

Northampton Area School District  
 “Year at a Glance” - Grade 4 English Language Arts



**NORTHAMPTON AREA  
 SCHOOL DISTRICT**  
*Learn, Listen, and Lead*

Units of Study	Required Assessments
<p><b>Unit 1 - Think It Through</b></p> <p>Estimated Time: Approximately 40 days                      (7 instructional days + 1 assessment day = 8 days per story)</p>	<p>Weekly Assessment - Unit 1 Week 1                      - guided and not graded</p> <p>Weekly Assessments - Unit 1 Week 2 - 5                      - students complete both stories on own; graded</p> <p>Spelling tests (5)</p> <p>Vocabulary Tests (5)</p> <p>Unit 1 Selection Tests (homework)</p>
<p><b>Unit 2 - Amazing Animals</b></p> <p>Estimated Time: Approximately 40 days                      (7 instructional days + 1 assessment day = 8 days per story)</p> <p>***Common Core Progress Book- Unit 9- Integration of Knowledge and Ideas-reading traditional literature for comparison of patterns of events and themes</p>	<p>Weekly Assessment Unit 2 Weeks 1 - 5                      - students complete both stories on own; graded</p> <p>Spelling tests (5)</p> <p>Vocabulary Tests (5)</p> <p>Unit 2 Selection Tests (homework)</p>
<p><b>PSSA Review</b></p> <p>Estimated Time: Approximately 10 days</p>	<p>No assessments</p>

<p><b>Unit 4 - Fact or Fiction?</b></p> <p>Estimated Time: Approximately 40 days (7 instructional days + 1 assessment day = 8 days per story)</p>	<p>Weekly Assessment Unit 4 Weeks 1 - 5 - students complete both stories on own; graded</p> <p>Spelling tests (5)</p> <p>Vocabulary Tests (5)</p> <p>Unit 4 Selection Tests (homework)</p>
<p><b>Unit 5 - Figure It Out</b></p> <p>Estimated Time: as time allows (7 instructional days + 1 assessment day = 8 days per story)</p>	<p>Weekly Assessment Unit 5 Weeks 1 - 5 - students complete both stories on own; graded</p> <p>Spelling tests (5)</p> <p>Vocabulary Tests (5)</p> <p>Unit 5 Selection Tests (homework)</p>
<p><b>Unit 6 - Past, Present, and Future</b></p> <p>Estimated Time: as time allows (7 instructional days + 1 assessment day = 8 days per story)</p>	<p>Weekly Assessment Unit 6 Weeks 1 - 5 - students complete both stories on own; graded</p> <p>Spelling tests (5)</p> <p>Vocabulary Tests (5)</p> <p>Unit 6 Selection Tests (homework)</p>

<b>English Language Arts 4</b>				
<b>Unit 1: Thinking It Through</b>				
<b>Unit of Study</b>	<b>Required Assessments</b>	<b>Big Idea Essential Questions</b>	<b>Suggested Activities</b>	<b>PA Core Standards</b>
<p><b>Unit 1: Thinking It Through</b></p> <p><i>Strategies: Make Predictions, Reread</i></p> <p><i>Skills: Sequence, Problem and Solution, Compare and Contrast, Cause and Effect, Main Idea and Key Details</i></p> <p><b>Vocabulary:</b> <i>context clues- synonyms,</i></p>	<p><i>Weekly Assessment - Unit 1 Week 1 - guided and not graded</i></p> <p><i>Weekly Assessments - Unit 1 Week 2 - 5 - students complete both stories on own; graded</i></p> <p><i>Spelling tests (5)</i></p> <p><i>Vocabulary Tests (5)</i></p> <p><i>Unit 1 Selection Tests (homework)</i></p> <p><i>TDA questions- 3 per unit, - 1 from a fiction weekly test, 1 from a nonfiction</i></p>	<p><b>Strategies and Skills</b></p> <p><i>The students will:</i></p> <ul style="list-style-type: none"> <li>● Understand that readers use many different skills to gain meaning from a story (close reading)</li> <li>● Listen to a story or passage for purpose</li> <li>● Use text clues, illustrations, or other features to make predictions about a story. Read to confirm and revise predictions as necessary.</li> <li>● Recount stories including fables, folktales, and myths to determine the central message and key ideas in a story or passage</li> <li>● Identify the problem of a story and what its solution was</li> <li>● Determine the main idea and supporting details of a text read aloud or presented</li> <li>● Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others</li> </ul>	<p><b>Strategies and Skills</b></p> <ul style="list-style-type: none"> <li>● Teach mini-lessons on character, character traits, setting, plot, sequence and summarizing, main idea, cause and effect, and compare and contrast</li> <li>● Teaching of Close reading strategies</li> <li>● Use QAR strategies</li> <li>● Use RAPS (restate, answer, prove, sum it up) method and the Better Answer Sandwich to teach how to write an answer to the text dependent analysis question</li> <li>● Readers' Theater</li> <li>● Interactive notebook</li> <li>● Reading Apprenticeship strategies</li> <li>● Study Island independent practice or whole group with clickers</li> <li>● PDE released item samplers</li> <li>● Use graphic organizers to put events in sequential order/summarize, cause and effect relationships, compare and contrast relationships, and main idea and key details</li> <li>● Learning centers</li> <li>● On-level, Beyond level, and Approaching level leveled readers</li> <li>● Journal and reading response activities</li> <li>● Book reports/ presentations</li> <li>● Character study (ex. character bag,</li> </ul>	<p><b>CC.1.2.4.A</b> Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p><b>CC.1.2.4.B</b> Refer to details and examples in text to support what the text says explicitly and make inferences.</p> <p><b>CC.1.2.4.C</b> Explain events, procedures, ideas, or concepts in a text, including what happened and why, based on specific information in the text.</p> <p><b>CC.1.2.4.D</b> Compare and contrast an event or topic told from two different points of view.</p> <p><b>CC.1.2.4.E</b> Use text structure to interpret information (e.g., chronology, comparison, cause/effect, problem/solution).</p> <p><b>CC.1.2.4.F</b> Determine the meaning of words and phrases as they are used in grade level text, including figurative language.</p> <p><b>CC.1.2.4.H</b> Explain how an author uses reasons and evidence to support particular points in a text.</p>

<p><i>idioms, multiple meaning words, definitions and restatements, suffixes</i></p>	<p>weekly test, and 1 about a reading selection</p>	<ul style="list-style-type: none"> <li>● Identify the characteristics of different reading genres</li> <li>● Identify cause and effect in a text</li> <li>● Describe characters in a story i.e. their traits, motivations, or feelings, and how they contribute to the sequence of events</li> <li>● Identify comparisons and contrasts in text.</li> <li>● Determine the meaning of words or phrases as they are used in a text, distinguish literal from nonliteral language</li> <li>● Explain how specific aspects of text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasis aspects of a character or setting)</li> <li>● Identify real-life connections between words and their uses (e.g. describe people who are friendly or helpful)</li> <li>● Use text features and search tools (e.g. key words, side bars, hyperlinks to locate information relevant to a given topic efficiently)</li> </ul> <p><b>Vocabulary</b> <i>The students will:</i></p> <ul style="list-style-type: none"> <li>● Identify the meaning of words</li> </ul>	<p>book character day)</p> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>● Teach mini-lessons on context clues, synonyms, idioms, multiple meaning words, and suffixes</li> <li>● Expanding vocabulary using sorting activities <ul style="list-style-type: none"> <li>○ word sort</li> <li>○ visual sort</li> <li>○ blind sort</li> <li>○ speed sort</li> <li>○ open sort</li> </ul> </li> <li>● Four square vocabulary grid</li> <li>● Word web</li> <li>● Word splash</li> <li>● Exit slip</li> <li>● Foldable chart</li> <li>● Daily Language Review</li> </ul>	<p><b>CC.1.2.4.J</b> 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.</p> <p><b>CC.1.2.4.K</b> Determine or clarify the meaning of unknown and multiple- meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.</p> <p><b>CC.1.2.4.L</b> Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.</p> <p><b>CC.1.3.4.A</b> Determine a theme of a text from details in the text; summarize the text.</p> <p><b>CC.1.3.4.B</b> Cite relevant details from text to support what the text says explicitly and make inferences.</p> <p><b>CC.1.3.4.C</b> Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.</p> <p><b>CC.1.3.4.F</b> Determine the meaning of words and phrases as they are used in grade level text, including figurative language.</p> <p><b>CC.1.3.4.I</b> Determine or clarify the meaning of unknown and Multiple meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.</p>
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		<p>used in context</p> <ul style="list-style-type: none"> <li>● Use synonyms and antonyms as clues to determine the meaning of a word or phrase</li> <li>● Identify idioms and use context clues to figure out their meaning</li> <li>● Use word parts(suffixes, prefixes, roots) to help to determine the meaning of words</li> <li>● Use precise language and domain-specific vocabulary</li> <li>● Use glossaries to determine or clarify the precise meaning of key words and phrases</li> <li>● Identify real life connections between words and their use</li> <li>● Use sentence-level context clue to the meaning of a word or phrase</li> <li>● Use glossaries or beginning dictionaries, both digital and print, to determine or clarify the precise meaning of key words and phrases</li> </ul>		<p><b>CC.1.3.4.J</b>          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.</p> <p><b>CC.1.3.4.K</b>          Read and comprehend literary fiction on grade level, reading independently and proficiently.</p> <p><b>CC.1.4.4.S</b>          Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and informational texts.</p> <p><b>CC.1.5.4.A</b>          Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and expressing their own clearly.</p> <p><b>CC.1.5.4.B</b>          Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>
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<b>English Language Arts 4</b>				
<b>Unit 2- Amazing Animals</b>				
<b>Unit of Study</b>	<b>Required Assessments</b>	<b>Big Idea Essential Questions</b>	<b>Suggested Activities</b>	<b>PA Core Standards</b>
<p><b>Unit2:</b></p> <p><b>Amazing Animals</b></p> <p><i>Strategies: Ask and Answer Questions, Summarize, Meter and Rhyme</i></p> <p><b>Skills:</b></p> <p><i>Theme, Main Idea and Key Details, Point of View</i></p> <p><b>Vocabulary:</b></p> <p><i>Root words, Antonyms, Context Clues, Prefixes, Figurative</i></p>	<p><i>Weekly Assessments - Unit 2 Week 1 - 5 - students complete both stories on own; graded</i></p> <p><i>Spelling tests (5)</i></p> <p><i>Vocabulary Tests (5)</i></p> <p><i>Unit 2 Selection Tests (homework)</i></p> <p><i>TDA questions- 3 per unit,- 1 from a fiction weekly test, 1 from a nonfiction weekly test, and 1 about a reading selection</i></p>	<p><b>Strategies and Skills</b></p> <p>The students will:</p> <ul style="list-style-type: none"> <li>• Understand that readers use many different skills to gain meaning from a story (close reading)</li> <li>• Listen to a story or passage for purpose</li> <li>• Recount stories including fables, folktales, and myths to determine the central message and key ideas in a story or passage</li> <li>• Determine the main idea and supporting details of a text read aloud or presented in diverse media and formats</li> <li>• Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others</li> <li>• Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the world in a story (e.g. create mood, emphasis aspects of a</li> </ul>	<p><b>Strategies and Skills</b></p> <ul style="list-style-type: none"> <li>• Teach mini-lessons on point of view, theme, and main idea and key details</li> <li>• Teaching of Close reading strategies</li> <li>• Use QAR strategies</li> <li>• Use RAPS (restate, answer, prove, sum it up) method and the Better Answer Sandwich to teach how to write an answer to a text dependent analysis question Readers’ Theater Interactive notebook</li> <li>• Reading Apprenticeship strategies</li> <li>• Study Island independent practice or whole group with clickers</li> <li>• PDE released item samplers</li> <li>• Use graphic organizer to determine the theme using text evidence, identify the main idea and key details</li> <li>• Learning centers</li> <li>• On-level, Beyond level, and Approaching level leveled readers</li> <li>• Journal and reading response activities</li> <li>• Book reports / presentations</li> </ul>	<p><b>CC.1.2.4.A</b> Determine the main idea of a text and explain how it is supported by key details; summarize The text.</p> <p><b>CC.1.2.4.B</b> Refer to details and examples in text to support what the text says explicitly and make inferences.</p> <p><b>CC.1.2.4.C</b> Explain events, procedures, ideas, or concepts in a text, including what happened and why, based on specific information in the text.</p> <p><b>CC.1.2.4.D</b> Compare and contrast an event or topic told from two different points of view.</p> <p><b>CC.1.2.4.E</b> Use text structure to interpret information (e.g., chronology, comparison, cause/effect, problem/solution).</p> <p><b>CC.1.2.4.F</b> Determine the meaning of words and phrases as they are used in grade level text, including figurative language.</p> <p><b>CC.1.2.4.G</b> 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.</p>

<p><i>Language</i></p>		<p>character or setting)</p> <ul style="list-style-type: none"> <li>• Refer to details in a text when explaining what the text says explicitly and when drawing inferences from the text</li> <li>• Identify the characteristics of different reading genres</li> <li>• Describe characters in a story i.e. their traits, motivations, or feelings, and how they contribute to the sequence of events</li> <li>• Distinguish their own point of view from that of the author of a text</li> <li>• Identify the difference between text in first-person point of view and third- person point of view</li> <li>• Use information gained from illustrations (e.g. maps, photographs) and the words in the text to demonstrate understanding of the text (e.g. where, when, why, and how key events occur)</li> <li>• Use text features and search tools (e.g. key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently</li> <li>• Distinguish the literal and nonliteral meanings of words and phrases in context</li> <li>• Refer to parts of stories, dramas,</li> </ul>	<p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Teach mini-lessons on root words, antonyms, prefixes, and figurative language</li> <li>• Expanding vocabulary using sorting activities <ul style="list-style-type: none"> <li>○ word sort</li> <li>○ visual sort</li> <li>○ blind sort</li> <li>○ speed sort</li> <li>○ open sort</li> </ul> </li> <li>• Four square vocabulary grid</li> <li>• Word web</li> <li>• Word splash</li> <li>• Exit slip</li> <li>• Foldable chart</li> <li>• Daily Language Review</li> </ul>	<p><b>CC.1.2.4.H</b> Explain how an author uses reasons and evidence to support particular points in a text.</p> <p><b>CC.1.2.4.J</b> 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.</p> <p><b>CC.1.2.4.K</b> Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.</p> <p><b>CC.1.2.4.L</b> Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.</p> <p><b>CC.1.3.4.A</b> Determine a theme of a text from details in the text; summarize the text.</p> <p><b>CC.1.3.4.B</b> Cite relevant details from text to support what the text says explicitly and make inferences.</p> <p><b>CC.1.3.4.C</b> Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.</p> <p><b>CC.1.3.4.E</b> Explain major differences between poems, drama, and prose and refer to the structural elements of each when writing or speaking about a text.</p>
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		<p>and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza, describe how each successive part builds on earlier sections</p> <ul style="list-style-type: none"> <li>• Use spelling patterns and generalizations (e.g. word families, syllable patterns, ending rules, meaningful word parts) in writing words</li> </ul> <p style="text-align: center;"><b>Vocabulary</b></p> <p>The students will:</p> <ul style="list-style-type: none"> <li>• Identify the meaning of words used in context</li> <li>• Use synonyms and antonyms as clues to determine the meaning of a word or phrase</li> <li>• Use precise language and domain -specific vocabulary</li> <li>• Use glossaries to determine or clarify the precise meaning of key words and phrases</li> <li>• Identify real life connections between words and their use</li> <li>• Use sentence level content as a clue to the meaning of a word or phrase</li> <li>• Acquire and use accurately grade appropriate conversational general academic and domain specific words and phrases, including those that signal spatial and temporal</li> </ul>		<p><b>CC.1.3.4.F</b> Determine the meaning of words and phrases as they are used in grade level text, including figurative language.</p> <p><b>CC.1.3.4.H</b> Compare and contrast similar themes, topics, and patterns of events in literature, including texts from different cultures.</p> <p><b>CC.1.3.4.I</b> Determine or clarify the meaning of unknown and multiple- meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.</p> <p><b>CC.1.3.4.J</b> 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.</p> <p><b>CC.1.3.4.K</b> Read and comprehend literary fiction on grade level, reading independently and proficiently.</p> <p><b>CC.1.4.4.S</b> Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and informational texts.</p> <p><b>CC.1.5.4.A</b> Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and expressing their own clearly.</p> <p><b>CC.1.5.4.B</b> Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>
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		<ul style="list-style-type: none"> <li>relationships</li> <li>Determine the meaning of the new word formed when a known affix is added to a known words</li> </ul>		
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**English Language Arts 4**  
**Unit 3: That’s the Spirit!**

Unit of Study	Required Assessments	Big Idea Essential Questions	Suggested Activities	PA Core Standards
<p><b>Unit 3: That’s the Spirit!</b></p> <p><i>Strategies:</i> Visualize, Reread</p> <p><i>Skills:</i> Point of View, Author’s Point of View</p> <p><i>Vocabulary:</i> Context Clues, Synonyms and</p>	<p><i>Weekly Assessments</i> Unit 3 Week 1 - 5 - students complete both stories on own; graded</p> <p><i>Spelling tests (5)</i></p> <p><i>Vocabulary Tests (5)</i></p> <p><i>Unit 3 Selection Tests (homework)</i></p> <p><i>TDA questions- 3 per unit,- 1 from a fiction weekly test, 1 from a nonfiction weekly test, and 1</i></p>	<p><b>Strategies and Skills</b></p> <p>The students will:</p> <ul style="list-style-type: none"> <li>Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text</li> <li>Describe characters in a story (e.g. their traits, motivations, or feelings and explain how their actions contribute to the sequence of events</li> <li>Describe characters in a story (e.g. their traits, motivations, or feelings) and explain how their actions contribute of events</li> <li>Determine the meaning of</li> </ul>	<p><b>Strategies and Skills</b></p> <ul style="list-style-type: none"> <li>Teach mini-lessons on point of view and author’s point of view.</li> <li>Teaching of Close reading strategies</li> <li>Use QAR strategies</li> <li>Use RAPS (restate, answer, prove, sum it up)method and Better Answer Sandwich to teach how to answer a text dependent analysis question</li> <li>Readers’ Theater</li> <li>Interactive notebook</li> <li>Reading Apprenticeship strategies</li> <li>Study Island independent practice or whole group with clickers</li> <li>PDE released item samplers</li> <li>Use graphic organizers to determine the author’s point of view using text evidence</li> <li>Learning centers</li> <li>On-level, Beyond level, and Approaching level leveled readers</li> </ul>	<p><b>CC.1.2.4.B</b> Refer to details and examples in text to support what the text says explicitly and make inferences.</p> <p><b>CC.1.2.4.C</b> Explain events, procedures, ideas, or concepts in a text, including what happened and why, based on specific information in the text.</p> <p><b>CC.1.2.4.D</b> Compare and contrast an event or topic told from two different points of view.</p> <p><b>CC.1.2.4.F</b> Determine the meaning of words and phrases as they are used in grade level text, including figurative language.</p> <p><b>CC.1.2.4.G</b> Interpret various presentations of information within a</p>

<p><i>Antonyms, Latin and Greek Suffixes, Greek Roots</i></p>	<p>about a reading selection</p>	<p>words or phrases as they are used in a text, distinguishing literal from nonliteral languages</p> <ul style="list-style-type: none"> <li>● Ask and answer to demonstrate understanding of a text, referring explicitly to the text at hand for the answers</li> <li>● Explain how the aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g. create mood, emphasize aspects of a character or setting)</li> <li>● Determine the author’s point of view and how it compares/contrasts with the reader’s point of view</li> <li>● Determine if a story is written in first-person point of view or third-person point of view</li> <li>● Determine the meaning of general academic and domain specific words and phrases in a text relevant to a grade 3 topic or subject area</li> <li>● Use text features and search tools (e.g. key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently</li> <li>● Visualize what happens in a story to enhance comprehension</li> </ul>	<ul style="list-style-type: none"> <li>● Journal and reading response activities</li> <li>● Book reports/ presentations</li> </ul> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>● Teach mini-lessons on context clues, Latin and Greek suffixes and Greek roots</li> <li>● Expanding vocabulary using sorting activities <ul style="list-style-type: none"> <li>○ word sort</li> <li>○ visual sort</li> <li>○ blind sort</li> <li>○ speed sort</li> <li>○ open sort</li> </ul> </li> <li>● Four square vocabulary grid</li> <li>● Word web</li> <li>● Word splash</li> <li>● Exit slip</li> <li>● Foldable chart</li> <li>● Daily Language Review</li> </ul>	<p>text or digital source and explain how the information contributes to an understanding of text in which it appears.</p> <p><b>CC.1.2.4.H</b> Explain how an author uses reasons and evidence to support particular points in a text.</p> <p><b>CC.1.2.4.J</b> 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.</p> <p><b>CC.1.2.4.K</b> Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.</p> <p><b>CC.1.2.4.L</b> Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.</p> <p><b>CC.1.3.4.B</b> Cite relevant details from text to support what the text says explicitly and make inferences.</p> <p><b>CC.1.3.4.C</b> Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.</p> <p><b>CC.1.3.4.E</b> Explain major differences between poems, drama, and prose and refer to the structural elements of each when writing or speaking about a text.</p>
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		<p><b>Vocabulary</b> <i>The students will:</i></p> <ul style="list-style-type: none"><li>● Identify the meaning of words used in context</li><li>● Use synonyms and antonyms as clues to determine the meaning of a word or phrase</li><li>● Use precise language and domain -specific vocabulary</li><li>● Use glossaries to determine or clarify the precise meaning of key words and phrases</li><li>● Identify real life connections between words and their use</li><li>● Use sentence level content as a clue to the meaning of a word or phrase</li><li>● Acquire and use accurately grade appropriate conversational general academic and domain specific words and phrases, including those that signal spatial and temporal relationships</li><li>● Know and apply grade-level phonics and word analysis skills in decoding words. Decode words with common Latin and Greek suffixes and Greek roots</li><li>● Use conventional spelling for high-frequency words and others studied words, and for adding suffixes to base words</li></ul>		<p><b>CC.1.3.4.F</b> Determine the meaning of words and phrases as they are used in grade level text, including figurative language.</p> <p><b>CC.1.3.4.I</b> Determine or clarify the meaning of unknown and Multiple meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.</p> <p><b>CC.1.3.4.J</b> 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.</p> <p><b>CC.1.3.4.K</b> Read and comprehend literary fiction on grade level, reading independently and proficiently.</p> <p><b>CC.1.4.4.S</b> Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and informational texts.</p> <p><b>CC.1.5.4.A</b> Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and expressing their own clearly.</p> <p><b>CC.1.5.4.B</b> Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>
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<b>English Language Arts 4</b>				
<b>Unit 4: Fact or Fiction?</b>				
<b>Unit of Study</b>	<b>Required Assessments</b>	<b>Big Idea Essential Questions</b>	<b>Suggested Activities</b>	<b>PA Core Standards</b>
<p><b>Unit 4: Fact or Fiction?</b></p> <p><i>Strategies: Ask and Answer Questions, Make Predictions, Stanzas and Repetition</i></p> <p><i>Skills: Cause and Effect, Point of View, Theme</i></p> <p><i>Vocabulary: Latin Roots, Idioms, Synonyms, Paragraph Clues,</i></p>	<p><i>Weekly Assessments Unit 4</i></p> <p><i>Week 1 - 5</i></p> <p><i>- students complete both stories on own; graded</i></p> <p><i>Spelling tests (5)</i></p> <p><i>Vocabulary Tests (5)</i></p> <p><i>Unit 4 Selection Tests (homework)</i></p> <p><i>TDA questions- 3 per unit,- 1 from a fiction weekly test, 1 from a nonfiction weekly test, and 1 about a reading selection</i></p>	<p><b>Strategies and Skills</b></p> <p><i>The students will:</i></p> <ul style="list-style-type: none"> <li>• Understand that readers use many different skills to gain meaning from a story (close reading)</li> <li>• Listen to a story or passage for purpose</li> <li>• Recount stories including fables, folktales, and myths to determine the central message and key ideas in a story or passage</li> <li>• Determine the main idea and supporting details of a text read aloud or presented in diverse media and formats</li> <li>• Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others</li> <li>• Explain how specific aspects of a text’s</li> </ul>	<p><b>Strategies and Skills</b></p> <ul style="list-style-type: none"> <li>• Teach mini-lessons on point of view, cause and effect, and theme</li> <li>• Teaching of Close reading strategies</li> <li>• Use QAR strategies</li> <li>• Use RAPS (restate, answer, prove, sum it up) method and the Better Answer Sandwich to teach how to answer text dependent analysis questions</li> <li>• Readers’ Theater</li> <li>• Interactive notebook</li> <li>• Reading Apprenticeship strategies</li> <li>• Study Island independent practice or whole group with clickers</li> <li>• PDE released item samplers</li> <li>• Use graphic organizers for cause and effect relationship and theme</li> <li>• Learning centers</li> <li>• On-level, Beyond level, and Approaching level leveled readers</li> <li>• Journal and reading response activities</li> <li>• Book reports/ presentations</li> </ul> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Teach mini-lessons on root words, prefixes, figurative language, and connotation and denotation</li> <li>• Expanding vocabulary using sorting</li> </ul>	<p><b>CC.1.2.4.B</b> Refer to details and examples in text to support what the text says explicitly and make inferences.</p> <p><b>CC.1.2.4.C</b> Explain events, procedures, ideas, or concepts in a text, including what happened and why, based on specific information in the text.</p> <p><b>CC.1.2.4.D</b> Compare and contrast an event or topic told from two different points of view.</p> <p><b>CC.1.2.4.E</b> Use text structure to interpret information (e.g., chronology, comparison, cause/effect, problem/solution).</p> <p><b>CC.1.2.4.F</b> Determine the meaning of words and phrases as they are used in grade level text, including figurative language.</p> <p><b>CC.1.2.4.G</b> 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.</p>

<p><i>Connotation and Denotation</i></p>		<p>illustrations contribute to what is conveyed by the world in a story (e.g. create mood, emphasis aspects of a character or setting)</p> <ul style="list-style-type: none"> <li>● Refer to details in a text when explaining what the text says explicitly and when drawing inferences from the text</li> <li>● Identify the characteristics of different reading genres</li> <li>● Make predictions to guide reading of a text, and confirm and revise predictions as necessary</li> <li>● Identify cause and effect in a text</li> <li>● Describe characters in a story i.e. their traits, motivations, or feelings, and how they contribute to the sequence of events</li> <li>● Determine if a text has a first-person point of view or a third-person point of view</li> <li>● Use information gained from illustrations (e.g. maps, photographs) and the words in the text to demonstrate understanding of the text (e.g. where, when, why, and how key events occur)</li> </ul>	<p>activities</p> <ul style="list-style-type: none"> <li>○ word sort</li> <li>○ visual sort</li> <li>○ blind sort</li> <li>○ speed sort</li> <li>○ open sort</li> </ul> <ul style="list-style-type: none"> <li>● Four square vocabulary grid</li> <li>● Word web</li> <li>● Word splash</li> <li>● Exit slip</li> <li>● Foldable chart</li> <li>● Daily Language Review</li> </ul>	<p><b>CC.1.2.4.H</b> Explain how an author uses reasons and evidence to support particular points in a text.</p> <p><b>CC.1.2.4.J</b> 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.</p> <p><b>CC.1.2.4.K</b> Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.</p> <p><b>CC.1.2.4.L</b> Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.</p> <p><b>CC.1.3.4.A</b> Determine a theme of a text from details in the text; summarize the text.</p> <p><b>CC.1.3.4.B</b> Cite relevant details from text to support what the text says explicitly and make inferences.</p> <p><b>CC.1.3.4.C</b> Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.</p> <p><b>CC.1.3.4.E</b> Explain major differences between poems, drama, and prose and refer to the structural elements of each when writing or speaking about a text.</p>
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		<p>how it affects the text it is in</p> <ul style="list-style-type: none"><li>• Identify common Latin roots and how it can be used to determine the meaning of an unknown word</li><li>• Determine the meaning of idioms using context clues</li></ul>		
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