

Tunkhannock Area School District
Grade 4 Language Arts Unit 1 (7 weeks)

Theme: Respecting Individual Differences

What are individual differences?

How do you show respect for others?

Why is it important to show respect?

Common Core Standards:

- CC.1.1.4.D
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.B Refer to details and examples in text to support what the text says explicitly and make inferences.
- CC.1.3.4.C Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.
- CC.1.3.4.H Compare and contrast similar themes, topics, and patterns of events in literature, including texts from different cultures.
- CC.1.3.4.B Cite relevant details from text to support what the text says explicitly and make inferences.
- CC.1.2.4. A Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- CC.1.4.4.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- CC.1.4.4.U With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single setting
- CC.1.5.4.D Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly with adequate volume, appropriate pacing, and clear pronunciation

Eligible Content:

E04.B-K.1.1.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text

Objectives

Students will:

Connect ideas between and within texts.

Critique a character, setting or event drawing from details in the text.

Compare and contrast the treatment of similar themes and topics.

Analyze details and examples in a text when explaining what the text says explicitly and when drawing inferences.

Draw conclusions using key details to determine the main idea of a text when summarizing .

Apply concepts of grade level phonics and word analysis skills when decoding words.

Apply concepts of combined letter sound correspondence, syllabication patterns, and morphology to read accurately.

Construct and revise writing with guidance and support from peers and adults.

Create a minimum of one page writing piece using technology to produce and publish their writing.

Cite evidence on a topic or text, tell a story, or recount an experience in an organized manner using details to support main ideas or themes while reporting and speaking clearly.

Apply concepts of capitalization, punctuation, and spelling when writing.

Tunkhannock Area School District
Grade 4 Language Arts Unit 1 (7 weeks)

| Suggested Activities | Exemplar Texts | Additional Resources | Tier 3 Vocabulary | Assessments |
|--|--|---|---|---|
| <p>Multisyllabic words Vocabulary: http://www.pdesas.org/module/content/resources/19157/view.ashx http://www.pdesas.org/module/content/resources/1448/view.ashxRoot words, prefixes, suffixes: http://www.pdesas.org/module/content/resources/18621/view.ashx suffixes: http://www.pdesas.org/module/content/resources/1177/view.ashx</p> | <p>Burnett, Frances Hodgson, <i>The Secret Garden</i> Lazarus, Emma. "The New Colossus" Berger, Melvin. <i>Discovering Mars: The Amazing Story of the Red Planet</i> Ronan, Colin A. "Telescopes."</p> | <p>Houghton Mifflin reading textbooks, teacher manuals, leveled theme paperbacks/ leveled readers, instructional transparencies, ready made manipulatives, PSSA practice book, vocabulary readers, flip charts, practice workbooks, extra support workbooks, English Language Learners workbooks, Online assessment/ diagnosis/and prescriptions, test generator, lesson planner CD Rom, Internet support and extension, anthology audio CDs, assessment materials, Get Set for Reading , online leveled books, vocabulary and spelling cards, spelling lists, research-based intervention program, Accelerated Reader program, theme posters, computers, classroom library books, Houghton Mifflin English textbooks and teacher manuals, English practice and support workbooks, English assessment materials, trade books, <u>Arthur, for the Very First Time</u> by Patricia MacLachlan</p> | <p>personal narratives morphology multisyllabic words tolerance, story structure, author's viewpoint, text organization, noting details, predict, infer, summarize,multiple meaning word, guide words,alphabetical order, homophones, root words, suffixes, prefixes, compare, contrast,sentences, statements,questions, commands,exclamation, idioms, antonyms, synonyms</p> | <p>Formative Observation Self and Peer Assessment Student Record Keeping AR Tests Worksheets Oral Questioning Quick Writes Literary Responses Class Discussions Summative State Assessment District Benchmarks End of chapter/unit Test Graded writing samples with Rubrics Graded Oral Reports Benchmark 4sight Star Dibels Aimswab Easy Curriculum Based Measurement Diagnostic Criterion Referenced Tests Norm Referenced -IQ Test Classroom Observation</p> |

Theme: Acknowledging the influence of others

Why is it important to acknowledge the influence of others?

How can others influence you?

What are some of the positive and negative ways someone can influence you?

Common Core Standards:

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

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

CC.1.2.4.F Determine the meaning of words and phrases as they are used in gradelevel text, including figurative language.

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

CC.1.1.4.E 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 selfcorrect word recognition and understanding, rereading as necessary.

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

CC.1.4.4.F Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

CC.1.5.4.B Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visual, quantitatively, and orally.

CC.1.4.4.R Demonstrate an appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling

CC.1.3.4.J Acquire and use accurately gradeappropriate 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.

Eligible Content:

E04.B-C.2.1.1 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

E04.B-C.2.1.2 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information and text features in a text or part of a text.

E04.B-V.4.1.2

Objectives

Analyze a text to summarize and determine a theme of a story, drama, or poem.

Compare major differences between poems, drama, or prose, when writing or speaking about a text.

Formulate the meaning of a word in a text relevant to grade 4 subject or topic area.

Investigate the overall structure of a text.

Apply concepts of reading to read with accuracy and to support comprehension.

Create a narrative to develop a real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

Create clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

Hypothesize portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Apply concepts of language and its conventions when writing, speaking, reading, or listening.

Apply concepts of grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being.

Organize facts, reasons, examples and details for informational writing.

Tunkhannock Area School District
Grade 4 Language Arts Unit 2 (7 weeks) Nov/Dec

| Suggested Activities | Exemplar Texts | Additional Resources | Tier 3 Vocabulary | Assessments |
|--|--|--|---|--|
| <p>context clues: http://www.pdesas.org/module/content/resources/2029/view.ashx verbs: http://www.kyrene.org/schools/brisas/sunda/verb/enter.htm inference: http://www.pdesas.org/module/content/resources/1901/view.ashx</p> | <p>Carroll, Lewis. <i>Alice's Adventures in Wonderland</i> Sandburg, Carl. "Fog" Carlisle, Madelyn Wood. <i>Let's Investigate Marvelously Meaningful Maps</i> Ruurs, Margriet. <i>My Librarian Is a Camel: How Books Are Brought to Children Around the World</i></p> | <p>Houghton Mifflin reading textbooks, teacher manuals, leveled theme paperbacks/ leveled readers, instructional transparencies, ready made manipulatives, PSSA practice book, vocabulary readers, flip charts, practice workbooks, extra support workbooks, English Language Learners workbooks, Online assessment/diagnosis/ and prescriptions, test generator, lesson planner CD Rom, Internet support and extension, anthology audio CDs, assessment materials leveled books, vocabulary and spelling cards, spelling lists, research-based intervention program, Accelerated Reader program, theme posters, computers, classroom library books, Houghton Mifflin English textbooks and teacher manual, English practice and support workbooks, English assessment materials, trade books, <i>Rip Van Winkle</i> and <i>The Legend of Sleepy Hollow</i> by Washington Irving</p> | <p>chronology, influential learning, sequence of events, infer, classify, categorize, contractions, possessives, nouns, character, setting, problem, goal, main events, solution, conclusion, audience, Venn diagram, graphic organizers, simile, metaphor, alliteration, informational writing, facts, reasons, examples, details, context clues, verbs, onomatopoeia, personification, hyperbole, exaggeration, character traits, motivations</p> | <p>Formative Observation Self and Peer Assessment Student Record Keeping AR Tests Worksheets Oral Questioning Quick Writes Literary Responses Class Discussions Summative State Assessment District Benchmarks End of chapter/unit Test Graded writing samples with Rubrics Graded Oral Reports Benchmark 4sight Star Dibels Aimsweb Easy Curriculum Based Measurement Diagnostic Criterion Referenced Tests Norm Referenced -IQ Test Classroom Observation</p> |

Tunkhannock Area School District
Grade 4 Language Arts Unit 3 (7 weeks)

Theme: Recognizing cultural differences

What are cultural differences?

How do cultural differences affect you?

Common Core Standards:

CC.1.3.4.F Determine the meaning of words and phrases as they are used in gradelevel text, including figurative language.

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

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

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

CC.1.1.4.E 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.1.4.4.G Write opinion pieces on topics or texts.

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

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

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

CC.1.4.4.W 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.1.5.4.C Identify the reasons and evidence a speaker provides to support particular points.

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

CC.1.2.4.F Determine the meaning of words and phrases as they are used in gradelevel text, including figurative language.

Eligible Content:

Objectives

Construct meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology

Compare and contrast the treatment of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures.

Connect information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.

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

Apply concepts of reading to read sufficiently with accuracy and fluency to support comprehension

Create an opinion piece on topics or texts, supporting a point of view with reasons and information.

Analyze relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

Cite evidence a speaker provides to support particular points

Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

Apply concepts of figurative language, word relationships, and nuances in word meanings.

Tunkhannock Area School District
Grade 4 Language Arts Unit 3 (7 weeks)

| Suggested Activities | Exemplar Texts | Additional Resources | Tier 3 Vocabulary | Assessments |
|---|---|--|---|--|
| <p>compare & contrast: http://www.pdesas.org/module/content/resources/2030/view.ashx</p> | <p>Frost, Robert. <i>"Dust of Snow"</i> Wulffson, Don. <i>Toys!: Amazing Stories Behind Some Great Inventions</i> Simon, Seymour. <i>Horses</i></p> | <p>Houghton Mifflin reading textbooks, teacher manuals, leveled theme paperbacks/leveled readers, instructional transparencies, ready made manipulatives, PSSA practice book, vocabulary readers, flip charts, practice workbooks, extra support workbooks, English Language Learners workbooks, Online assessment/ diagnosis/ and prescriptions, test generator, lesson planner CD Rom, Internet support and extension, anthology audio CDs, assessment materials, Get Set for Reading , online leveled books, vocabulary and spelling cards, spelling lists, research-based intervention program, Accelerated Reader program, theme posters, computers, classroom library books, Houghton Mifflin English textbooks and teacher manuals, English practice and support workbooks, English assessment materials, trade books, <i>Tales of a Fourth Grade Nothing</i> by Judy Blume</p> | <p>mythology, cultural differences, elaborating, onomatopoeia, alliteration, hyperbole, voice, focus, topic, conventions, style, content, organization, paraphrase, sentence fluency, organization, synonyms, antonyms, homophones, analogies, theme, compare, contrast, supporting details, adages, idioms, proverbs</p> | <p>Formative Observation Self and Peer Assessment Student Record Keeping AR Tests Worksheets Oral Questioning Quick Writes Literary Responses Class Discussions Summative State Assessment District Benchmarks End of chapter/Unit Test Graded writing samples with Rubrics Graded Oral Reports Benchmark 4sight Star Dibels Aimsweb Easy Curriculum Based Measurement Diagnostic Criterion Referenced Tests Norm Referenced -IQ Test Classroom Observation</p> |

Tunkhannock Area School District
Grade 4 Language Arts Unit 4 (7 weeks)

Theme: Embracing the diversity and achievement of the American spirit

What is the American spirit?

How can you embrace the diversity and achievement of the American Spirit?

What is diversity? Why should you recognize diversity?

How is diversity evident within the American spirit?

Common Core Standards:

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

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.

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

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

CC.1.1.4.E 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 selfcorrect word recognition and understanding, rereading as necessary.

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

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

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

CC.1.4.4.D Group related information in paragraphs and sections, linking ideas within categories of information using words and phrases; provide a concluding statement or section; include formatting when useful to aiding comprehension.

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

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

CC.1.5.5.F Include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes

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.

Eligible Content:

E04.A-C.2.1.1

Objectives

Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations

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.

Assess events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

Apply concepts of reading to read with sufficient accuracy and fluency to support comprehension

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

Cite evidence from literary or informational texts to support analysis, reflection, and research.

Create audio recordings and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

Investigate or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

Tunkhannock Area School District
Grade 4 Language Arts Unit 4 (7 weeks)

| Suggested Activities | Exemplar Texts | Additional Resources | Tier 3 Vocabulary | Assessments |
|---|----------------|---|---|--|
| <p>cause & effect: http://www.pdesas.org/module/content/resources/1934/view.ashx making predictions: http://www.pdesas.org/module/content/resources/1917/view.ashx http://www.pdesas.org/module/content/resources/2014/view.ashx http://www.pdesas.org/module/content/resources/1177/view.ashx</p> | | <p>Houghton Mifflin reading textbooks, teacher manuals, leveled theme paperbacks/ leveled readers, instructional transparencies, ready made manipulatives, PSSA practice book, vocabulary readers, flip charts, practice workbooks, extra support workbooks, English Language Learners workbooks, Online assessment/diagnosis/ and prescriptions, test generator, lesson planner CD Rom, Internet support and extension, anthology audio CDs, assessment materials, Get Set for Reading , online leveled books, vocabulary and spelling cards, spelling lists, research-based intervention program, Accelerated Reader program, theme posters, computers, classroom library books, Houghton Mifflin English textbooks and teacher manuals, English practice and support workbooks, English assessment materials, trade books, <i>The Chocolate Touch</i> by Patrick Skene Catling</p> | <p>diversity, multiple essay paragraphs, bias, exaggeration, fantasy, realism, fact, opinion, dialogue, verbs, informational writing, compounds, contractions, transitional words, voice, purpose, audience, author's purpose, make predictions</p> | <p>Formative Observation Self and Peer Assessment Student Record Keeping AR Tests Worksheets Oral Questioning Quick Writes Literary Responses Class Discussions Summative State Assessment District Benchmarks End of chapter/unit Test Graded writing samples with Rubrics Graded Oral Reports Benchmark 4sight Star Dibels Aimsweb Easy Curriculum Based Measurement Diagnostic Criterion Referenced Tests Norm Referenced -IQ Test Classroom Observation</p> |

Tunkhannock Area School District
Grade 4 Language Arts Unit 5 (7 weeks)

Theme: Learning through the experiences and accomplishments of others

Why is it important to recognize the accomplishments of others?
How do the accomplishments of others affect you?
What have we learned from our ancestors that affects us?
What can we learn from historical experiences?

Common Core Standards:

CC.1.3.4.K Read and comprehend literary fiction on grade level, reading independently and proficiently.
CC.1.2.4.I Integrate information from two texts on the same topic to demonstrate understanding of that topic.
CC.1.2.4.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
CC.1.4.4.V Conduct short research projects that build knowledge through investigation of different aspects of a topic.
CC.1.4.5.V Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic
CC.1.4.4.X Write routinely over extended time frames
(time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CC.1.4.5.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of disciplinespecific tasks, purposes, and
CC.1.5.4.A Engage effectively in a range of collaborative discussions on gradelevel topics and texts, building on others' ideas and expressing their own clearly.
CC.1.5.4.G Demonstrate command of the conventions of standard English when speaking, based on Grade 4 level and content

Eligible Content:

E04.A-K.1.1.1 Refer to details and examples in a text when explaining what the text explicitly says and when drawing inferences from the text.

E04.A-K.1.1.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.

E04.A-K.1.1.3 Describe in depth a character, setting, or event in a story, drama, or poem, drawing on specific details in the text (e.g., a character's thoughts, words, or actions)

E04.B-V.4.1.1

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

Objectives

Apply concepts to read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Connect information from two texts on the same topic in order to write or speak about the subject knowledgeably.

Apply concepts to read comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Create short research projects that build knowledge through investigation of different aspects of a topic.

Apply concepts to 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.

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

Apply concepts of the conventions of standard English grammar and usage when writing or speaking.

Tunkhannock Area School District
Grade 4 Language Arts Unit 5 (7 weeks)

| Suggested Activities | Exemplar Texts | Additional Resources | Tier 3 Vocabulary | Assessments |
|--|---|--|--|--|
| <p>pronouns: http://www.pdesas.org/module/content/resources/2057/view.ashx</p> | <p>Lin, Grace. <i>Where the Mountain Meets the Moon</i> Mora, Pat. "Words Free As Confetti" Banting, Erinn. <i>England the Land</i></p> | <p>Houghton Mifflin reading textbooks, teacher manuals, leveled theme paperbacks/ leveled readers, instructional transparencies, ready made manipulatives, PSSA practice book, vocabulary readers, flip charts, practice workbooks, extra support workbooks, English Language Learners workbooks, Online assessment/diagnosis/ and prescriptions, test generator, lesson planner CD Rom, Internet support and extension, anthology audio CDs, assessment materials, Get Set for Reading , online leveled books, vocabulary and spelling cards, spelling lists, research-based intervention program, Accelerated Reader program, theme posters, computers, classroom library books, Houghton Mifflin English textbooks and teacher manuals, English practice and support workbooks, English assessment materials, trade books, <u>There's a Boy in the Girls' Bathroom</u>, by Louis Sachar</p> | <p>research, oral presentations, persuasive writing, opinion writing, argumentative writing, plot, climax, cause, effect, directions, adjectives, pronouns</p> | <p>Formative Observation Self and Peer Assessment Student Record Keeping AR Tests Worksheets Oral Questioning Quick Writes Literary Responses Class Discussions Summative State Assessment District Benchmarks End of chapter/unit Test Graded writing samples with Rubrics Graded Oral Reports Benchmark 4sight Star Dibels Aimsweb Easy Curriculum Based Measurement Diagnostic Criterion Referenced Tests Norm Referenced -IQ Test Classroom Observation</p> |