tales

Minutes for Topic: 300

Core Lesson Description:

Anchor Text: Hercules' Quest

Writing: Narrative Writing: Story Focus: Elaboration

Target story structure, theme, allusion

Fluency: Accuracy and Self-Correction

Decoding: Recognizing Prefixes re-, un-, dis-

Grammar: Prepositions and Prepositional Phrases

Vocab. Strategies: Adages and Proverbs

**Core Lesson
Student Learning
Objectives:**

- listen to fluent reading
- paraphrase portions of a text read aloud
- create precise, detailed sentences
- acquire and use vocabulary
- recognize how language choices create meaning
- recognize the elements of story structure, character, setting, and plot
- understand how to ask questions as a reading strategy
- engage effectively in collaborative discussion
- describe the main elements of the structure of a story, drawing on details
- determine the theme of a story
- compare similar themes and topics
- determine the meanings of phrases that allude to myths and other stories
- use affixes and base words to determine the meaning of unfamiliar words
- acquire and use vocabulary in speaking and writing
- write a list
- collaboratively respond to questions about familiar vocabulary
- recognize and explain the meaning of idioms, adages, and proverbs
- acquire and use domain-specific vocabulary
- tell a story
- listen to and paraphrase a story
- read orally with accuracy, appropriate rate, and expression
- recognize prefixes in longer words
- decode words with prefixes and base words
- spell words with the prefixes re-, un-, and dis-
- spell grade-appropriate words correctly
- sort words based on prefixes
- identify prepositions, and prepositional phrases
- use prepositions and prepositional phrases in writing and speaking
- form and use prepositional phrases in writing and speaking
- understand the features of a story
- demonstrate focused word choice in writing
- adjust language choices according to purpose and task
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STANDARDS

STATE: PA Core Standards (2014)

- [CC.1.2.4.I \(Advanced\)](#) Integrate information from two texts on the same topic to demonstrate understanding of that topic.
- [CC.1.2.4.J \(Advanced\)](#) 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.C \(Advanced\)](#) Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.
- [CC.1.3.4.J \(Advanced\)](#) 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.K \(Advanced\)](#) Read and comprehend literary fiction on grade level, reading independently and proficiently.
- [CC.1.4.4.B \(Advanced\)](#) Identify and introduce the topic clearly.
- [CC.1.4.4.I \(Advanced\)](#) Provide reasons that are supported by facts and details.
- [CC.1.4.4.K \(Advanced\)](#) Choose words and phrases to convey ideas precisely.
- [CC.1.4.4.M \(Advanced\)](#) Write narratives to develop real or imagined experiences or events.
- [CC.1.4.4.N \(Advanced\)](#) Orient the reader by establishing a situation and introducing a narrator and/or characters.
- [CC.1.4.4.P \(Advanced\)](#) 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 \(Advanced\)](#) Choose words and phrases to convey ideas precisely.
- [CC.1.4.4.R \(Advanced\)](#) Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- [CC.1.4.4.T \(Advanced\)](#) With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- [CC.1.4.4.U \(Advanced\)](#) 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.1.5.4.G \(Advanced\)](#) Demonstrate command of the conventions of standard English when speaking, based on Grade 4 level and content.

STATE: Pennsylvania State Anchors (2010)

[R4.A.1.2 \(Advanced\)](#) Identify and apply word recognition skills.

[R4.A.1.3.1 \(Advanced\)](#) Make inferences and/or draw conclusions based on information from text.

[R4.A.1.6 \(Advanced\)](#) Identify genre of text.

Topic: U4L19 American History Agriculture

Minutes for Topic: 300

Core Lesson Anchor Text: Harvesting Hope: The Story of Cesar Chavez

Description:

Writing: Narrative Writing Personal Narrative Focus: Organization

Target conclusions and generalizations, problem/solution, idioms, infer/predict

Fluency: Stress Decoding: More common suffixes

Grammar: Relative pronouns and adverbs

Vocabulary Strategies: Reference materials

Core Lesson

Student Learning

Objectives:

- listen to fluent reading
- paraphrase portions of a text read aloud
- come to discussions prepared
- understand that readers draw conclusions and make generalizations based on text evidence
- understand that readers make inferences based on text evidence
- engage effectively in collaborative discussion
- understand how to draw a conclusion based on text evidence
- recognize a problem-solution structure in a section of text
- recognize and explain the meaning of idioms
- recognize different verb tenses and their purpose
- use details and examples to explain the text
- draw on information about the topic during discussion
- write an explanation
- identify ways to condense ideas
- read and comprehend information text
- refer to details and examples to analyze a text independently
- read independently from a "just right" book
- acquire and use vocabulary in speaking and writing
- write about citizenship
- collaboratively respond to questions about familiar vocabulary
- acquire and use domain-specific vocabulary
- gather information relevant to a topic
- present an oral report
- read orally with accuracy, appropriate rate, and expression
- read orally with accuracy, appropriate rate, and expression
- recognize common suffixes
- decode words with common suffixes
- spell words with the suffixes -ful, -less, -ness, and -ment
- use relative pronouns and relative adverbs
- form and use prepositional phrases
- study and evaluate personal narratives
- use the writing process to plan a personal narrative
- organize ideas and plan the structure for the first draft
- adjust language choices according to purpose and task

STANDARDS

STATE: PA Core Standards (2014)

[CC.1.2.4.F \(Advanced\)](#) Determine the meaning of words and phrases as they are used in grade-level text, including figurative language.

[CC.1.2.4.I \(Advanced\)](#) Integrate information from two texts on the same topic to demonstrate understanding of that topic.

[CC.1.3.4.A \(Advanced\)](#) Determine a theme of a text from details in the text; summarize the text.

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

[CC.1.4.4.S \(Advanced\)](#) Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.

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

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

STATE: Pennsylvania State Anchors (2010)

[R4.A.1.3 \(Advanced\)](#) Make inferences and draw conclusions based on text.

[R4.A.1.3.1 \(Advanced\)](#) Make inferences and/or draw conclusions based on information from text.

[R4.A.1.4.1 \(Advanced\)](#) Identify and/or explain stated or implied main ideas and relevant supporting details from text.

Note: Items may target specific paragraphs. Items might ask about information in the text that is most important or helpful for understanding a particular fact or idea. Items may require recalling key information stated in text.

[R4.A.1.6 \(Advanced\)](#) Identify genre of text.

[R4.A.2.3 \(Advanced\)](#) Make inferences and draw conclusions based on text.

[R4.A.2.3.1 \(Advanced\)](#) Make inferences and/or draw conclusions based on information from text.

[R4.B.2.1 \(Advanced\)](#) Identify and interpret figurative language in fiction and nonfiction.

[R4.B.2.1.1 \(Advanced\)](#) Identify, explain, and/or interpret examples of personification in text.

[R4.B.3.3.1 \(Advanced\)](#) Identify, explain, and/or interpret text organization, including sequence, question/answer, comparison/contrast, cause/effect, or problem/solution.

Topic: U4L20 Cultures Native American History

Minutes for Topic: 300

Core Lesson Description: Anchor Text: Sacagawea

Writing: Narrative Writing: Personal Writing Focus: Conventions

Target main ideas and details, text structure, onomatopoeia, visualization

Fluency: Phrasing Punctuation Decoding: VCCV Pattern and Word Parts

Grammar: Abbreviations Vocab. Strategies: Shades of Meaning

Core Lesson Student Learning Objectives:

- listen to fluent reading
- paraphrase portions of a text read aloud
- use complete sentences and key words
- acquire and use vocabulary
- identify main ideas and details in a biography
- use details from the text to visualize
- engage effectively in collaborative discussion
- identify main ideas and supporting details in a biography
- notice the text structure, or the way an author organizes ideas
- recognize onomatopoeia and its purpose in a text
- understand how adjectives enrich the meaning of sentences
- explain how the main idea is supported by key details
- use details and examples to explain the text
- write an explanation
- identify and use noun phrases
- recognize the different shades of meaning among words
- use the relationship between synonyms to better understand word meanings
- consult print or digital reference materials to clarify precise word meanings
- acquire and use domain-specific vocabulary
- paraphrase text read aloud
- read orally with accuracy, appropriate rate, and expression
- recognize words with the VCCV syllabication pattern
- use the VCCV pattern to decode longer words
- spell words with the VCCV pattern
- spell grade-appropriate words correctly
- sort words based on VCCV pattern
- identify abbreviations
- use correct abbreviations in writing
- write a personal narrative
- draft, revise, proofread, edit, and publish a personal narrative
- adjust language choices according to purpose and task

STANDARDS

STATE: PA Core Standards (2014)

[CC.1.2.4.C \(Advanced\)](#) 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.E (Advanced)	Use text structure to interpret information (e.g., chronology, comparison, cause/effect, problem/ solution).
CC.1.2.4.F (Advanced)	Determine the meaning of words and phrases as they are used in grade-level text, including figurative language.
STATE: Pennsylvania State Anchors (2010)	
R4.A.1.4 (Advanced)	Identify and explain the main ideas and relevant details.
R4.A.1.6 (Advanced)	Identify genre of text.
R4.A.1.6.1 (Advanced)	Identify the author's intended purpose of text. Note: narrative and poetic text
R4.A.2.2 (Advanced)	Identify and apply word recognition skills.
R4.A.2.6.1 (Advanced)	Identify the author's intended purpose of text. Note: informational, biographical, and instructional (practical/how-to/ advertisement) text
R4.B.1.2 (Advanced)	Make connections between texts.
R4.B.2.1 (Advanced)	Identify and interpret figurative language in fiction and nonfiction.

Unit: Unit 5 Change It Up

Timeline: Week 28 to 36

Unit Description: Unit 5 "Change It Up" discusses how media can be a distraction, what causes change in a community, how forests and tress show change, how animals behavior be like human behavior, and how do inventions change the way we do things.

Unit Essential Questions: How do strategic readers create meaning from informational and literary text?

How does interaction with text provoke thinking and response?

How do readers' know what to believe in what they read, hear, and view?

What strategies and resources do I use to figure out unknown vocabulary?

How does interaction with text provoke thinking and response?

How does interaction with text provoke thinking and response?How do strategic readers create meaning from informational and literary text?

What is this text really about?

How does interaction with text provoke thinking and response?

How does interaction with text provoke thinking and response?

How does a readers' purpose influence how text should be read?
Who is the audience?

What will work best for the audience?

How do strategic readers create meaning from informational and literary text?

Why learn new words?

What strategies and resources do learners use to figure out unknown vocabulary?

What is my purpose?

What makes clear and effective writing?

What makes clear and effective writing?

How do grammar and the conventions of language influence spoken and written communication?

How does interaction with text provoke thinking and response?

What makes clear and effective writing?

What does a reader look for and how can s/he find it?

How does a reader know a source can be trusted?

Why do writers write?

What is the purpose?

What do good listeners do?

How do active listeners make meaning?

How do active listeners know what to believe in what they hear?

Unit Big Ideas: Effective readers use appropriate strategies to construct meaning.

Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.

Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating.

Effective speakers prepare and communicate messages to address the audience and purpose.

Effective research requires the use of varied resources to gain or expand knowledge.

Audience and purpose influence a writer's choice of organizational pattern, language, and literary techniques.

Rules of grammar and language conventions support clarity of communications between writers/speakers and readers/listeners.

An expanded vocabulary enhances one's ability to express ideas and information.

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Rules of grammar and convention of language support clarity of communications between writers/speakers, and readers/listeners.

Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.

Audience and purpose influence a writer's choice of organizational pattern, language, and literacy techniques.

Effective research requires multiple sources of information to gain or expand knowledge.

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Unit Materials: Journey's Textbook

Reader's Notebook

Writing Handbook

Write In Reader/Close Reader

Spelling/Vocabulary Packets

Supplemental worksheets

Leveled Readers

Unit Assignments: Reading Comprehension questions
Reading comprehension tests
Vocabulary Packets/Quiz
Spelling Packet/Test
Spelling Pre-test
Grammar quiz
morning work pertaining to grammar
IXL
IReady
Writing Handbook pages for writing
Reader's Notebook pages for this Unit
Station materials to reinforce grammar, spelling, vocabulary, and comprehension
Supplemental materials to reinforce grammar

Unit Key Terminology & Definitions: Digital Sources Syllabication
Morphology
Recount
Explicit
Compare
Contrast
Event
Topic
Poem
Drama
Prose
Elements
Figurative Language
Similes
Metaphors
Personification
Visual
Presentation
Theme
Summarize
Cite
Relevant
Explicitly

STANDARDS: STANDARDS

STATE: PA Core Standards (2014)

[CC.1.1.4.D \(Advanced\)](#) 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 \(Advanced\)](#) 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.
CC.1.2.4.C (Advanced)	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 (Advanced)	Compare and contrast an event or topic told from two different points of view.
CC.1.2.4.E (Advanced)	Use text structure to interpret information (e.g., chronology, comparison, cause/effect, problem/ solution).
CC.1.2.4.F (Advanced)	Determine the meaning of words and phrases as they are used in grade-level text, including figurative language.
CC.1.2.4.H (Advanced)	Explain how an author uses reasons and evidence to support particular points in a text.
CC.1.2.4.J (Advanced)	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.L (Advanced)	Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.
CC.1.3.4.A (Advanced)	Determine a theme of a text from details in the text; summarize the text.
CC.1.3.4.D (Advanced)	Compare and contrast an event or topic told from two different points of view.
CC.1.3.4.F (Advanced)	Determine the meaning of words and phrases as they are used in grade-level text, including figurative language.
CC.1.3.4.G (Advanced)	Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
CC.1.4.4.E (Advanced)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CC.1.4.4.I (Advanced)	Provide reasons that are supported by facts and details.
CC.1.4.4.O (Advanced)	Choose words and phrases to convey ideas precisely.
CC.1.4.4.S (Advanced)	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 (Advanced)	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
CC.1.4.4.U (Advanced)	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.W (Advanced)	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 (Advanced)	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CC.1.5.4.E (Advanced)	Differentiate between contexts that require formal English versus informal situations.
CC.1.5.4.F (Advanced)	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
CC.1.5.4.G (Advanced)	Demonstrate command of the conventions of standard English when speaking, based on Grade 4 level and content.
STATE: Pennsylvania State Anchors (2010)	
R4.A.1 (Advanced)	Understand fiction appropriate to grade level.
R4.A.1.1 (Advanced)	Identify and interpret the meaning of vocabulary.
R4.A.1.2 (Advanced)	Identify and apply word recognition skills.
R4.A.1.3 (Advanced)	Make inferences and draw conclusions based on text.
R4.A.1.3.1 (Advanced)	Make inferences and/or draw conclusions based on information from text.
R4.A.1.4 (Advanced)	Identify and explain the main ideas and relevant details.
R4.A.1.5 (Advanced)	Summarize a fictional text as a whole.

R4.A.1.6 (Advanced)	Identify genre of text.
R4.A.1.6.1 (Advanced)	Identify the author's intended purpose of text. Note: narrative and poetic text
R4.A.2 (Advanced)	Understand nonfiction appropriate to grade level.
R4.A.2.1 (Advanced)	Identify and interpret the meaning of vocabulary in nonfiction.
R4.A.2.1.2 (Advanced)	Identify and/or interpret the meaning of content-specific words used in text.
R4.A.2.3 (Advanced)	Make inferences and draw conclusions based on text.
R4.A.2.3.1 (Advanced)	Make inferences and/or draw conclusions based on information from text.
R4.A.2.6 (Advanced)	Identify the genre of text.
R4.B.2.1 (Advanced)	Identify and interpret figurative language in fiction and nonfiction.
R4.B.2.1.2 (Advanced)	Identify, explain, and/or interpret examples of similes in text.
R4.B.3 (Advanced)	Understand concepts and organization of nonfictional text.
R4.B.3.1 (Advanced)	Differentiate fact from opinion in nonfictional text.
R4.B.3.1.1 (Advanced)	Identify, explain, and/or interpret statements of fact and opinion in nonfictional text.
	Note: In grade 4 items focusing on opinion are generally worded "Which of these is an opinion?"
R4.B.3.3 (Advanced)	Identify, compare, explain, and interpret how text organization clarifies meaning of nonfictional text.
R4.B.3.3.1 (Advanced)	Identify, explain, and/or interpret text organization, including sequence, question/answer, comparison/contrast, cause/effect, or problem/solution.
R4.B.3.3.4 (Advanced)	Identify, explain, compare, and/or interpret the sequence of steps in a list of directions.

(* standards consolidated from Topic level)

Topic: U5L21 Communication Media

Minutes for Topic: 300

Core Lesson Description: Anchor Text: The World According to Humphrey
 Informative Writing: Summary Focus: Evidence
 Target theme, POV, idioms, and summarizing
 Fluency: Accuracy Decoding: VCV Pattern and Word Parts
 Grammar: Comparative and Superlative Adjectives and Adverbs
 Vocabulary Strategies: using context

Core Lesson Student Learning Objectives:

- listen to fluent reading
- paraphrase portions of a text read aloud
- plan and deliver an oral presentation
- acquire and use vocabulary
- identify and use verbs
- explain the lesson or theme in a fiction story based on text details
- summarize a fiction story as an aid to understanding it
- engage effectively in collaborative discussion
- determine theme from details
- understand how point of view affects a story
- recognize and explain idioms
- understand how authors use connecting words to join ideas
- use details to determine the theme
- compare and contrast two narrators' points of view
- write an opinion paragraph
- write a response to the selection
- read and comprehend literature
- refer to details and examples to analyze a text independently
- read independently from a "just right" book
- acquire and use vocabulary in speaking and writing
- write a description

- collaboratively respond to questions about familiar vocabulary
- use context as a clue to the meaning of a word or phrase
- understand and use words with multiple meanings
- consult reference materials, both print and digital, to find pronunciation and determine or clarify meanings
- acquire and use domain-specific vocabulary
- compare and contrast similar themes in stories
- identify reasons and evidence a speaker provides to support key points
- decode words with the VCV syllable pattern
- use word parts to decode longer words
- spell words with the VCV pattern
- spell grade-appropriate words correctly
- sort words based on the long or short vowel sound in the first syllable
- understand and use adjectives to compare two or more things
- understand and use adverbs to compare
- identify the parts of a summary
- summarize plot events
- adjust language choices according to purpose and task

STANDARDS

STATE: PA Core Standards (2014)

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

[CC.1.2.4.D \(Advanced\)](#) Compare and contrast an event or topic told from two different points of view.

[CC.1.2.4.F \(Advanced\)](#) Determine the meaning of words and phrases as they are used in grade-level text, including figurative language.

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

[CC.1.3.4.G \(Advanced\)](#) Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.

[CC.1.4.4.Q \(Advanced\)](#) Choose words and phrases to convey ideas precisely.

[CC.1.4.4.T \(Advanced\)](#) With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

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

STATE: Pennsylvania State Anchors (2010)

[R4.A.1.1 \(Advanced\)](#) Identify and interpret the meaning of vocabulary.

[R4.A.1.2 \(Advanced\)](#) Identify and apply word recognition skills.

[R4.A.1.3 \(Advanced\)](#) Make inferences and draw conclusions based on text.

[R4.A.1.4 \(Advanced\)](#) Identify and explain the main ideas and relevant details.

[R4.A.1.5 \(Advanced\)](#) Summarize a fictional text as a whole.

[R4.A.1.6 \(Advanced\)](#) Identify genre of text.

[R4.A.2.1.2 \(Advanced\)](#) Identify and/or interpret the meaning of content-specific words used in text.

[R4.B.2.1 \(Advanced\)](#) Identify and interpret figurative language in fiction and nonfiction.

Topic: U5L22 Civics Citizens' Rights

Minutes for Topic: 300

Core Lesson Anchor Text: I Could Do That

Description: Informative Writing: Explanation Focus: Elaboration

Target cause and effect, conclusions and generalizations, domain-specific vocabulary, infer/predict

Fluency: Phrasing: Pauses Decoding: syllable patterns and word parts

Grammar: Negatives Vocab. Strategies: Adages and Proverbs

Core Lesson
Student Learning
Objectives:

- identify and use nouns
- explain cause-and-effect relationships in the text
- describe how cause-and-effect relationships help organize the text
- refer to details and examples when inferring and predicting
- engage effectively in collaborative discussion

- identify causes and effects in informational text
- draw conclusions and make generalizations
- understand and use domain-specific vocabulary
- understand the use of pronouns in dialogue
- make a timeline
- write an opinion paragraph
- write a response to the selection
- read and comprehend informational text
- refer to details and examples to analyze a text independently
- read independently from a "just right" book
- write about the role of individuals in influencing government and solving problems
- collaboratively respond to questions about familiar vocabulary
- recognize and explain the meaning of idioms, adages, and proverbs
- recognize words with VCV and VCCV syllable patterns
- use the VCV and VCCV syllable patterns to decode longer words
- spell words with the VCCV and VCV patterns
- sort words based on VCCV or VCV pattern
- use negatives correctly
- use relative pronouns and relative adverbs
- proofread for proper use of negatives
- identify the parts of an explanation
- write an explanation

STANDARDS

STATE: PA Core Standards (2014)

- [CC.1.2.4.C \(Advanced\)](#) 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.E \(Advanced\)](#) Use text structure to interpret information (e.g., chronology, comparison, cause/effect, problem/ solution).
- [CC.1.2.4.L \(Advanced\)](#) Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.
- [CC.1.4.4.Q \(Advanced\)](#) Choose words and phrases to convey ideas precisely.
- [CC.1.4.4.S \(Advanced\)](#) 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.W \(Advanced\)](#) 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.

STATE: Pennsylvania State Anchors (2010)

- [R4.A.1.2 \(Advanced\)](#) Identify and apply word recognition skills.
- [R4.A.1.3 \(Advanced\)](#) Make inferences and draw conclusions based on text.
- [R4.A.1.3.1 \(Advanced\)](#) Make inferences and/or draw conclusions based on information from text.
- [R4.A.1.6 \(Advanced\)](#) Identify genre of text.
- [R4.A.2.3 \(Advanced\)](#) Make inferences and draw conclusions based on text.
- [R4.A.2.3.1 \(Advanced\)](#) Make inferences and/or draw conclusions based on information from text.
- [R4.A.2.6 \(Advanced\)](#) Identify the genre of text.
- [R4.B.3.3.1 \(Advanced\)](#) Identify, explain, and/or interpret text organization, including sequence, question/answer, comparison/contrast, cause/effect, or problem/solution.

Topic: U5L23 Life Science Life Cycles

Minutes for Topic: 300

Core Lesson

Description:

Anchor Text: The Ever-Living Tree

Informational Text

Target text and graphic features, text structure, similes, monitor/clarify

Fluency: Stress Decoding: Difficult VCCV patterns

Grammar: Punctuation Vocab. Strategies: prefixes pre-, inter-, ex-

Core Lesson

Student Learning

Objectives:

- interpret information presented visually, orally, or quantitatively
- monitor comprehension and use context to confirm word recognition and understanding
- engage effectively in collaborative discussion
- interpret information presented visually
- describe the overall structure of a text
- explain the meaning of similes in context
- recognize an author's language choices

- extend a timeline using information from print and digital resources
- write an opinion paragraph
- read and comprehend information text
- acquire and use vocabulary in speaking and writing
- write about interdependence in nature
- use common Greek and Latin affixes and roots as clues to the meaning of a word
- read with comprehension by stressing appropriate words
- recognize words with difficult VCCV patterns
- use the VCCV syllable pattern to decode longer words
- spell words with the VCCV pattern
- choose punctuation for effect
- order adjectives within sentences according to conventional patterns
- identify the parts of a procedural composition
- use process transitions to clarify process order
- include supporting facts in a procedural composition
-

STANDARDS

STATE: PA Core Standards (2014)

CC.1.1.4.D (Advanced)	Know and apply grade-level phonics and word analysis skills in decoding words.
	<ul style="list-style-type: none"> • Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words.
CC.1.2.4.F (Advanced)	Determine the meaning of words and phrases as they are used in grade-level text, including figurative language.
CC.1.2.4.H (Advanced)	Explain how an author uses reasons and evidence to support particular points in a text.
CC.1.3.4.F (Advanced)	Determine the meaning of words and phrases as they are used in grade-level text, including figurative language.
CC.1.4.4.I (Advanced)	Provide reasons that are supported by facts and details.
CC.1.4.4.S (Advanced)	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 (Advanced)	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
CC.1.4.4.U (Advanced)	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.1.5.4.G (Advanced)	Demonstrate command of the conventions of standard English when speaking, based on Grade 4 level and content.

STATE: Pennsylvania State Anchors (2010)

R4.A.1.1 (Advanced)	Identify and interpret the meaning of vocabulary.
R4.A.1.2 (Advanced)	Identify and apply word recognition skills.
R4.A.1.3 (Advanced)	Make inferences and draw conclusions based on text.
R4.A.1.6 (Advanced)	Identify genre of text.
R4.A.1.6.1 (Advanced)	Identify the author's intended purpose of text. Note: narrative and poetic text
R4.B.2.1.2 (Advanced)	Identify, explain, and/or interpret examples of similes in text.

Topic: U5L24 Life Science Animal Behavior

Minutes for Topic: 300

Core Lesson Description:	Anchor Text: Owen and Mzee
	Narrative Nonfiction
	Informative Writing: Research Report
	Target compare/contrast, fact/opinion, author's word choice, analyze/evaluate
	Fluency: Intonation Decoding: VCCCV pattern
	Grammar: commas Vocab. Strategies: suffixes -ed, -ly

Core Lesson Student Learning Objectives:	<ul style="list-style-type: none"> • understand and use verb tenses • identify compare-and-contrast relationships • use the analyze/evaluate strategy to examine information provided by the author • engage effectively in collaborative discussion • identify compare-and-contrast relationships in informational text
-------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

- distinguish between facts and opinions
- notice the effect of an author's word choice
- compare and contrast animal and human behavior
- refer to details when explaining the text
- support points with facts and details
- write a paragraph
- use common Greek and Latin affixes and roots as clues to the meaning of a word
- paraphrase information presented in diverse media
- compare and contrast two accounts of the same event
- spell words with the VCCCV pattern
- use commas and quotation marks to mark direct speech and quotations from a text
- use a comma before a coordinating connection in a compound sentence
- study and evaluate research reports
- practice skills related to research reports
- use the writing process to plan a research report

STANDARDS

STATE: PA Core Standards (2014)

- [CC.1.2.4.C \(Advanced\)](#) 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.E \(Advanced\)](#) Use text structure to interpret information (e.g., chronology, comparison, cause/effect, problem/ solution).
- [CC.1.2.4.H \(Advanced\)](#) Explain how an author uses reasons and evidence to support particular points in a text.
- [CC.1.2.4.J \(Advanced\)](#) 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.D \(Advanced\)](#) Compare and contrast an event or topic told from two different points of view.

STATE: Pennsylvania State Anchors (2010)

- [R4.A.1.4 \(Advanced\)](#) Identify and explain the main ideas and relevant details.
- [R4.A.1.6 \(Advanced\)](#) Identify genre of text.
- [R4.A.2 \(Advanced\)](#) Understand nonfiction appropriate to grade level.
- [R4.A.2.1 \(Advanced\)](#) Identify and interpret the meaning of vocabulary in nonfiction.
- [R4.B.3 \(Advanced\)](#) Understand concepts and organization of nonfictional text.
- [R4.B.3.1 \(Advanced\)](#) Differentiate fact from opinion in nonfictional text.
- [R4.B.3.1.1 \(Advanced\)](#) Identify, explain, and/or interpret statements of fact and opinion in nonfictional text.
- Note: In grade 4 items focusing on opinion are generally worded "Which of these is an opinion?"
- [R4.B.3.3 \(Advanced\)](#) Identify, compare, explain, and interpret how text organization clarifies meaning of nonfictional text.
- [R4.B.3.3.1 \(Advanced\)](#) Identify, explain, and/or interpret text organization, including sequence, question/answer, comparison/contrast, cause/effect, or problem/solution.
- [R4.B.3.3.4 \(Advanced\)](#) Identify, explain, compare, and/or interpret the sequence of steps in a list of directions.

Topic: U5L25 Technology and Innovation Inventions

Minutes for Topic: 300

Core Lesson Description:

Anchor Text: The Fun They Had

Informative Writing: Research Report Focus: Elaboration

Target author's purpose, Science Fiction, formal/informal language

Fluency: Adjust rate to purpose Decoding: VV pattern

Grammar: Proper mechanics

Vocabulary Strategies: Greek and Latin Word Parts meter, therm, aud, fac

Core Lesson Student Learning Objectives:

- refer to details and examples when explaining the author's purpose
- ask questions to predict, to monitor understanding, and to reflect
- identify the author's purpose
- recognize the elements of science fiction
- determine when to use formal and informal language
- recognize how shades of meaning affect the comprehension of readers
- examine details to compare and contrast

- refer to details and examples when explaining what the text says
- use common Greek and Latin affixes and roots as clues to the meaning of a word
- tell a story, using details to support themes
- paraphrase information presented in diverse media
- spell words with the VV pattern
- use capitalization and punctuation correctly
- use a comma before a coordinating conjunction in a compound sentence
- draft, revise, and edit a research report
- publish final drafts

STANDARDS

STATE: PA Core Standards (2014)

CC.1.1.4.D (Advanced)	Know and apply grade-level phonics and word analysis skills in decoding words.
	<ul style="list-style-type: none"> • Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words.
CC.1.2.4.C (Advanced)	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.H (Advanced)	Explain how an author uses reasons and evidence to support particular points in a text.
CC.1.2.4.L (Advanced)	Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.
CC.1.3.4.A (Advanced)	Determine a theme of a text from details in the text; summarize the text.
CC.1.4.4.E (Advanced)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CC.1.4.4.S (Advanced)	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.X (Advanced)	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CC.1.5.4.E (Advanced)	Differentiate between contexts that require formal English versus informal situations.
CC.1.5.4.G (Advanced)	Demonstrate command of the conventions of standard English when speaking, based on Grade 4 level and content.

STATE: Pennsylvania State Anchors (2010)

R4.A.1 (Advanced)	Understand fiction appropriate to grade level.
R4.A.1.1 (Advanced)	Identify and interpret the meaning of vocabulary.
R4.A.1.6 (Advanced)	Identify genre of text.

Unit: Benchmark 5

This Curriculum Map Unit has no Topics to display

Unit: Unit 6 Paths to Discovery

Timeline: Week 37 to 41

Unit Description: Unit 6 "Paths to Discovery" discusses how exploring nature helps our understanding of the world, why it's important to learn about amphibians, how museums teach us about our world, what people can learn by working for a cause, and what we can do to protect the environment.

Unit Essential Questions: How do strategic readers create meaning from informational and literary text?

How does interaction with text provoke thinking and response?

How do readers' know what to believe in what they read, hear, and view?

What strategies and resources do I use to figure out unknown vocabulary?

How does interaction with text provoke thinking and response?

How does interaction with text provoke thinking and response?How do strategic readers create meaning from informational and literary text?

What is this text really about?

How does interaction with text provoke thinking and response?

How does interaction with text provoke thinking and response?

How does a reader's purpose influence how text should be read?
Who is the audience?

What will work best for the audience?
How do strategic readers create meaning from informational and literary text?

Why learn new words?

What strategies and resources do learners use to figure out unknown vocabulary?

What is my purpose?

What makes clear and effective writing?

What makes clear and effective writing?

How do grammar and the conventions of language influence spoken and written communication?

How does interaction with text provoke thinking and response?

What makes clear and effective writing?

What does a reader look for and how can s/he find it?

How does a reader know a source can be trusted?

Why do writers write?

What is the purpose?

What do good listeners do?

How do active listeners make meaning?

How do active listeners know what to believe in what they hear?

Unit Big Ideas: Effective readers use appropriate strategies to construct meaning.

Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.

Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating.

Effective speakers prepare and communicate messages to address the audience and purpose.

Effective research requires the use of varied resources to gain or expand knowledge.

Audience and purpose influence a writer's choice of organizational pattern, language, and literary techniques.

Rules of grammar and language conventions support clarity of communications between writers/speakers and readers/listeners.

An expanded vocabulary enhances one's ability to express ideas and information.

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Rules of grammar and convention of language support clarity of communications between writers/speakers, and readers/listeners.

Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.

Audience and purpose influence a writer's choice of organizational pattern, language, and literacy techniques.

Effective research requires multiple sources of information to gain or expand knowledge.

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Unit Materials: Journey's Textbook

Reader's Notebook

Writing Handbook

Write In Reader/Close Reader

Spelling/Vocabulary Packets

Supplemental worksheets

Leveled Readers

Unit Reading Comprehension questions

Assignments:

Reading comprehension tests

Vocabulary Packets/Quiz

Spelling Packet/Test

Spelling Pre-test

Grammar quiz

morning work pertaining to grammar

IXL

IReady

Writing Handbook pages for writing

Reader's Notebook pages for this Unit

Station materials to reinforce grammar, spelling, vocabulary, and comprehension

Supplemental materials to reinforce grammar

Unit Key Digital Sources Syllabication

Terminology & Morphology

Definitions: Recount

Explicit

Compare

Contrast

Event
Topic
Poem
Drama
Prose
Elements
Figurative Language
Similes
Metaphors
Personification
Visual
Presentation
Theme
Summarize
Cite
Relevant
Explicitly

STANDARDS: STANDARDS

STATE: PA Core Standards (2014)

[CC.1.1.4.D](#)
(Advanced) 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](#)
(Advanced) 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.

[CC.1.2.4.A](#)
(Advanced) Determine the main idea of a text and explain how it is supported by key details; summarize the text.

[CC.1.2.4.B](#)
(Advanced) Refer to details and examples in text to support what the text says explicitly and make inferences.

[CC.1.2.4.C](#)
(Advanced) 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](#)
(Advanced) Compare and contrast an event or topic told from two different points of view.

[CC.1.2.4.F](#)
(Advanced) Determine the meaning of words and phrases as they are used in grade-level text, including figurative language.

[CC.1.2.4.G](#)
(Advanced) 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](#)
(Advanced) Explain how an author uses reasons and evidence to support particular points in a text.

[CC.1.2.4.I](#)
(Advanced) Integrate information from two texts on the same topic to demonstrate understanding of that topic.

[CC.1.2.4.J](#)
(Advanced) 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](#)
(Advanced) 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.1.2.4.L](#)
(Advanced) Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.

[CC.1.3.4.B](#)
(Advanced) Cite relevant details from text to support what the text says explicitly and make inferences.

[CC.1.3.4.E](#)
(Advanced) Explain major differences between poems, drama, and prose and refer to the structural elements of each when writing or speaking about a text.

CC.1.3.4.J (Advanced)	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.K (Advanced)	Read and comprehend literary fiction on grade level, reading independently and proficiently.
CC.1.4.4.C (Advanced)	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.N (Advanced)	Orient the reader by establishing a situation and introducing a narrator and/or characters.
CC.1.4.4.P (Advanced)	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.O (Advanced)	Choose words and phrases to convey ideas precisely.
CC.1.4.4.R (Advanced)	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
CC.1.4.4.S (Advanced)	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 (Advanced)	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
CC.1.4.4.X (Advanced)	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CC.1.5.4.A (Advanced)	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 (Advanced)	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 (Advanced)	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.G (Advanced)	Demonstrate command of the conventions of standard English when speaking, based on Grade 4 level and content.

STATE: Pennsylvania State Anchors (2010)

R4.A.1 (Advanced)	Understand fiction appropriate to grade level.
R4.A.1.1 (Advanced)	Identify and interpret the meaning of vocabulary.
R4.A.1.2 (Advanced)	Identify and apply word recognition skills.
R4.A.1.3 (Advanced)	Make inferences and draw conclusions based on text.
R4.A.1.3.1 (Advanced)	Make inferences and/or draw conclusions based on information from text.
R4.A.1.4 (Advanced)	Identify and explain the main ideas and relevant details.
R4.A.1.5 (Advanced)	Summarize a fictional text as a whole.
R4.A.1.5.1 (Advanced)	Summarize the key details and events of a fictional text as a whole.
R4.A.1.6 (Advanced)	Identify genre of text.
R4.A.1.6.1 (Advanced)	Identify the author's intended purpose of text. Note: narrative and poetic text
R4.A.2.2 (Advanced)	Identify and apply word recognition skills.
R4.A.2.3 (Advanced)	Make inferences and draw conclusions based on text.
R4.A.2.3.1 (Advanced)	Make inferences and/or draw conclusions based on information from text.
R4.A.2.4 (Advanced)	Identify and explain main ideas and relevant details.
R4.B.3.1 (Advanced)	Differentiate fact from opinion in nonfictional text.
R4.B.3.1.1 (Advanced)	Identify, explain, and/or interpret statements of fact and opinion in nonfictional text.

Note: In grade 4 items focusing on opinion are generally

worded "Which of these is an opinion?"

(* standards consolidated from Topic level)

Topic: U6L26 Life Science Spiders

Minutes for Topic: 300

Core Lesson Description: Anchor Text: The Girl Who Loved Spiders
Realistic Fiction

Opinion Writing: Response to Fiction Focus: Evidence

Target story structure and visualization

Fluency: Expression Decoding: Common final syllables

Grammar: making comparisons Vocab. Strategies: Greek and Latin word parts

Core Lesson Student Learning Objectives:

- understand and use the review vocabulary words
- identify story structure in narrative text
- read the text to visualize story events
- identify the parts of a story
- visualize
- read for text evidence
- review Greek and Latin word parts
- determine the meaning of words with Greek and Latin roots
- divide words into syllables
- decode words with common final syllables
- spell words that have the final schwa + /r/ sound
- use and understand adjectives that compare
- identify the features of a response to fiction
- write a response to fiction
- adjust language choices according to purpose and task

STANDARDS

STATE: PA Core Standards (2014)

[CC.1.1.4.D \(Advanced\)](#) 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.1.2.4.A \(Advanced\)](#) Determine the main idea of a text and explain how it is supported by key details; summarize the text.

[CC.1.2.4.C \(Advanced\)](#) Explain events, procedures, ideas, or concepts in a text, including what happened and why, based on specific information in the text.

[CC.1.4.4.S \(Advanced\)](#) 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 \(Advanced\)](#) With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

[CC.1.5.4.A \(Advanced\)](#) Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others' ideas and expressing their own clearly.

STATE: Pennsylvania State Anchors (2010)

[R4.A.1 \(Advanced\)](#) Understand fiction appropriate to grade level.

[R4.A.1.2 \(Advanced\)](#) Identify and apply word recognition skills.

[R4.A.1.3 \(Advanced\)](#) Make inferences and draw conclusions based on text.

[R4.A.1.5 \(Advanced\)](#) Summarize a fictional text as a whole.

[R4.A.1.5.1 \(Advanced\)](#) Summarize the key details and events of a fictional text as a whole.

[R4.A.1.6 \(Advanced\)](#) Identify genre of text.

Topic: U6L27 Life Science Amphibians

Minutes for Topic: 300

Core Lesson Description: Anchor Text: Amphibian Alert

Opinion Writing: Journal Entry Focus: Elaboration

Target main ideas/details

Fluency: Phrasing: Punctuation Decoding: More Final syllables

Grammar: more comparisons

Vocabulary Strategies: analogies

**Core Lesson
Student Learning
Objectives:**

- review key ideas expressed in the selection
- recognize ways plants, animals, and humans impact the environment
- identify main ideas and supporting details
- understand analogies
- relate words with similar and opposite meanings in analogies
- use punctuation to guide accurate natural-sounding phrasing
- decode words with final ending syllables
- spell words that have the final schwa + /l/ sound
- use and understand adjectives and adverbs to compare
- identify the features of a journal entry
- write a journal entry

STANDARDS

STATE: PA Core Standards (2014)

[CC.1.1.4.D \(Advanced\)](#) 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.1.2.4.K \(Advanced\)](#) 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.E \(Advanced\)](#) Explain major differences between poems, drama, and prose and refer to the structural elements of each when writing or speaking about a text.

[CC.1.3.4.K \(Advanced\)](#) Read and comprehend literary fiction on grade level, reading independently and proficiently.

STATE: Pennsylvania State Anchors (2010)

[R4.A.1.1 \(Advanced\)](#) Identify and interpret the meaning of vocabulary.

[R4.A.1.2 \(Advanced\)](#) Identify and apply word recognition skills.

[R4.A.1.6 \(Advanced\)](#) Identify genre of text.

[R4.A.1.6.1 \(Advanced\)](#) Identify the author's intended purpose of text. Note: narrative and poetic text

[R4.A.2.4 \(Advanced\)](#) Identify and explain main ideas and relevant details.

Topic: U6L28 The Arts Visual Arts

Minutes for Topic: 300

Core Lesson Anchor Text: Museums: Worlds of Wonder

Description: Informational Text

Opinion Writing: Public Service Announcement Focus: Organization

Target fact/opinion, monitor/clarify

Fluency: rate Decoding: stress in multisyllable words

Grammar: Possessive Pronouns Vocabulary Strategies: prefixes con-, com-, in-, im-

**Core Lesson
Student Learning
Objectives:**

- use background knowledge
- recognize reasons and evidence an author uses to support facts and opinions in nonfiction
- monitor and clarify comprehension by rereading or using context
- distinguish between fact and opinion, recognizing the reasons and evidence an author uses to support points
- monitor comprehension and clarify understanding by rereading or using context
- review prefixes con-, com-, in-, and im-
- identify and use words with prefixes con-, com-, in-, im-
- present an informal oral report
- spell words that have three syllables
- identify and use possessive pronouns
- replace repeated possessive nouns with possessive pronouns
- identify the features of a public service announcement

STANDARDS

STATE: PA Core Standards (2014)

- [CC.1.1.4.E \(Advanced\)](#) 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.
- [CC.1.2.4.G \(Advanced\)](#) 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.J \(Advanced\)](#) 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.L \(Advanced\)](#) Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.
- [CC.1.3.4.E \(Advanced\)](#) Explain major differences between poems, drama, and prose and refer to the structural elements of each when writing or speaking about a text.
- [CC.1.3.4.J \(Advanced\)](#) 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.B \(Advanced\)](#) 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 \(Advanced\)](#) 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.G \(Advanced\)](#) Demonstrate command of the conventions of standard English when speaking, based on Grade 4 level and content.

STATE: Pennsylvania State Anchors (2010)

- [R4.A.1.1 \(Advanced\)](#) Identify and interpret the meaning of vocabulary.
- [R4.A.1.4 \(Advanced\)](#) Identify and explain the main ideas and relevant details.
- [R4.A.1.6 \(Advanced\)](#) Identify genre of text.
- [R4.A.1.6.1 \(Advanced\)](#) Identify the author's intended purpose of text. Note: narrative and poetic text
- [R4.B.3.1 \(Advanced\)](#) Differentiate fact from opinion in nonfictional text.
- [R4.B.3.1.1 \(Advanced\)](#) Identify, explain, and/or interpret statements of fact and opinion in nonfictional text.

Note: In grade 4 items focusing on opinion are generally worded "Which of these is an opinion?"

Topic: U6L29 Life Science Conservation

Minutes for Topic: 300

Core Lesson Anchor Text: Save Timber Woods!

Description:

Readers' Theater

Opinion Writing: Opinion Essay Focus: Organization

Target understanding characters, infer/predict

Fluency: Phrasing: Pauses

Decoding: words with silent consonants

Grammar: correct pronouns

Vocabulary Strategies: word origins

Core Lesson

Student Learning

Objectives:

- develop background knowledge
- understand characters' traits and motivations
- make inferences and predictions about fiction and nonfiction texts
- understand characters by analyzing their behavior and traits
- infer/predict what will happen in a story
- use word origins to understand meaning
- use print and digital dictionaries to find word origins and clarify meaning
- decode words with silent consonants
- spell words that have silent consonants
- identify and use correct pronouns
- use and understand reflexive pronouns

- analyze an opinion essay
- use the writing process to plan an opinion essay

STANDARDS

STATE: PA Core Standards (2014)

CC.1.2.4.B (Advanced)	Refer to details and examples in text to support what the text says explicitly and make inferences.
CC.1.2.4.F (Advanced)	Determine the meaning of words and phrases as they are used in grade-level text, including figurative language.
CC.1.2.4.I (Advanced)	Integrate information from two texts on the same topic to demonstrate understanding of that topic.
CC.1.3.4.B (Advanced)	Cite relevant details from text to support what the text says explicitly and make inferences.
CC.1.3.4.E (Advanced)	Explain major differences between poems, drama, and prose and refer to the structural elements of each when writing or speaking about a text.
CC.1.4.4.C (Advanced)	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.P (Advanced)	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.R (Advanced)	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
CC.1.4.4.T (Advanced)	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

STATE: Pennsylvania State Anchors (2010)

R4.A.1.2 (Advanced)	Identify and apply word recognition skills.
R4.A.1.3 (Advanced)	Make inferences and draw conclusions based on text.
R4.A.1.3.1 (Advanced)	Make inferences and/or draw conclusions based on information from text.
R4.A.1.6 (Advanced)	Identify genre of text.
R4.A.1.6.1 (Advanced)	Identify the author's intended purpose of text. Note: narrative and poetic text
R4.A.2.3 (Advanced)	Make inferences and draw conclusions based on text.
R4.A.2.3.1 (Advanced)	Make inferences and/or draw conclusions based on information from text.

Topic: U6L30 Life Science Ecology

Minutes for Topic: 300

Core Lesson Description:	Anchor Text: Mystery at Reed's Pond
	Mystery
	Opinion Writing: Opinion essay Focus: Conventions
	Target conclusions/generalizations and summarizing
	Fluency: accuracy and self-correction Decoding: unusual spellings
	Grammar: pronoun contractions
	Vocabulary Strategies: suffixes -er, -or, -ist

Core Lesson Student Learning Objectives:	<ul style="list-style-type: none"> • explain that the environment can affect animals • use connecting words to link ideas • refer to details and examples when drawing conclusions and making generalizations • summarize important ideas • review suffixes -er, -or, -ist • identify and understand words with suffixes -er, -or, and -ist • dramatize a scene from a story • recognize/decode words with unusual spellings • use pronoun contractions and homophones in speaking and writing • draft, revise, and edit an opinion essay • publish final drafts
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STANDARDS

STATE: PA Core Standards (2014)

CC.1.2.4.A (Advanced)	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
CC.1.2.4.D (Advanced)	Compare and contrast an event or topic told from two different points of view.

- [CC.1.2.4.H \(Advanced\)](#) Explain how an author uses reasons and evidence to support particular points in a text.
- [CC.1.3.4.K \(Advanced\)](#) Read and comprehend literary fiction on grade level, reading independently and proficiently.
- [CC.1.4.4.N \(Advanced\)](#) Orient the reader by establishing a situation and introducing a narrator and/or characters.
- [CC.1.4.4.Q \(Advanced\)](#) Choose words and phrases to convey ideas precisely.
- [CC.1.4.4.R \(Advanced\)](#) Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- [CC.1.4.4.S \(Advanced\)](#) 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.X \(Advanced\)](#) 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.

STATE: Pennsylvania State Anchors (2010)

- [R4.A.1.1 \(Advanced\)](#) Identify and interpret the meaning of vocabulary.
- [R4.A.1.2 \(Advanced\)](#) Identify and apply word recognition skills.
- [R4.A.1.5 \(Advanced\)](#) Summarize a fictional text as a whole.
- [R4.A.1.5.1 \(Advanced\)](#) Summarize the key details and events of a fictional text as a whole.
- [R4.A.2.2 \(Advanced\)](#) Identify and apply word recognition skills.
- [R4.A.2.3 \(Advanced\)](#) Make inferences and draw conclusions based on text.
- [R4.A.2.3.1 \(Advanced\)](#) Make inferences and/or draw conclusions based on information from text.