



East Stroudsburg Area School District  
English/Language Arts Curriculum  
Grade: 4

<u>Unit Title: Foundational Skills</u>	<u>Course time prior to PSSA:</u> Throughout school year
<u>Unit Overview/Big Ideas:</u> Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text  Writing is a means of documenting thinking	<u>ELL Differentiation:</u> <a href="http://www.pdesas.org/module/sas/curriculumframework/ell/overlapper.aspx#">http://www.pdesas.org/module/sas/curriculumframework/ell/overlapper.aspx#</a>
<u>Unit Essential Questions:</u> How do we think while reading in order to understand and respond?  What role does writing play in our lives?	<u>Enrichment:</u> Achieve 3000 <a href="https://portal.achieve3000.com/">https://portal.achieve3000.com/</a> Compass Learning Odyssey <a href="https://www.thelearningodyssey.com/">https://www.thelearningodyssey.com/</a> Study Island <a href="http://www.studyisland.com/web/index/">http://www.studyisland.com/web/index/</a>
<u>State and National Core Academic Standards:</u>  <a href="http://www.pdesas.org/Standard/PACore">http://www.pdesas.org/Standard/PACore</a> National: <a href="http://www.corestandards.org">http://www.corestandards.org</a>	<u>IEP/GIEP:</u> Refer to specially designed instruction delineated in student's Individual Education Plan
<u>Connecting to Other Standards:</u> ISTE: <a href="http://www.iste.org/standards/nets-for-students.aspx">www.iste.org/standards/nets-for-students.aspx</a> Teacher and Work: <a href="http://www.pdesas.org/Standard/Views">http://www.pdesas.org/Standard/Views</a> Content Area Standards: <a href="http://www.pdesas.org/Standard/Views">http://www.pdesas.org/Standard/Views</a>	<u>Remediation:</u> Achieve 3000 <a href="https://portal.achieve3000.com/">https://portal.achieve3000.com/</a> Compass Learning Odyssey <a href="https://www.thelearningodyssey.com/">https://www.thelearningodyssey.com/</a> Study Island <a href="http://www.studyisland.com/web/index/">http://www.studyisland.com/web/index/</a>



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Unit Focus Standards Addressed	Thinking Strategies Addressed	Graphic Organizers	
Foundational Skills Standards 1.1.4.C - CC1.1.4.E Foundations for Writing Standards 1.4.4.F; CC.1.4.4.L; CC.1.4.4.R	Multiple Syllable Routines (MSR)		



**Unit Title: Foundational Skills**

**Content Statement:** Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.

**Foundational Skills)**

<b>SSA Anchors and Eligible Content</b>	<b>Unit Concepts – What students need to know</b>	<b>Unit Competencies - What students need to be able to do (skills)</b>	<b>Content Vocabulary</b>	<b>Materials, Resources, Instructional Activities</b>	<b>Assessment</b> Diagnostic Formative Benchmark Summative
<b>1.1.4.C</b>	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).  Students will distinguish long from short vowel sounds in spoken single-syllable words.	Students will use previously taught phonemic skills.  Students will count, pronounce, blend, segment syllables in spoken/written words.  Students will orally produce single-syllable words, including digraphs and consonant blends.	syllable segment phonemes blends digraphs	Multi-syllable Routines  McGraw Hill Reading Wonders Teacher's Edition (M/HTE) All Units	Teacher observations  Multi-syllable Routine Handouts  student participation in word sort activity  DIBELS  M/H Running records



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1.1.4.D	Know and apply grade-level phonics and word analysis skills in decoding words.  o	Student will use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read unfamiliar multi-syllable words.  Student will decode one- and two-syllable, real and pseudo/make believe words, the following syllable types: closed (VC, CVC), Long Vowel – silent e (CVCe), Open (CV), consonant –le, vowel- r		McGraw Hill Leveled Readers All Units  M/HTE All Units	McGraw/Hill <u>Reading Wonders Weekly Assessment</u> (2014) (M/H-WA) McGraw/Hill <u>Reading Wonders Practice and Assessment</u> (2014) (M/H-PAA) McGraw/Hill <u>Reading Wonders Unit Assessment</u> (2014) (M/H-UA) McGraw/Hill <u>Reading Wonders Benchmark Assessment</u> (2014) (M/H-BA) Interactive Read Alouds (2007) (IRA) NWEA CDT
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SSA Anchors and Eligible	Unit Concepts – What students	Unit Competencies -	Content Vocabulary	Materials, Resources,	Assessment Diagnostic
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Content	need to know	What students need to be able to do (skills)		Instructional Activities	Formative Benchmark Summative
1.1.4.D	<p>Identify and know the meaning of the most common prefixes and derivational suffixes</p> <p>Decode words with common Latin and Greek roots and suffixes and use their meanings to comprehend new words.</p>	<p>Student will identify and know the meanings of the prefixes and suffixes: re, pre, in, un, dis, mis, non, ful, less, ble, ly, or, ness, ment</p> <p>Student will decode words with common Latin and Greek roots and suffixes: (Examples: <i>cent, duc, fac, graph, mono, rupt, sec, sign, therm, vid</i>) and others listed in M/H Wonders.</p>	<p>affix prefix suffix</p> <p>root word Latin roots Greek roots</p>	<p><b>Note to teachers:</b> Using prefixes, suffixes, and roots is not simply a matter of rote memorization. It is a decoding skill to be taught then applied.</p> <p>M/HTE Unit1-Week5 M/HTE Unit3-Week4 M/HTE Unit5-Week1 M/HTE Unit5-Week3 M/HTE Unit5-Week5 M/HTE Unit6-Week3</p>	<p>M/H-WA M/H-PAA M/H-UA M/H-BA IRA NWEA CDT</p>

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1.1.4.D (cont'd)	Define and/or apply how the meaning of words or phrases changes when using context clues	Student will identify and define multiple meaning words and phrases and use them appropriately in context.	multiple meaning definitions define compound context antonym synonym homophones homographs	M/HTE All Units	Running Records Teacher Observation M/H-WA M/H-PAA M/H-UA M/H-BA IRA NWEA CDT
1.1.4.E	Read with accuracy and fluency to support comprehension.	Student will read accurately and fluently according to district approved benchmarks. <ul style="list-style-type: none"><li>o Student will read with appropriate rate and expression for the purpose of understanding text.</li></ul>	fluency rate expression		

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<b>1.1.4.E cont'd.</b>	Use context to confirm or self-correct word recognition and understanding as necessary.	Student will use self questioning and Fix-Up strategies to check for comprehension.		M/HTE All Units  7 Keys to Comprehension	Running Records Teacher Observation M/H-WA M/H-PAA M/H-UA M/H-BA IRA NWEA CDT





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<p><b>All types of text:</b></p> <p><b>1.4.4.F</b> Formative/ Summative (I/E)</p> <p><b>1.4.4.L</b> Opinion/ Argumentative (A)</p> <p><b>1.4.4.R</b> Narrative (N)</p> <p><b>All types of writing:</b></p> <p><b>1.4.3.F</b> (I/E) <b>1.4.3.L</b> (O/A) <b>1.4.3.R</b> (N) Writing Prompt</p>	<p>Understand grade-appropriate command of the conventions of standard English grammar and usage.</p>	<p>o Student will identify and define parts of speech:</p> <ul style="list-style-type: none"><li>• nouns (singular, plural, common, proper, possessive, irregular plural)</li><li>• abstract nouns (childhood)</li><li>• pronouns</li><li>• relative pronouns (who, whose, whom, which, that, what, whoever, whomever)</li><li>• pronoun-antecedent agreement</li><li>• verbs</li><li>• subject-verb agreement</li><li>• progressive verb tenses (past, present, future)</li><li>• modal auxiliaries (helping verbs)</li><li>• adjectives (including articles,</li></ul>	<p>noun abstract noun singular plural common proper possessive irregular pronoun relative pronoun verb tense adjective adverb interjection conjunction prepositional phrase fragment run-on combined compound simple subject simple predicate</p>	<p>M/HTE All Units</p> <p>Grammar Reference Guide: <a href="http://writestepswriting.com/Portals/0/PDFs/GrammarGuides/4th%20Grade%20Grammar%20Guide.pdf">http://writestepswriting.com/Portals/0/PDFs/GrammarGuides/4th%20Grade%20Grammar%20Guide.pdf</a></p>	<p>M/H-WA M/H-PAA M/H-UA M/H-BA NWEA CDT</p>
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	<p>Students will understand the different types of sentences.</p> <p>Understand grade-appropriate command of the conventions of capitalization.</p>	<p>comparative and superlative)</p> <ul style="list-style-type: none"> <li>• order of adjectives</li> <li>• adverbs (including comparative and superlative)</li> <li>• interjections</li> <li>• conjunctions</li> <li>• prepositional phrases</li> </ul> <p>Student will identify and define sentence types (simple, compound, declarative, interrogative, imperative, exclamatory).</p> <ul style="list-style-type: none"> <li>o Student will understand the rules for using capital letters correctly</li> </ul>			
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<b>SSA Anchors and Eligible Content</b>	<b>Unit Concepts – What students need to know</b>	<b>Unit Competencies - What students</b>	<b>Content Vocabulary</b>	<b>Materials, Resources, Instructional</b>	<b>Assessment</b> Diagnostic Formative
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		need to be able to do (skills)		Activities	Benchmark Summative
<b>All types of writing:</b> <b>.1.4.3.F (I/E)</b> <b>.1.4.3.L (O/A)</b> <b>.1.4.3.R (N)</b> <b>nt'd.</b>	Demonstrate a grade-appropriate command of the conventions of punctuation.	Student will punctuate correctly: period, exclamation point, question mark, commas in a series and before a coordinating conjunction in a compound sentence, quotation marks used in dialogue, apostrophes used to show possession.	punctuation mechanics comma apostrophe quote quotation marks	M/HTE All Units	Running Records Teacher Observation M/H-WA M/H-PAA M/H-UA M/H-BA IRA NWEA CDT

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SSA Anchors	Unit Concepts –	Unit Competencies	Content	Materials,	Assessment
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Standard and Eligible Content	What students need to know	What students need to be able to do (skills)	Vocabulary	Resources, Instructional Activities	Diagnostic Formative Benchmark Summative
<b>All types of writing:</b> <b>1.1.4.3.F (I/E)</b> <b>1.1.4.3.L (O/A)</b> <b>1.1.4.3.R (N)</b> <b>ent'd.</b>	Understand and demonstrate grade-appropriate command of the conventions of spelling.	<p>Student will use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to encode words.</p> <p>Student will encode one- and two-syllable, real and pseudo/make believe words, the following syllable types: closed (VC, CVC), Long Vowel – silent e (CVCe), Open (CV), consonant –le, vowel-r</p>		M/HTE All Units	<p>M/H Dictation Sentences All Units</p> <p>M/H Writing Rubric from Assessment Books</p>

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SSA Anchors and Eligible Content	Unit Concepts – What students need to know	Unit Competencies - What students need to be able to do (skills)	Content Vocabulary	Materials, Resources, Instructional Activities	Assessment Diagnostic Formative Benchmark Summative
<b>All types of writing:</b> <b>.1.4.3.F (I/E)</b> <b>.1.4.3.L (O/A)</b> <b>.1.4.3.R (N)</b> <b>nt'd.</b>	Recognize confused words  Know how to use resources to encode accurately  Know how to decode and encode cursive handwriting	Student will identify and define confused words (there/their/they're, etc.)  Student will use references to edit misspelled words correctly.  Student will read and write in cursive (A-Z upper and lower case).			



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Unit Title: <b>Informational Text</b>	Course time prior to PSSA: Throughout school year
<b>Unit Overview/Big Ideas:</b> Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text. Information to gain or expand knowledge can be acquired through a variety of sources. Language is used to communicate and to deepen understanding. Spoken language can be represented in print. Effective use of vocabulary builds social and academic knowledge	<b>ELL Differentiation:</b> <a href="http://www.pdesas.org/module/sas/curriculumframework/ell/love/love.aspx#">http://www.pdesas.org/module/sas/curriculumframework/ell/love/love.aspx#</a>
<b>Unit Essential Questions:</b> How does interaction with text provoke thinking and response? How do we use information gained through research to expand knowledge? How can our knowledge and use of the research process promote ongoing learning? How can the knowledge of language help us to communicate and understand?	<b>Enrichment:</b> Achieve 3000 <a href="https://portal.achieve3000.com/">https://portal.achieve3000.com/</a> Compass Learning Odyssey <a href="https://www.thelearningodyssey.com/">https://www.thelearningodyssey.com/</a> Study Island <a href="http://www.studyisland.com/web/index/">http://www.studyisland.com/web/index/</a>
<b>Standards and National Core Academic Standards:</b> <a href="http://www.pdesas.org/Standard/PACore">http://www.pdesas.org/Standard/PACore</a> Additional: <a href="http://www.corestandards.org">http://www.corestandards.org</a>	<b>IEP/GIEP:</b> Refer to specially designed instruction delineated in student's Individual Education Plan
<b>Connecting to Other Standards:</b> E: <a href="http://www.iste.org/standards/nets-for-students.aspx">www.iste.org/standards/nets-for-students.aspx</a> Peer and Work: <a href="http://www.pdesas.org/Standard/Views">http://www.pdesas.org/Standard/Views</a> Content Area Standards: <a href="http://www.pdesas.org/Standard/Views">http://www.pdesas.org/Standard/Views</a>	<b>Remediation:</b> Achieve 3000 <a href="https://portal.achieve3000.com/">https://portal.achieve3000.com/</a> Compass Learning Odyssey <a href="https://www.thelearningodyssey.com/">https://www.thelearningodyssey.com/</a> Study Island <a href="http://www.studyisland.com/web/index/">http://www.studyisland.com/web/index/</a>



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Unit Focus Standards Addressed	Thinking Strategies Addressed	Graphic Organizers	
Informational Standards-- CC.1.2.4.A-CC.1.2.4.L	Visualize Ask and Answer Questions Reread Make Predictions (Example: Use text features/format to predict in nonfiction) Summarize	KWL chart Venn Diagram Main Idea Web Main Idea & Details Chart Clues & Inference Chart Problem & Solution Chart Text Clues and Conclusions Chart Cause & Effect Chart Clues & Author's Perspective/POV Charts	

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<b>SSA Anchors and Eligible Content</b>	<b>Unit Concepts – What students need to know</b>	<b>Unit Competencies - What students need to be able to do (skills)</b>	<b>Content Vocabulary</b>	<b>Materials, Resources, Instructional Activities</b>	<b>Assessments</b> Diagnostic Formative Benchmark Summative
<b>1.2.4.A</b>	Determine the main idea of a text, explain how it is supported by key details, and summarize the text. Distinguish between essential and nonessential information.	Student will <ul style="list-style-type: none"><li>• differentiate between main idea and key details</li><li>• find main idea in a paragraph</li><li>• list key details and connected to the main idea</li><li>• identify information that is essential/ not essential</li><li>• identify the main idea/topic for the entire selection</li><li>• write a summary</li></ul>	nonfiction informational text expository text narrative nonfiction biography autobiography main idea key details supporting details summarize paraphrase retell essential nonessential analyze	McGraw/Hill <u>Reading Wonders</u> (2014) Teacher's Edition (M/HTE) All Units  Interactive Read Alouds (2007) (IRA)  Seven Keys to Comprehension (7KC)  H/M GO#58 Main Idea Web H/M GO#96 Main Idea & Details Chart	McGraw/Hill <u>Reading Wonders Weekly Assessment</u> (2014) (M/H-WA) McGraw/Hill <u>Reading Wonders Practice and Assessment</u> (2014) (M/H-PAA) McGraw/Hill <u>Reading Wonders Unit Assessment</u> (2014) (M/H-UA) McGraw/Hill <u>Reading Wonders Benchmark Assessment</u> (2014) (M/H-BA) Interactive Read Alouds (2007) (IRA) NWEA CDT



					Teacher Made Evaluations
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**Unit Title: Informational Text**  
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ESSA Anchors and Eligible Content	Unit Concepts – What students need to know	Unit Competencies - What students	Content Vocabulary	Materials, Resources, Instructional	Assessment Diagnostic Formative
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		need to be able to do (skills)		Activities	Benchmark Summative
1.2.4.B	Refer to details and examples in text to support what the text says explicitly and make inferences.	<p>Student will</p> <ul style="list-style-type: none"><li>• identify details that include explicit information in text</li><li>• make inferences by combining background knowledge and experiences with explicit information from text (“Author and Me”)</li><li>• make predictions to draw conclusions about what will happen next in text and justify</li></ul>	explicit information prediction inference background knowledge draw conclusions justify evidence support	<p>M/HTE All Units IRA 7KC</p> <p>M/H GO#94 Clues &amp; Inference Chart</p> <p>M/H Think Aloud Clouds</p>	<p>M/H-WA M/H-PAA M/H-UA M/H-BA IRA NWEA CDT</p>

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SSA Anchors and Eligible Content	Unit Concepts – What students need to know	Unit Competencies - What students need to be able to do (skills)	Content Vocabulary	Materials, Resources, Instructional Activities	Assessments
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. <ul style="list-style-type: none"><li>o Historical text</li><li>o Scientific text</li><li>o Technical text</li></ul>	Student will use specific information in the text to explain events, procedures sequences, concepts, ideas, and cause-effect relationships from all types of non-fiction text.	suggests (What evidence from the text “suggests...?”) cause effect	M/HTE All Units IRA Seven Keys to Comprehension (7KC)  M/H GO#83 Text Clues and Conclusions Chart  M/H GO#85 Cause & Effect Chart	M/H-WA M/H-PAA M/H-UA M/H-BA IRA NWEA CDT

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SSA Anchors and Eligible Content	Unit Concepts – What students need to know	Unit Competencies - What students need to be able to do (skills)	Content Vocabulary	Materials, Resources, Instructional Activities	Assessments Diagnostic Formative Benchmark Summative
1.2.4.D	Compare and contrast an event or topic told from two different points of view.	Student will identify and/or interpret statements of fact and opinion in text. <ul style="list-style-type: none"><li>• use key words to help identify statements of opinion (best, least, most, always, never, think, believe...)</li><li>• recognize an opinion as a statement that cannot be proven</li><li>• recognize a fact as a statement that can be proven true or false</li></ul> ...cont'd next page	compare contrast opinion fact	M/HTE Units 1 & 3 IRA  H/M GO#99 Clues and Author's Perspective Chart  H/M GO#146 Clues and Point of View Chart	M/H-WA M/H-PAA M/H-UA M/H-BA IRA NWEA CDT

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SSA Anchors and Eligible Content	Unit Concepts – What students need to know	Unit Competencies - What students need to be able to do (skills)	Content Vocabulary	Materials, Resources, Instructional Activities	Assessment Diagnostic Formative Benchmark Summative
1.2.4.D (continued)		Student will <ul style="list-style-type: none"><li>• identify different points of view</li><li>• recognize first hand vs. second hand accounts (difference in focus and information provided)</li><li>• recognize the use of bias</li></ul>	point of view first person point of view third person point of view exaggeration bias		

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<b>1.2.4.E</b>	Use text structure to interpret information and describe the overall structure of events, ideas, concepts, or information and text features in a text or part of a text.	<p>Student will recognize and describe how text is structured</p> <ul style="list-style-type: none"><li>• chronology</li><li>• comparison</li><li>• cause/effect</li><li>• problem/ solution</li></ul> <p>to aid in comprehension and interpretation of information</p> <p>Student will identify text features (including format, headings, diagrams, captions, table of contents index, glossary) and use to locate and interpret information.</p>	text structure text features chronological comparison format headings boldface words diagrams captions sidebars endnotes timelines graphics charts table of contents index glossary	M/HTE Units1-5 IRA  H/M GO #76-78 Problem/Solution Charts	M/H-WA M/H-PAA M/H-UA M/H-BA IRA NWEA CDT



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1.2.4.F	Determine the meaning of words and phrases as they are used in grade-level text including figurative language.	Student will <ul style="list-style-type: none"><li>•distinguish literal from non-literal meaning</li><li>• recognize shades of meaning (nuances) among related words</li><li>• use context clues (including definitions, examples, or restatements) to clarify the meaning of an unknown or multiple meaning word or phrase</li></ul> ...cont'd next page	literal non-literal figurative context clues definitions define multiple meaning	M/HTE Units 1,3,4,5,6  IRA	M/H-WA M/H-PAA M/H-UA M/H-BA IRA NWEA CDT
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**Unit Title: Informational Text**

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SSA Anchors and Eligible	Unit Concepts – What students	Unit Competencies -	Content Vocabulary	Materials, Resources,	Assessment Diagnostic
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Content	need to know	What students need to be able to do (skills)		Instructional Activities	Formative Benchmark Summative
1.2.4.F cont'd.		<ul style="list-style-type: none"><li>• identify root words and affixes (prefixes and suffixes) and use a known root word as a clue to the meaning of an unknown word with the same root (e.g. company, companion)</li></ul> <p>See <b>CC1.1.4.D</b> in the “Foundational Skills” portion of this curriculum guide for specific examples.</p>	Also listed under Foundational Skills: affix prefix suffix root word Latin roots Greek roots		

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tual evidence.

<b>SSA Anchors and Eligible Content</b>	<b>Unit Concepts – What students need to know</b>	<b>Unit Competencies - What students need to be able to do (skills)</b>	<b>Content Vocabulary</b>	<b>Materials, Resources, Instructional Activities</b>	<b>Assessment</b> Diagnostic Formative Benchmark Summative
<b>1.2.4.G</b>	Interpret various presentations of information within a text/digital source and explain how the information contributes to an understanding of the text.	<p>Student will</p> <ul style="list-style-type: none"><li>• identify and interpret text features (format, diagrams, captions, maps, timelines, etc.) embedded in non-fiction text.</li><li>• explain how the text features contribute to an understanding of the text in which it appears.</li></ul> <p>Student will locate information using appropriate sources and strategies by:</p> <p>...cont'd next page</p>	See text features listed above.	M/HTE All Units  IRA	M/H-WA M/H-PAA M/H-UA M/H-BA IRA NWEA CDT

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SSA Anchors and Eligible Content	Unit Concepts – What students need to know	Unit Competencies - What students need to be able to do (skills)	Content Vocabulary	Materials, Resources, Instructional Activities	Assessment Diagnostic Formative Benchmark Summative
1.2.4.G (continued)		<ul style="list-style-type: none"><li>•Using a variety of print and electronic sources to obtain information and evaluate the quality of media forms.</li><li>•Using text features (e.g. headings, graphics, charts, time lines, diagrams) across texts to pinpoint and determine meaning of essential information.</li><li>•Distinguishing between essential nonessential information for research purposes.</li></ul>			



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<b>SSA Anchors and Eligible Content</b>	<b>Unit Concepts – What students need to know</b>	<b>Unit Competencies - What students need to be able to do (skills)</b>	<b>Content Vocabulary</b>	<b>Materials, Resources, Instructional Activities</b>	<b>Assessment</b> Diagnostic Formative Benchmark Summative
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1.2.4.H	Explain how an author uses reasons and evidence to support particular points in a text. Identify exaggeration (bias) where present in text.	Student will <ul style="list-style-type: none"><li>• identify the point being made</li><li>• identify details in the text that support the author's point</li><li>• understand that a reason explains <i>why</i> something happened</li><li>• explain how an author uses evidence and reasons to support the point being made</li><li>• recognize exaggeration or bias</li></ul>	text evidence purpose	M/HTE Units 2,3,4,5  IRA  7KC	M/H-WA M/H-PAA M/H-UA M/H-BA IRA NWEA CDT
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**Unit Title: Informational Text**

**Content Statement:** Students, read, understand and respond to informational text- with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts, with a focus on textual evidence.

SSA Anchors and Eligible Content	Unit Concepts – What students need to know	Unit Competencies - What students	Content Vocabulary	Materials, Resources, Instructional	Assessment Diagnostic Formative
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		<b>need to be able to do (skills)</b>		<b>Activities</b>	<b>Benchmark Summative</b>
<b>1.2.4.I</b>	Integrate information from two texts on the same topic to demonstrate understanding of that topic.	Student will <ul style="list-style-type: none"><li>• identify key details from two texts on the same topic</li><li>• compare and contrast the most important points and key details in two texts on the same topic</li><li>• using common details from two sources, demonstrate a further understanding of the topic</li></ul>		M/HTE All Units  7KC  IRA	M/H-WA M/H-PAA M/H-UA M/H-BA IRA NWEA CDT



**Unit Title: Informational Text**

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<b>SSA Anchors and Eligible Content</b>	<b>Unit Concepts – What students need to know</b>	<b>Unit Competencies - What students need to be able to do (skills)</b>	<b>Content Vocabulary</b>	<b>Materials, Resources, Instructional Activities</b>	<b>Assessment</b> Diagnostic Formative Benchmark Summative
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1.2.4.J	Acquire and use 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.	Student will <ul style="list-style-type: none"><li>• identify, discuss, define and use new vocabulary found in non-fiction text</li><li>• use common, grade -appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g. graph)</li><li>• use precise, specific words that are basic to a particular topic</li></ul>		M/HTE All Units  IRA	M/H-WA M/H-PAA M/H-UA M/H-BA IRA NWEA CDT
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**Unit Title: Informational Text**

**Content Statement:** Students, read, understand and respond to informational text- with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts, with a focus on textual evidence.

SSA Anchors and Eligible Content	Unit Concepts – What students need to know	Unit Competencies - What students need to be able to	Content Vocabulary	Materials, Resources, Instructional Activities	Assessment Diagnostic Formative Benchmark
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		do (skills)			Summative
1.2.4.K	Determine or clarify the meaning of unknown and multi-meaning words and phrases based upon grade-level reading and content, choosing flexibly from a range of strategies and tools.	Student will determine word meaning for content-specific vocabulary using context clues (definition, synonym, antonym, restatement), knowledge of root words and affixes (prefixes and suffixes), and search tools (glossary, dictionary, etc.)		M/HTE All Units  IRA	M/H-WA M/H-PAA M/H-UA M/H-BA IRA NWEA CDT

**Unit Title: Informational Text**

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SSA Anchors and Eligible Content	Unit Concepts – What students need to know	Unit Competencies - What students	Content Vocabulary	Materials, Resources, Instructional	Assessment Diagnostic Formative
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		need to be able to do (skills)		Activities	Benchmark Summative
1.2.4.L	Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently	<p>Student will</p> <ul style="list-style-type: none"><li>• use various decoding strategies (phonics, multi-syllable rules, knowledge of compound words)</li></ul> <p>Student will use various reading strategies such as</p> <ul style="list-style-type: none"><li>• close reading</li><li>• shared inquiry</li><li>• visualizing</li><li>• making connections by using background knowledge and experiences</li><li>• making inferences</li><li>• determining important ideas and themes</li><li>• synthesizing</li><li>• using fix-up strategies</li></ul>		<p>M/HTE All Units</p> <p>Seven Keys to Comprehension</p> <p>IRA</p>	<p>M/H-WA M/H-PAA M/H-UA M/H-BA IRA NWEA CDT</p>



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Unit Title: <b>Literature</b>	Course time prior to PSSA: Throughout school year
<b>Unit Overview/Big Ideas:</b> Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text. Language is used to communicate and to deepen understanding. Spoken language can be represented in print. Effective use of vocabulary builds social and academic knowledge	<b>ELL Differentiation:</b> <a href="http://www.pdesas.org/module/sas/curriculumframework/ell/overview.aspx#">http://www.pdesas.org/module/sas/curriculumframework/ell/overview.aspx#</a>
<b>Unit Essential Questions:</b> How does interaction with text provoke thinking and response? How can the knowledge of language help us to communicate and understand?	<b>Enrichment:</b> Achieve 3000 <a href="https://portal.achieve3000.com/">https://portal.achieve3000.com/</a> Compass Learning Odyssey <a href="https://www.thelearningodyssey.com/">https://www.thelearningodyssey.com/</a> Study Island <a href="http://www.studyisland.com/web/index/">http://www.studyisland.com/web/index/</a>
<b>Standards and National Core Academic Standards:</b> PA Core Standards: <a href="http://www.pdesas.org/Standard/PACore">http://www.pdesas.org/Standard/PACore</a> National: <a href="http://www.corestandards.org">http://www.corestandards.org</a>	<b>IEP/GIEP:</b> Refer to specially designed instruction delineated in student's Individual Education Plan
<b>Connecting to Other Standards:</b> ISTE: <a href="http://www.iste.org/standards/nets-for-students.aspx">www.iste.org/standards/nets-for-students.aspx</a> Peer and Work: <a href="http://www.pdesas.org/Standard/Views">http://www.pdesas.org/Standard/Views</a> Content Area Standards: <a href="http://www.pdesas.org/Standard/Views">http://www.pdesas.org/Standard/Views</a>	<b>Remediation:</b> Achieve 3000 <a href="https://portal.achieve3000.com/">https://portal.achieve3000.com/</a> Compass Learning Odyssey <a href="https://www.thelearningodyssey.com/">https://www.thelearningodyssey.com/</a> Study Island <a href="http://www.studyisland.com/web/index/">http://www.studyisland.com/web/index/</a>



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Unit Focus Standards Addressed	Thinking Strategies Addressed	Graphic Organizers	
Literature Standards CC.1.3.4.A - CC.1.3.4.K	Visualize Ask and Answer Questions Reread Make Predictions Summarize	VennDiagram Character Trait Web Story Elements Chart Problem/Solution Chart Theme Chart Clues & Inference Chart Cause & Effect Chart Text Clues and Conclusions Chart Clues & Author's Perspective/POV Charts	



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**Unit Title: Literature**

**Content Statement:** Students read and respond to works of literature with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.

<b>SSA Anchors and Eligible Content</b>	<b>Unit Concepts – What students need to know</b>	<b>Unit Competencies - What students need to be able to do (skills)</b>	<b>Content Vocabulary</b>	<b>Materials, Resources, Instructional Activities</b>	<b>Assessments</b> Diagnostic Formative Benchmark
<b>1.3.4.A</b>	Determine plot and theme of a text from details in the text; summarize the text in Poems, Fables, Folktales, Myths, and Dramas	Students will <ul style="list-style-type: none"> <li>•differentiate between theme and key details.</li> <li>•find the theme citing key details from the text.</li> <li>•write a summary.</li> <li>•explain sequence of events, cause/effect, problem/solution.</li> <li>•Demonstrate understanding of reading and interpreting poetry.</li> </ul>	<u>Strategies &amp; Skills</u> analyze cause/effect compare/contrast context clues draw conclusions events graphic features graphic organizer inference/infer main idea moral paraphrase plot point of view <ul style="list-style-type: none"> <li>•1<sup>st</sup> person</li> <li>•3<sup>rd</sup> person</li> </ul> predictions problem/solution retell sequence summary	McGraw/Hill <u>Reading Wonders</u> (2014) Teacher's Edition (M/HTE) All Units  Interactive Read Alouds (2007) (IRA)  Junior Great Books (JGB)  Seven Keys to Comprehension (7KC)  M/H GO #76-78 Problem/Solution Charts  M/H GO #80 Theme Chart	McGraw/Hill <u>Reading Wonders Weekly Assessment</u> (2014) (M/H-WA) McGraw/Hill <u>Reading Wonders Practice and Assessment</u> (2014) (M/H-PAA) McGraw/Hill <u>Reading Wonders Unit Assessment</u> (2014) (M/H-UA) McGraw/Hill <u>Reading Wonders Benchmark Assessment</u> (2014) (M/H-BA) Interactive Read Alouds (2007) (IRA) CDT NWEA PSSA Teacher Made Evaluations



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<b>SSA Anchors and Eligible Content</b>	<b>Unit Concepts – What students need to know</b>	<b>Unit Competencies - What students need to be able to do (skills)</b>	<b>Content Vocabulary</b>	<b>Materials, Resources, Instructional Activities</b>	<b>Assessments</b> Diagnostic Formative Benchmark
<b>1.3.4.B</b>	Cite relevant details from text to support what the text says explicitly and make inferences.	<p>Students will identify details that include explicit information.</p> <p>Students will understand that making inferences includes using</p> <ul style="list-style-type: none"> <li>• explicit information from text</li> <li>• background knowledge</li> <li>• personal experiences</li> </ul> <p>Students will make inferences and draw conclusions using specific details from the text; make predictions and inferences to draw conclusions about what will happen next in a story and justify.</p>	<p>...continued <u>Strategies &amp; Skills</u> supporting details synthesizing theme venn Diagram visualizing</p> <p><u>Devices &amp; Elements</u> adages alliteration character character Traits dialogue figurative language idioms imagery lines lyric/song metaphors meter non-literal phrases</p>	<p>M/HTE All Units</p> <p>JGB</p> <p>7KC</p> <p>IRA</p> <p>M/H GO#83 Text Clues and Conclusions Chart</p> <p>M/H GO#94 Clues &amp; Inference Chart</p> <p>M/H Think Aloud Clouds</p>	<p>M/H-WA M/H-PAA M/H-UA M/H-BA IRA CDT NWEA</p>



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**Content Statement:** Students read and respond to works of literature with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.

<b>SSA Anchors and Eligible Content</b>	<b>Unit Concepts – What students need to know</b>	<b>Unit Competencies - What students need to be able to do (skills)</b>	<b>Content Vocabulary</b>	<b>Materials, Resources, Instructional Activities</b>	<b>Assessments</b>
<b>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.	Through discussion and written response to text students will •identify specific character traits in terms of their attributes and actions within a story or drama •use key ideas and details to describe the setting and events within a story or drama	...continued <u>Devices &amp; Elements</u> onomatopoeia personification prose rhyme rhythm setting similes stanza  <u>Writing about Read</u> evidence explicit information research	M/HTE All Units IRA JGB  M/H GO#70 Story Elements Chart  M/H GO#56 Character Trait Web	M/H-WA M/H-PAA M/H-UA M/H-BA IRA CDT NWEA





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**Unit Title: Literature**

**Content Statement:** Students read and respond to works of literature with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.

SSA Anchors and Eligible Content	Unit Concepts – What students need to know	Unit Competencies - What students need to be able to do (skills)	Content Vocabulary	Materials, Resources, Instructional Activities	Assessment
1.3.4.D	Compare/contrast an event or topic told from two different points of view. (including difference between first and third person narrations)	Through discussion and written response to text students will •identify first person point of view as when the narrator uses pronouns I , me, we •identify third person point of view as when the narrator uses pronouns he , she, they •compare and contrast an event or topic using two different points of view	<u>Genre</u> drama •act(s) • character lines • narrator • scene • scene direction •fable fairytale fantasy fiction folktale genre historical fiction legend myths narrative poetry • haiku • free verse	M/HTE Unit 1,3  IRA  H/M GO#99 Clues and Author's Perspective Chart H/M GO#146 Clues and Point of View Chart	M/H-WA M/H-PAA M/H-UA M/H-BA IRA CDT NWEA



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<b>SSA Anchors and Eligible Content</b>	<b>Unit Concepts – What students need to know</b>	<b>Unit Competencies - What students need to be able to do (skills)</b>	<b>Content Vocabulary</b>	<b>Materials, Resources, Instructional Activities</b>	<b>Assessment</b>
<b>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>Student will identify structural elements of</p> <ul style="list-style-type: none"><li>•poems (lines, stanzas)</li><li>•drama (scenes, acts, scene directions, characters/lines)</li><li>•prose(paragraphs, chapters)</li></ul> <p>Student will recognize the differences in how to approach reading poetry, drama, prose</p> <p>Student will explain differences of poetry, drama, and prose, using genre specific vocabulary</p>	<p>...continued <u>Genre</u> proverbs realistic fiction tall tale</p> <ul style="list-style-type: none"><li>•hyperbole</li><li>•exaggeration</li></ul>	M/HTE All Units IRA	M/H-WA M/H-PAA M/H-UA M/H-BA IRA CDT NWEA



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**Content Statement:** Students read and respond to works of literature with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.

<b>SSA Anchors and Eligible Content</b>	<b>Unit Concepts – What students need to know</b>	<b>Unit Competencies - What students need to be able to do (skills)</b>	<b>Content Vocabulary</b>	<b>Materials, Resources, Instructional Activities</b>	<b>Assessment</b>
<b>1.3.4.F</b>	Determine the meaning of words and phrases as they are used in grade-level text, including figurative language. (Demonstrate understanding of words by relating them to their antonyms and synonyms)	<p>Student will use context clues (synonyms, antonyms) to determine word meaning (including multiple-meaning words)</p> <p>Student will use search tools (glossary, dictionary...) to determine word meaning (including multiple-meaning words)</p>		M/HTE Units 1,2,4,5,6  IRA	M/H-WA M/H-PAA M/H-UA M/H-BA IRA CDT NWEA



**Unit Title: Literature**

**Content Statement:** Students read and respond to works of literature with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.

SSA Anchors and Eligible Content	Unit Concepts – What students need to know	Unit Competencies - What students need to be able to do (skills)	Content Vocabulary	Materials, Resources, Instructional Activities	Assessment
1.3.4.F (continued)		Demonstrate understanding of literary devices and how authors use them to give meaning in literature. <ul style="list-style-type: none"><li>•Shades of meanings among related words</li><li>•Personification</li><li>•Alliteration</li><li>•Similes</li><li>•Metaphors</li><li>•Adages</li><li>•Idioms</li><li>•Proverbs</li><li>•Synonyms</li><li>•Antonyms</li><li>•Non-literal phrases</li><li>•Homographs (Multi-meaning words)</li></ul>			



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**Unit Title: Literature**

**Content Statement:** Students read and respond to works of literature with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.

<b>SSA Anchors and Eligible Content</b>	<b>Unit Concepts – What students need to know</b>	<b>Unit Competencies - What students need to be able to do (skills)</b>	<b>Content Vocabulary</b>	<b>Materials, Resources, Instructional Activities</b>	<b>Assessment</b>
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1.3.4.G	Make connections between the text or 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.	<p>Student will identify visual or oral presentations in fiction text (illustrations, graphic features)</p> <p>Student will identify how these visual or oral presentations match or reflect specific text.</p> <p>Student will make predictions and inferences to draw conclusions about what will happen next in a story and justify.</p>		M/HTE All Units  IRA	M/H-WA M/H-PAA M/H-UA M/H-BA IRA CDT NWEA
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**Unit Title: Literature**

**Content Statement:** Students read and respond to works of literature with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.

SSA Anchors and Eligible Content	Unit Concepts – What students need to know	Unit Competencies - What students need to be able to do (skills)	Content Vocabulary	Materials, Resources, Instructional Activities	Assessment
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1.3.4.H	Compare and contrast similar themes, topics, (e.g. good vs. evil) and patterns of events in literature (stories, myths), including texts from different cultures.	Through discussion and written response to text the student will •identify themes, topics and patterns of events in separate pieces of literature, including texts from different cultures. • identify common themes, topics and patterns of events in separate pieces of literature, including texts from different cultures. • compare and contrast similar themes, topics and patterns of events in more than one piece of literature, including texts from different cultures.		M/HTE All Units  IRA  JGB	M/H-WA M/H-PAA M/H-UA M/H-BA IRA CDT NWEA
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**Unit Title: Literature**

**Content Statement:** Students read and respond to works of literature with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.

SSA Anchors and Eligible Content	Unit Concepts – What students need to know	Unit Competencies - What students	Content Vocabulary	Materials, Resources, Instructional	Assessment
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		need to be able to do (skills)		Activities	
1.3.4.I	Determine or clarify the meaning of unknown and multiple meaning words based upon grade-level reading and content, choosing flexibly from a range of strategies and tools.	<p>Student will use context (e.g. definitions, examples, or restatements) as a clue to the meaning of a word or phrase.</p> <p>Student will determine the meaning of a new word formed when a known affix is added to a known word</p> <p>Student will use a known root word as a clue to the meaning of an unknown word with the same root</p> <p>Student will use search tools (glossary, dictionary...) to determine meaning of unknown words.</p>		M/HTE All Units  IRA	M/H-WA M/H-PAA M/H-UA M/H-BA IRA CDT NWEA

**Unit Title: Literature**

**Content Statement:** Students read and respond to works of literature with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.





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SSA Anchors and Eligible Content	Unit Concepts – What students need to know	Unit Competencies - What students need to be able to do (skills)	Content Vocabulary	Materials, Resources, Instructional Activities	Assessment
1.3.4.J	Acquire and use 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.	Student will * identify, discuss, define and use new vocabulary found in literature •use new vocabulary in various forms of communication • use precise, specific words that are basic to a particular topic		M/HTE All Units  IRA  JGB	M/H-WA M/H-PAA M/H-UA M/H-BA IRA CDT NWEA

**Unit Title: Literature**

**Content Statement:** Students read and respond to works of literature with emphasis on comprehension, vocabulary



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acquisition, and making connections among ideas and between texts with focus on textual evidence.

<b>SSA Anchors and Eligible Content</b>	<b>Unit Concepts – What students need to know</b>	<b>Unit Competencies - What students need to be able to do (skills)</b>	<b>Content Vocabulary</b>	<b>Materials, Resources, Instructional Activities</b>	<b>Assessment</b>
<b>1.3.4.K</b>	Read and comprehend literature on grade level, reading independently and proficiently	<p>Student will use various decoding strategies (phonics, multi-syllable rules, knowledge of compound words)</p> <p>Student will use various reading strategies such as</p> <ul style="list-style-type: none"><li>• close reading</li><li>• shared inquiry</li><li>• visualizing</li><li>• making connections by using background knowledge and experiences</li><li>• making inferences</li><li>• determining important ideas and themes</li><li>• synthesizing</li><li>• using fix-up strategies</li></ul>		M/HTE All Units  JGB  IRA  7KC	M/H-WA M/H-PAA M/H-UA M/H-BA IRA CDT NWEA



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<u>Unit Title:</u> <b>Speaking and Listening</b>	<u>Course time prior to PSSA:</u> Throughout school year
<u>Unit Overview/Big Ideas:</u> Listening provides the opportunity to learn, reflect, and respond Effective speaking and listening are essential for productive communication. Language is used to communicate and to deepen understanding. Spoken language can be represented in print.	<u>ELL Differentiation:</u> <a href="http://www.pdesas.org/module/sas/curriculumframework/ell/love/love.aspx#">http://www.pdesas.org/module/sas/curriculumframework/ell/love/love.aspx#</a>
<u>Unit Essential Questions:</u> How can the knowledge of language help us to communicate and understand? What is active listening? What is your purpose for speaking to your audience? Who is your audience?	<u>Enrichment:</u> Achieve 3000 <a href="https://portal.achieve3000.com/">https://portal.achieve3000.com/</a> Compass Learning Odyssey <a href="https://www.thelearningodyssey.com/">https://www.thelearningodyssey.com/</a> Study Island <a href="http://www.studyisland.com/web/index/">http://www.studyisland.com/web/index/</a>
<u>Unit and National Core Academic Standards:</u> <a href="http://www.pdesas.org/Standard/PACore">http://www.pdesas.org/Standard/PACore</a> Additional: <a href="http://www.corestandards.org">http://www.corestandards.org</a>	<u>IEP/GIEP:</u> Refer to specially designed instruction delineated in student's Individual Education Plan
<u>Connecting to Other Standards:</u> E: <a href="http://www.iste.org/standards/nets-for-students.aspx">www.iste.org/standards/nets-for-students.aspx</a> Peer and Work: <a href="http://www.pdesas.org/Standard/Views">http://www.pdesas.org/Standard/Views</a> Content Area Standards: <a href="http://www.pdesas.org/Standard/Views">http://www.pdesas.org/Standard/Views</a>	<u>Remediation:</u> Achieve 3000 <a href="https://portal.achieve3000.com/">https://portal.achieve3000.com/</a> Compass Learning Odyssey <a href="https://www.thelearningodyssey.com/">https://www.thelearningodyssey.com/</a> Study Island <a href="http://www.studyisland.com/web/index/">http://www.studyisland.com/web/index/</a>



Unit Focus Standards Addressed	Thinking Strategies Addressed	Graphic Organizers	
Speaking and Listening Standards 1.5.4.A - CC.1.5.4.G			



**Unit Title: Speaking and Listening**

**Content Statement:** Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals and in group discussions.

<b>SSA Anchors and Eligible Content</b>	<b>Unit Concepts – What students need to know</b>	<b>Unit Competencies - What students need to be able to do (skills)</b>	<b>Content Vocabulary</b>	<b>Materials, Resources, Instructional Activities</b>	<b>Assessments</b> Diagnostic Formative Benchmark Summative
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East Stroudsburg Area School District  
English/Language Arts Curriculum  
Grade:4

	Listen to a variety of types of literature (fiction and/or non-fiction)	Student will actively listen to fiction and non-fiction texts during teacher read alouds or listen to various texts available online.	<ul style="list-style-type: none"><li>• Fiction</li><li>• Non-Fiction</li></ul>	<b>Interactive Read Aloud (IRA)</b> <b>Jr. Great Books (JGB)</b> <b>McGraw Hill (M/H):</b> Interactive Read alouds, online anthology	Anecdotal Notes (Jr. Great seating Chart)  Rubrics  Teacher observation
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**Unit Title: Speaking and Listening**

**Content Statement:** Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals and in group discussions.





East Stroudsburg Area School District  
English/Language Arts Curriculum  
Grade:4

<b>SSA Anchors and Eligible Content</b>	<b>Unit Concepts – What students need to know</b>	<b>Unit Competencies - What students need to be able to do (skills)</b>	<b>Content Vocabulary</b>	<b>Materials, Resources, Instructional Activities</b>	<b>Assessments</b> Diagnostic Formative Benchmark
<b>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.	Student will follow established rules for collaborative discussion/shared inquiry. <ul style="list-style-type: none"><li>• Take turns speaking</li><li>• Listen to the speaker</li><li>• Do not interrupt the speaker</li><li>• Speak about the topic.</li></ul>	<ul style="list-style-type: none"><li>• collaborative discussion</li><li>• shared inquiry</li><li>• evidence</li></ul>	<b>IRA</b> <b>JGB</b> <b>M/HTE: All Units</b>	



**Unit Title: Speaking and Listening**

**Content Statement:** Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals and in group discussions.

SSA Anchors and Eligible Content	Unit Concepts – What students need to know	Unit Competencies - What students need to be able to do (skills)	Content Vocabulary	Materials, Resources, Instructional Activities	Assessments
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1.5.4.B	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	<p>Student will follow established rules for collaborative discussion/shared inquiry.</p> <ul style="list-style-type: none"><li>• Take turns speaking</li><li>• Listen to the speaker</li><li>• Do not interrupt the speaker</li><li>• Speak about the topic.</li></ul> <p>Student will use a variety of media, images, sounds, and/or technology to create a presentation.</p> <ul style="list-style-type: none"><li>•Power Point</li><li>•Google Docs</li><li>•Book Reports</li><li>•Oral Reports</li><li>•Lit. Circles</li></ul>		<b>IRA</b> <b>JGB</b> <b>M/HTE:</b> All Units	
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**Unit Title: Speaking and Listening**

**Content Statement:** Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals and in group discussions.

SSA Anchors and Eligible	Unit Concepts – What students	Unit Competencies -	Content Vocabulary	Materials, Resources,	Assessment
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East Stroudsburg Area School District  
English/Language Arts Curriculum  
Grade:4

Content	need to know	What students need to be able to do (skills)		Instructional Activities	
1.5.4.C	Identify the reasons and evidence a speaker provides to support particular points.	<ul style="list-style-type: none"><li>• Make connections between the selection and similar real-life experiences.</li><li>• Predict upcoming events.</li><li>• Summarize.</li><li>• Compare character traits and tone when discussing story elements.</li></ul>		<b>IRA</b> <b>JGB</b> <b>M/HTE:</b> All Units	



**Unit Title: Speaking and Listening**

**Content Statement:** Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals and in group discussions.

SSA Anchors and Eligible Content	Unit Concepts – What students need to know	Unit Competencies - What students need to be able to do (skills)	Content Vocabulary	Materials, Resources, Instructional Activities	Assessment
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1.5.4.D	Report on a topic or text, tell a story, or recount an experience in an organized manner.	<ul style="list-style-type: none"><li>• use appropriate facts and relevant, descriptive details to support main ideas or themes</li><li>• speak clearly with adequate volume</li><li>• speak using appropriate pacing</li><li>• speak using clear pronunciation.</li></ul>		<b>IRA</b> <b>JGB</b> <b>M/HTE:</b> All Units	
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**Unit Title: Speaking and Listening**

**Content Statement:** Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals and in group discussions.

SSA Anchors and Eligible Content	Unit Concepts – What students need to know	Unit Competencies - What students need to be able to do (skills)	Content Vocabulary	Materials, Resources, Instructional Activities	Assessment
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Grade:4

1.5.4.E	Differentiate between contexts that require formal English versus informal situations.	Demonstrate command of English grammar when speaking <ul style="list-style-type: none"><li>• formal (presentations)</li><li>• informal (small group discussion)</li></ul>		IRA JGB M/HTE Unit 1,2,4,5	
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**Unit Title: Speaking and Listening**

**Content Statement:** Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals and in group discussions.

SSA Anchors and Eligible Content	Unit Concepts – What students need to know	Unit Competencies - What students need to be able to do (skills)	Content Vocabulary	Materials, Resources, Instructional Activities	Assessment
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1.5.4.F	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	Student will use a variety of media, images, sounds, and/or technology to create a presentation. <ul style="list-style-type: none"><li>• Power Point</li><li>• Google Docs</li><li>• imovie</li><li>• Audio recordings</li></ul>		IRA JGB M/HTE All Units	
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**Unit Title: Speaking and Listening**

**Content Statement:** Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals and in group discussions.

SSA Anchors and Eligible Content	Unit Concepts – What students need to know	Unit Competencies - What students need to be able to do (skills)	Content Vocabulary	Materials, Resources, Instructional Activities	Assessment
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1.5.4.G	Demonstrate command of the conventions of standard English when speaking, based on Grade 4 and content.	Student will demonstrate appropriate speaking skills by: <ul style="list-style-type: none"><li>• Speaking in complete sentences</li><li>• Speaking audibly, (accuracy, expression, volume, pitch, rate, phrasing, modulation, enunciation)</li><li>• Matching speech content to audience</li><li>• Establishing eye contact</li></ul>		IRA JGB M/HTE All Units	
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East Stroudsburg Area School District  
English/Language Arts Curriculum  
Grade: 4

<b>Unit Title: Writing</b>	<b>Course time prior to PSSA:</b> Throughout school year
<b>Unit Overview/Big Ideas:</b> Writing is a means of documenting thinking. Writing is a recursive process that conveys ideas, thoughts and feelings. Purpose, topic and audience guide types of writing. Language is used to communicate and to deepen understanding. Spoken language can be represented in print. Effective use of vocabulary builds social and academic knowledge.	<b>ELL Differentiation:</b> <a href="http://www.pdesas.org/module/sas/curriculumframework/elloverview.aspx#">http://www.pdesas.org/module/sas/curriculumframework/elloverview.aspx#</a>
<b>Unit Essential Questions:</b> What role does writing play in our lives? How do we develop into effective writers? To what extent does the writing process contribute to the quality of writing? How can the knowledge of language help us to communicate and understand?	<b>Enrichment:</b> Achieve 3000 <a href="https://portal.achieve3000.com/">https://portal.achieve3000.com/</a> Compass Learning Odyssey <a href="https://www.thelearningodyssey.com/">https://www.thelearningodyssey.com/</a> Study Island <a href="http://www.studyisland.com/web/index/">http://www.studyisland.com/web/index/</a>
<b>Unit and National Core Academic Standards:</b> Link: <a href="http://www.pdesas.org/Standard/PACore">http://www.pdesas.org/Standard/PACore</a> Additional: <a href="http://www.corestandards.org">http://www.corestandards.org</a>	<b>IEP/GIEP:</b> Refer to specially designed instruction delineated in student's Individual Education Plan
<b>Connecting to Other Standards:</b> Link: <a href="http://www.iste.org/standards/nets-for-students.aspx">www.iste.org/standards/nets-for-students.aspx</a> Peer and Work: <a href="http://www.pdesas.org/Standard/Views">http://www.pdesas.org/Standard/Views</a> Content Area Standards: <a href="http://www.pdesas.org/Standard/Views">http://www.pdesas.org/Standard/Views</a>	<b>Remediation:</b> Achieve 3000 <a href="https://portal.achieve3000.com/">https://portal.achieve3000.com/</a> Compass Learning Odyssey <a href="https://www.thelearningodyssey.com/">https://www.thelearningodyssey.com/</a> Study Island <a href="http://www.studyisland.com/web/index/">http://www.studyisland.com/web/index/</a>



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Unit Focus Standards Addressed	Thinking Strategies Addressed	Graphic Organizers	
Writing Standards CC.1.4.4.A - CC.1.4.4.X (Note: CC.1.4.4.F; CC.1.4.4.L; CC.1.4.4.R are listed out of sequence at the end of the document.)		Brainstorming Chart Sequence Chart Main Idea And Details Chart Opinion Reason Chart Story Map Word Web	



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**Unit Title: Writing**

**Content Statement:** Students write for different purposes and audiences. Students write clear and focused texts to convey a well-defined perspective and appropriate content. (Informational, Argumentative, and Narrative)

<b>SSA Anchors and Eligible Content</b>	<b>Unit Concepts – What students need to know</b>	<b>Unit Competencies - What students need to be able to do (skills)</b>	<b>Content Vocabulary</b>	<b>Materials, Resources, Instructional Activities</b>	<b>Assessments</b> Diagnostic Formative Benchmark Summative
<b>1.4.4.A</b>	Write informative /explanatory texts to examine a topic and convey ideas and information clearly.	<ul style="list-style-type: none"> <li>o Students will write</li> <li>o • instructions/</li> <li>o how-to piece</li> <li>o • biography</li> <li>o • friendly letter</li> <li>o • report</li> </ul>	Informative Explanatory Expository Biography Letter Report How-to Cause Effect Descriptive writing Quotations Precise words Transition words Sources	Writing House (W/H) How-to  M/HTE Unit 2, 4, 5 M/H Graphic Organizers: 3,23,33 Interactive Read Alouds (IRA)  M/HTE Unit 2, 4, 5 Graphic Organizers: 83,93 IRA  M/HTE Unit 1, 2, 5 IRA	Rubrics in: M/H-WA M/H-PAA M/H-UA M/H-BA Teacher Made Evaluations
<b>CC.1.4.4.B (See*)</b>	Informative/ Expository/ Focus	<ul style="list-style-type: none"> <li>o *Student will identify and introduce the topic clearly.</li> </ul>			
<b>CC.1.4.4.C</b>	Informative/ Expository/ Content	<ul style="list-style-type: none"> <li>o Student will develop the topic with facts, definitions, concrete details, quotations, or other information and examples, related to</li> </ul>			



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		the topic; include illustrations and multimedia when useful to aiding comprehension.			
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**Unit Title: Writing**  
**Content Statement:** Students write for different purposes and audiences. Students write clear and focused texts to convey a well-defined perspective and appropriate content. (Informational, Argumentative, and Narrative)

SSA Anchors and Eligible Content	Unit Concepts – What students need to know	Unit Competencies - What students need to be able to do (skills)	Content Vocabulary	Materials, Resources, Instructional Activities	Assessments Diagnostic Formative Benchmark
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CC.1.4.4.D	Informative/ Expository/ Organization	<p>Student will group related information in paragraphs and sections, linking ideas within categories of information using words and phrases (<i>e.g. for instance, in order to, in addition</i>); provide a concluding statement or section; include formatting when useful to aiding comprehension</p> <p>Student will specify cause and effect.</p> <p>Student will develop a problem and solution (when appropriate to the topic)</p>		M/HTE Unit 2, 4, 5  IRA	
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**Unit Title: Writing**

**Content Statement:** Students **write** for different purposes and audiences. Students **write** clear and focused texts to convey a well-defined perspective and appropriate content. (Informational, Argumentative, and Narrative)

SSA Anchors and Eligible Content	Unit Concepts – What students need to know	Unit Competencies - What students	Content Vocabulary	Materials, Resources, Instructional	Assessments Diagnostic Formative
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		need to be able to do (skills)		Activities	Benchmark
<b>CC.1.4.4.E</b>  CC.1.4.4.F is listed of order at the of the ument.)	Informative/ Expository/ Style	Use precise language and domain-specific vocabulary to inform about or explain topic.		M/HTE Unit 1,2, 4, 5,6  IRA	

**Unit Title: Writing**

Content Statement: Students write for different purposes and audiences. Students write clear and focused texts to convey a well-defined perspective and appropriate content. (Informational, Argumentative, and Narrative)

SSA Anchors and Eligible	Unit Concepts – What students	Unit Competencies -	Content Vocabulary	Materials, Resources,	Assessments Diagnostic
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Content	need to know	What students need to be able to do (skills)		Instructional Activities	Formative Benchmark Summative
<b>1.4.4.G</b>	Opinion/ Argumentative Write opinion pieces on familiar topics or texts.	Student will write persuasive pieces Student will write an argumentative piece	persuasive writing argumentative writing opinion fact	Writing House (WH) Persuasive M/HTE Unit 1,3,4,5,6 M/H Graphic Organizers: 43,53,103,113, IRA M/HTE Unit 3,4,5,6 IRA  M/HTE Unit 2, 3, 6 IRA  M/HTE Unit 3,4,5,6 IRA	Rubrics in: M/H-WA M/H-PAA M/H-UA M/H-BA
<b>CC.1.4.4.H</b>	Opinion/ Argumentative/ Focus	Student will introduce the topic and state an opinion on the topic.			
<b>CC.1.4.4.I</b>	<ul style="list-style-type: none"> <li>Opinion/</li> <li>Argumentative/ Content</li> </ul>	Student will provide reasons that are supported by facts and details.			
<b>CC.1.4.4.J</b>	Opinion/ Argumentative/ Organization	<ul style="list-style-type: none"> <li>Student will 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</li> </ul>			



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		section related to the opinion.			
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**Unit Title: Writing**  
**Content Statement:** Students write for different purposes and audiences. Students write clear and focused texts to convey a well-defined perspective and appropriate content. (Informational, Argumentative, and Narrative)

SSA Anchors and Eligible Content	Unit Concepts – What students need to know	Unit Competencies - What students need to be able to do (skills)	Content Vocabulary	Materials, Resources, Instructional Activities	Assessments Diagnostic Formative Benchmark
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CC.1.4.4.K	Opinion/ Argumentative/ Style	Student will choose words and phrases to convey ideas precisely.		M/HTE Unit 1,2,3,4,5,6  IRA	
CC.1.4.4.L is listed in order at the end of the document.)					



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**Unit Title: Writing**

**Content Statement:** Students write for different purposes and audiences. Students write clear and focused texts to convey a well-defined perspective and appropriate content. (Informational, Argumentative, and Narrative)

<b>SSA Anchors and Eligible Content</b>	<b>Unit Concepts – What students need to know</b>	<b>Unit Competencies - What students need to be able to do (skills)</b>	<b>Content Vocabulary</b>	<b>Materials, Resources, Instructional Activities</b>	<b>Assessments</b> Diagnostic Formative Benchmark Summative
<b>1.4.4.M</b>  <b>CC.1.4.4.N</b> <b>Narrative/Focus (See*)</b>          <b>CC.1.4.4.O</b>	<p>Write narratives to develop real or imagined experiences or events.</p>          <p>Narrative/Content</p>	<p>*Student will orient the reader by establishing a situation /conflict and introducing a narrator and/or characters.</p>          <p>Student will use dialogue and descriptions to develop experiences or show the responses of characters to situations; use phrases, concrete words, sensory details, and literary devices (simile, alliteration, personification) to convey experiences and events precisely</p>	<p>situation conflict narrator characters narrative dialogue descriptive imagery sensory literary devices</p> <ul style="list-style-type: none"> <li>•simile</li> <li>•metaphor</li> <li>•personification</li> <li>•alliteration</li> <li>•onomatopoeia</li> </ul>	<p>M/HTE Unit 1,2,3,4 IRA M/HTE Unit 1,2,4 IRA M/H Graphic Organizers: 13,63,73</p>          <p>M/HTE Unit 1,2,4,6 IRA</p>	<p>Rubrics in: M/H-WA M/H-PAA M/H-UA M/H-BA</p>



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Unit Title: **Writing**

Content Statement: Students write for different purposes and audiences. Students write clear and focused texts to convey a well-defined perspective and appropriate content. (Informational, Argumentative, and Narrative)

SSA Anchors and Eligible Content	Unit Concepts – What students need to know	Unit Competencies - What students need to be able to do (skills)	Content Vocabulary	Materials, Resources, Instructional Activities	Assessments Diagnostic Formative Benchmark
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<b>CC.1.4.4.P</b>	Narrative/ Organization	Student will organize an event sequence that unfolds naturally, using a variety of transitional words and phrases; provide a conclusion that follows from the narrated experiences and events.		M/HTE Unit 1,3,4,6 IRA	
<b>CC.1.4.4.Q</b>	Narrative/ Style	Choose words and phrases to convey ideas precisely		M/HTE Unit 1,2,3,4,6 IRA	

**Unit Title: Writing**

**Content Statement:** Students write for different purposes and audiences. Students write clear and focused texts to convey a well-defined perspective and appropriate content. (Informational, Argumentative, and Narrative)

<b>SSA Anchors and Eligible Content</b>	<b>Unit Concepts – What students need to know</b>	<b>Unit Competencies - What students need to be able to do (skills)</b>	<b>Content Vocabulary</b>	<b>Materials, Resources, Instructional Activities</b>	<b>Assessment</b> Diagnostic Formative Benchmark Summative
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<b>all types of writing:</b> <b>.1.4.4.F</b> ( <i>I/E</i> ) <b>.1.4.4.L</b> ( <i>O/A</i> ) <b>.1.4.4.R</b> ( <i>N</i> )	<b><u>In all types of writing,</u></b> demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	<ul style="list-style-type: none"><li>o Students will use capital letters correctly.</li><li>o</li><li>o Students will use plurals correctly.</li><li>o</li><li>o Students will punctuate correctly: period, exclamation point, question mark, commas in a series and before a coordinating conjunction in a compound sentence, quotation marks used in dialogue, apostrophes used to show possession.</li><li>o</li></ul>	See Foundational Skills Vocabulary List	M/HTE All Units  IRA	
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**Unit Title: Writing**

**Content Statement:** Students write for different purposes and audiences. Students write clear and focused texts to convey a well-defined perspective and appropriate content. (Informational, Argumentative, and Narrative)

SSA Anchors and Eligible Content	Unit Concepts – What students need to know	Unit Competencies - What students need to be able to do (skills)	Content Vocabulary	Materials, Resources, Instructional Activities	Assessments Diagnostic Formative Benchmark
		Students will use nouns, pronouns, verbs, adjectives, adverbs, interjections, and conjunctions properly in writing.  Students will use relative pronouns  Students will form and use the progressive verb tenses  Students will use modal auxiliaries to convey various conditions  o			



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Unit Title: Writing

Content Statement: Students write for different purposes and audiences. Students write clear and focused texts to convey a well-defined perspective and appropriate content. (Informational, Argumentative, and Narrative)

SSA Anchors and Eligible Content	Unit Concepts – What students need to know	Unit Competencies - What students need to be able to do (skills)	Content Vocabulary	Materials, Resources, Instructional Activities	Assessments Diagnostic Formative Benchmark
		<ul style="list-style-type: none"><li>o Students will order adjectives within sentences according to conventional patterns</li><li>o Identify and use prepositional phrases correctly</li></ul> <p>Students will write sentences with punctuation: simple, compound, declarative, interrogative, exclamatory, imperative</p> <p>Students will correctly use confused words (e.g. their, there,</p>			



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**Unit Title: Writing**

**Content Statement:** Students write for different purposes and audiences. Students write clear and focused texts to convey a well-developed perspective and appropriate content. (Informational, Argumentative, and Narrative)

SSA Anchors and Eligible Content	Unit Concepts – What students need to know	Unit Competencies - What students need to be able to do (skills)	Content Vocabulary	Materials, Resources, Instructional Activities	Assessment Diagnostic Formative Benchmark Summative
		<ul style="list-style-type: none"><li>o Students will form and use comparative and superlative adjectives and adverbs</li><li>o</li><li>o Students will ensure subject-verb and pronoun-antecedent agreement</li><li>o</li><li>o Student will spell high frequency words correctly.</li></ul>			



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		<ul style="list-style-type: none"><li>o</li><li>o Student will use references to edit misspelled words correctly.</li></ul>			
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**Unit Title: Writing**

**Content Statement:** Students write for different purposes and audiences. Students write clear and focused texts to convey a well-defined perspective and appropriate content. (Informational, Argumentative, and Narrative)

<b>SSA Anchors and Eligible Content</b>	<b>Unit Concepts – What students need to know</b>	<b>Unit Competencies - What students need to be able to do (skills)</b>	<b>Content Vocabulary</b>	<b>Materials, Resources, Instructional Activities</b>	<b>Assessments</b> Diagnostic Formative Benchmark
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East Stroudsburg Area School District  
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Grade: 4

1.4.4.S	Response to Literature	Students will draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.	analyze research	M/HTE All Units  JGB	
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**Unit Title: Writing**

**Content Statement:** Students write for different purposes and audiences. Students write clear and focused texts to convey a well-defined perspective and appropriate content. (Informational, Argumentative, and Narrative)

SSA Anchors and Eligible Content	Unit Concepts – What students need to know	Unit Competencies - What students need to be able to	Content Vocabulary	Materials, Resources, Instructional Activities	Assessment Diagnostic Formative Benchmark
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		do (skills)			Summative
1.4.4.T	With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, and editing.	<ul style="list-style-type: none"><li>o Student will revise writing to identify areas where revision would improve the clarity of the text (organization, word choice, flow)</li><li>o</li><li>o Students will choose words and phrases for effect.</li><li>o</li><li>o Student will use revision marks to highlight revision.</li><li>o</li><li>o Student will engage in peer revision.</li></ul>	prewrite brainstorm rough draft edit revise revision Writing Traits <ul style="list-style-type: none"><li>•conventions</li><li>•ideas</li><li>•organization</li><li>•sentence fluency</li><li>•voice</li><li>•word choice</li></ul>	M/HTE All Units  IRA	





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<b>SSA Anchors and Eligible Content</b>	<b>Unit Concepts – What students need to know</b>	<b>Unit Competencies - What students need to be able to do (skills)</b>	<b>Content Vocabulary</b>	<b>Materials, Resources, Instructional Activities</b>	<b>Assessments</b> Diagnostic Formative Benchmark
<b>1.4.4.U</b>	With some guidance and support, use technology	Students will use technology with guidance and support, including the Internet, to produce and publish writing as well as to interact and collaborate with others  Students will demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.		M/HTE All Units	

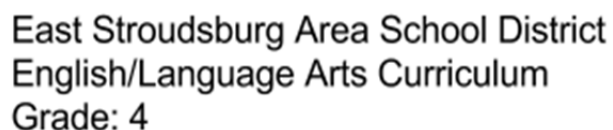


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<b>SSA Anchors and Eligible Content</b>	<b>Unit Concepts – What students need to know</b>	<b>Unit Competencies - What students need to be able to do (skills)</b>	<b>Content Vocabulary</b>	<b>Materials, Resources, Instructional Activities</b>	<b>Assessment</b> Diagnostic Formative Benchmark Summative
<b>1.4.4.V</b> <b>1.4.4.W (See*)</b>	Conduct short research projects that build knowledge through investigation of different aspects of a topic.	*Student will recall relevant information from experiences or gather relevant information from print and digital sources Student will <ul style="list-style-type: none"><li>• research, organize, and present information from at least two sources.</li><li>• take notes and paraphrase information using a structured format (note cards, outline, graphic organizer)</li><li>• cite the author and title of sources.</li><li>• summarize and articulate information gleaned from research.</li><li>• present information in written and/or</li></ul>		M/HTE All Units *All Units	



<b>1.4.4.X</b>  <b>PA Core Standard Code; ASD curriculum requirement</b>	Write routinely over extended time frames and shorter time frames	digital and oral formats. Students will 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.		M/HTE All Units
	Practice and use Manuscript handwriting	Students will practice and use manuscript handwriting in assignments.		
	Refine Cursive letters (both upper and lower case A-Z)	Students will practice and refine cursive letters. (both upper and lower case A-Z)		