

## Curriculum Map: Common Core ELA Grade 4

Course: ENGLISH/LANG ARTS Subtopic: English

Grade(s): None specified

**Course Description:** In Grade 4 students continue to be concrete learners who are beginning the early phases of abstract thinking to further develop and refine their knowledge of Foundational Skills of Reading, Reading Literature, Reading Informational Texts, Writing, Speaking and Listening, and Conventions of Language. Instruction involving collaboration among peers is important as well as collaboration with teachers in the planning of learning tasks. Students in grade 4 progress from learning to read to reading to learn in the subject matter content through whole group instruction, small group instruction, including flexible learning groups, cooperative learning and individual and small group learning stations. They read increasingly complex narrative and expository text with appropriate pacing, intonation, and expression. They use appropriate comprehension strategies when reading for different purposes and learn to compare and contrast information on the same topic after reading different texts. Students also learn to define and identify figurative language such as simile and metaphor. Students write multi-paragraph compositions with an introduction, supporting paragraphs, and a conclusion. They write narratives, responses to literature, information reports, and summaries. With a focus on college and career readiness, students are taught to balance the reading of informational and literacy texts so they can access non-fiction and authentic texts as well as literature; focus on close and careful reading of text so that students are learning from text; build a staircase of complexity so they can graduate college and be career ready; support writing from sources so they can use evidence and respond to the ideas, events, facts and arguments presented in the texts they read; and study an academically focused vocabulary so that students can access more complex texts.

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### Unit:

This Curriculum Map Unit has no Topics to display

### Unit: 1. Foundational Skills - Reading

**Unit/Module Description:** Students gain a working knowledge of concepts of print, the alphabetic principle, and other basic conventions and learn to apply them as effective readers. Students learn book handling, print concepts, phonological awareness, phonics and word recognition and fluency.

**Unit/Module Big Ideas:** 1. Effective readers use appropriate strategies to construct meaning.

**Unit/Module Essential Questions:** 1. How do strategic readers create meaning from informational and literary text?

**Unit/Module Key Terminology & Definitions:** **Homographs** – words that are spelled the same but mean different things

**Homophones** – words that sound the same but are spelled differently

**Prefix** – group of letters that are added to the beginning of a root word to change its meaning

**Root word** – main piece of a word

**Synonym** – word with the same or similar meaning as another word

**Suffix** – group of letters that are added to the end of a root word to change its meaning

**Unit/Module Student Learning Outcomes:** 1. Use combined knowledge of all letter- sound correspondences, syllabication, patterns, and morphology to read accurately unfamiliar multi-syllabic words.  
2. Read on level text with purpose and understanding with accuracy and fluency. Read on level text orally with accuracy, appropriate rate, and expression on successive readings. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**Unit/Module Materials:** Beck, Isabel L., Farr, Roger C., Strickland, Dorothy S., (2009) Storytown. Florida: Harcourt, Inc.

Farr, Roger C., Strickland, Dorothy S., (2007) Harcourt Language. Florida: Harcourt, Inc.

Crosswalk Coach for the Common Core State Standards. (2011) New York, NY: Triumph Learning.

Dymock, Sue, Nicholson, Tom (2007) Teaching Text Structures: A Key to Nonfiction Reading Success. New York: Scholastic.

Buckle Down to the Common Core Standards. (2011) New York: Triumph Learning.

Storytown Spelling Practice Book. (2009). Florida: Harcourt, Inc.

Storytown Reading Practice Book. (2009). Florida: Harcourt, Inc.

Harcourt Language Practice Book. (2007). Florida: Harcourt, Inc.

<http://www.studyisland.com>

<http://www.scholastic.com>

<http://www.pcboe.net/les/elderweb/harcourtresources.htm>

<http://www.harcourtschool.com/storytown/>

**STANDARDS**

STATE: PA Common Core Standards (2012)

- [CC.1.1.4.D \(Advanced\)](#) Know and apply grade-level phonics and word analysis skills in decoding words.
- [CC.1.1.4.E \(Advanced\)](#) Read with accuracy and fluency to support comprehension:

**Lesson Topic:**

**Lesson Topic: Word Analysis**

**Core Lesson/Topic Description:** Students gain a working knowledge of concepts of print, the alphabetic principle, and other basic conventions and learn to apply them as effective readers. Students learn book handling, print concepts, phonological awareness, phonics and word recognition and fluency.

- Core Lesson/Topic Big Ideas:**
- Phonics
  - Word Recognition

**Core Lesson/Topic Essential Questions:** How do students know and apply grade level phonics and word analysis skills to decode words?

- Core Lesson/Topic Key Terminology & Definitions:**
- Homographs** – words that are spelled the same but mean different things
  - Homophones** – words that sound the same but are spelled differently
  - Prefix** – group of letters that are added to the beginning of a root word to change its meaning
  - Root word** – main piece of a word
  - Synonym** – word with the same or similar meaning as another word
  - Suffix** – group of letters that are added to the end of a root word to change its meaning

**Core Lesson/Topic Student Learning:** Use phonics and word analysis to decode words.

**Outcomes:**

**Core Lesson/Topic Instructional Procedures & Activities:**

1. Apply knowledge of letter-sound correspondences to decode words.
2. Apply knowledge of syllabication patterns to decode words.
3. Identify word meanings from taught roots, prefixes, and suffixes to assist in decoding and comprehension.
4. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g. roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

**Core Lesson/Topic Materials:** Beck, Isabel L., Farr, Roger C., Strickland, Dorothy S., (2009) Storytown. Florida: Harcourt, Inc.

Crosswalk Coach for the Common Core State Standards. (2011) New York, NY: Triumph Learning.

<http://www.scholastic.com>

**Lesson Topic: Accuracy and Fluency**

**Core Lesson/Topic Description:** Students gain a working knowledge of concepts of print, the alphabetic principle, and other basic conventions and learn to apply them as effective readers. Students learn book handling, print concepts, phonological awareness, phonics and word recognition and fluency.

**Core Lesson/Topic Big Ideas:**

- Fluency
- Accuracy

**Core Lesson/Topic Essential Questions:** How do students read with sufficient accuracy and fluency to support comprehension?

**Core Lesson/Topic Key Terminology & Definitions:**

1. accuracy - reading words without mistakes; correctness or precision
2. fluency - the clear, easy, written, or spoken expression of ideas

**Core Lesson/Topic Student Learning Outcomes:**

1. Fluently read text to support comprehension.

**Core Lesson/Topic Instructional Procedures & Activities:**

1. Formulate ideas about the text.
2. Interact with text before reading.
3. Activate prior knowledge.
4. Investigate text structure.
5. Set a purpose before reading.
6. Apply decoding strategies and comprehension strategies to read text.
7. Self-monitor text when reading.
8. Use strategies to correct word identification or comprehension.
9. Read on-level text with purpose and understanding.
10. Develop fluency using repeated readings.
11. Show comprehension of text by using appropriate voice tone, volume, and pace.
12. Use prosody (appropriate voice tone and expression) when reading aloud.
13. Use appropriate pace when reading aloud.
14. Read aloud grade appropriate texts with fluency, comprehension, and expression.
15. Read on-level prose and poetry with accuracy, appropriate rate, and expression on successive readings.
16. Identify unknown words or phrases.
17. Use context clues from the surrounding text to hypothesize about the meaning of unknown words.
18. Evaluate the meaning of word(s) based on the meaning of the passage on the whole.
19. Reread for comprehension.
20. Apply self-correction strategies (e. g. reading, monitoring, reading aloud) as needed.
21. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**Core** Beck, Isabel L., Farr, Roger C., Strickland, Dorothy S., (2009) Storytown. Florida: Harcourt,

**Lesson/Topic** Inc.  
**Materials:**

Crosswalk Coach for the Common Core State Standards. (2011) New York, NY: Triumph Learning.

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## **Unit: 2. Literature - Reading**

**Unit/Module** (Drama, Novel, Short Story, Poetry)

**Description:**

Students read and respond to works of literature with an emphasis on comprehension, making connections among ideas and between texts with a focus on textual evidence. Students learn key ideas and details, craft and structure, integration of knowledge and ideas, vocabulary acquisition, and use and range of reading.

**Unit/Module**  
**Big Ideas:**

1. Effective readers use appropriate strategies to construct meaning.
2. An expanded vocabulary enhances one's ability to express ideas and information.
3. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.

**Unit/Module**  
**Essential**  
**Questions:**

1. How do strategic readers create meaning from informational and literary text?
2. What is this text really about?
3. How does what readers read influence how they should read?
4. Why learn new words?
5. What strategies and resources do I use to figure out unknown vocabulary?
6. How do learners develop and refine their vocabulary?
7. How does interaction with text provoke thinking and response?
8. How do readers know what to believe?
9. How does a readers' purpose influence how a text should be read?

**Unit/Module**  
**Key**  
**Terminology &**  
**Definitions:**

**Act** – a main part of a play, such as the beginning, middle, or end

**Alliteration** – use of words that start with the same sound

**Author** – person who wrote something

**Author's Purpose** – why an author wrote something

**Beat** – one sound in a line of a poem

**Cause** – a person, a thing, or an event that makes something happen

**Character** – a person in a story

**Comparison** – act of finding the qualities two items share

**Context Clues** – hints from other words in a piece of writing

**Contrast** – act of finding the ways in which two items differ

**Details** – pieces of information, usually specific that relate to and support, the main idea

**Dialogue** – set of words, or lines, actors say in a play

**Effect** – result; the thing that happens

**Exaggeration** – act of making something seem more than it is

**Fact** – something you can prove

**Fiction** – type of writing that is made up

**Headings** – short titles in a piece of writing that tell you what's coming

**Inference** – guesses drawn from facts

**Main Idea** – main thing a piece of writing is about

**Metaphor** – compare two things directly using a form of the verb is

**Meter** – how the lines of a poem sound when read aloud

**Novel** – A long piece of writing that is made up

**Opinion** – a personal thought

**Personification** – act of giving human qualities to something that isn't human

**Play** – piece of writing that is meant to be acted out

**Plot** – set of events that make up a story

**Poem** – piece of writing set in groups of lines called stanzas; sometimes uses rhyme

**Prior Knowledge** – something you already know

**Problem** – challenge; something to fix

**Rhyme** – to sound alike

**Scenes** – units that make up an act in a play

**Setting** – time and place of a piece of writing

**Sequence** – order in which things happen

**Simile** – compares two things using the word like or as

**Solution** – answer to a problem

**Stage Directions** – tell actors what to do in a play

**Story** – short piece of writing that is made up

**Summarizing** – act of briefly describing a story

**Theme** – main lesson of a passage

**Title** – name of a piece of writing

**Topic** – what a piece of writing is about

**Topic Sentence** – sentence that tells what the paragraph's about

**Traits** – qualities of characters

**Unit/Module  
Student  
Learning  
Outcomes:**

1. Compare and contrast an event or topic told from two different points of view.
2. Explain major differences between poems, drama, and prose and refer to the structural elements of each when writing and speaking about a text.
3. Compare and contrast an event or topic told from two different points of view.
4. Explain major differences between poems, drama, and prose and refer to the structural elements of each when writing and speaking about a text.
5. Determine the meaning of words and phrases as they are used in grade level text, including figurative language.
6. 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.
7. Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
8. Determine a theme of a text from details in the text; summarize the text.
9. Cite relevant details from text to support what the text says explicitly and make inferences.
10. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.
11. Read and comprehend literary fiction on grade level, reading independently and proficiently.
12. 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.
13. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.

**Unit/Module Materials:** Beck, Isabel L., Farr, Roger C., Strickland, Dorothy S., (2009) Storytown. Florida: Harcourt, Inc.

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**STANDARDS**

STATE: PA Common Core Standards (2012)

- [CC.1.3.4.A \(Advanced\)](#) Determine a theme of a text from details in the text; summarize the text.
- [CC.1.3.4.B \(Advanced\)](#) Cite relevant details from text to support what the text says explicitly and make inferences.
- [CC.1.3.4.C \(Advanced\)](#) Describe in depth a character, setting or event in a story or drama, drawing on specific details in the text.
- [CC.1.3.4.D \(Advanced\)](#) Compare and contrast an event or topic told from two different points of view.
- [CC.1.3.4.E \(Advanced\)](#) Explain major differences between poems, drama and prose and refer to the structural elements of each when writing or speaking about a text.
- [CC.1.3.4.F \(Advanced\)](#) Determine the meaning of words and phrases as they are used in grade level text, including figurative language.
- [CC.1.3.4.G \(Advanced\)](#) Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
- [CC.1.3.4.H \(Advanced\)](#) Compare and contrast similar themes, topics, and patterns of events in literature, including texts from different cultures.
- [CC.1.3.4.I \(Advanced\)](#) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.
- [CC.1.3.4.J \(Advanced\)](#) Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.
- [CC.1.3.4.K \(Advanced\)](#) Read and comprehend literary fiction on grade level, reading independently and proficiently.

**Lesson Topic: Story Elements**

**Core Lesson/Topic** (Drama, Novel, Short Story, Poetry)

**Description:** Students read and respond to works of literature with an emphasis on comprehension, making connections among ideas and between texts with a focus on textual evidence. Students learn key ideas and details, craft and structure, integration of knowledge and ideas, vocabulary acquisition, and use and range of reading.

**Core Lesson/Topic Big Ideas:**

- Text Themes
- Analyze Individual, Event, and Idea Developments and Interactions
- Describe Story Elements

**Core Lesson/Topic Essential Questions:**

1. How do students use details from text to summarize and determine the theme?
2. How do students use specific details from text to describe character, setting, or event?

**Core Lesson/Topic Key Terminology & Definitions:**

- Character** – a person in a story
- Climax** - the part of a story where the conflict reaches its most exciting point
- Conflict** - a problem that the main character in a story must solve
- Details** – pieces of information, usually specific that relate to and support, the main idea
- Fiction** - writing that describes made up people and events
- Motivations** - the reasons for the ways characters act
- Narrator** - the person who tells the story
- Plot** – set of events that make up a story
- Problem** – challenge; something to fix
- Resolution** - how the conflict of the problem in a story is solved
- Rising Action** - the events in a story that lead to a conflict
- Setting** – time and place of a piece of writing
- Sequence** – order in which things happen
- Solution** – answer to a problem
- Theme** – main lesson of a passage
- Traits** – qualities of characters

**Core Lesson/Topic Student Learning Outcomes:**

1. Summarize and determine the theme from a variety of texts.
2. Use specific details, such as character's thoughts, words, or actions, in the text to describe a character, setting, or event.

**Core Lesson/Topic Instructional Procedures & Activities:**

1. Define summary and literary genres.
2. Classify and identify the text's main idea and supporting details.
3. Summarize a story including main ideas and supporting details.
4. Define, identify, and analyze selections to determine theme.
5. Compare and contrast the summaries of stories.
6. Determine the character, setting, and main events in a story.
7. Use specific details from the text to describe a character, setting, or event.
8. Distinguish between main characters and secondary characters.
9. Categorize the traits of characters (e. g. feelings, description, behaviors, personality traits, thoughts, other actions).
10. Explain how the character traits impact the character's actions.
11. Explain how the character traits, motivations, and feelings relate to their thoughts, words, or actions.
12. Analyze how a character's actions change the character during the selection.
13. Analyze the relationships among the different characters in a text.
14. Justify each character's point of view concerning a situation or problem by referencing the text.
15. Use specific details from the text/illustrations (dialect, character's appearance, etc.) to describe when and where the story is taking place.
16. Examine the importance of time (historical, chronological, etc.) and location of the setting.
17. Identify elements of plot development by describing the rising action (a chain of events that moves the action forward), the climax (the highest point of tension), and the falling action (the events following the climax).
18. Make inferences about events in a selection by referencing the text.

19. Use specific details, such as a character's thoughts, words, or action, in the text to describe a character, setting, or event in a story.

**Core Lesson/Topic Materials:**

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Storytown Reading Practice Book. (2009). Florida: Harcourt, Inc.

**Lesson Topic: Point of View**

**Core Lesson/Topic** (Drama, Novel, Short Story, Poetry)

**Description:** Students read and respond to works of literature with an emphasis on comprehension, making connections among ideas and between texts with a focus on textual evidence. Students learn key ideas and details, craft and structure, integration of knowledge and ideas, vocabulary acquisition, and use and range of reading.

**Core Lesson/Topic Big Ideas:**

- Point of view or purpose shapes the content and style of a text.

**Core Lesson/Topic Essential Questions:**

How do you compare and contrast the point of view from which different texts, including the difference between first- and third- person narrations?

**Core Lesson/Topic Key Terminology & Definitions:**

**Author's Purpose** – why an author wrote something

**Comparison** – act of finding the qualities two items share

**Contrast** – act of finding the ways in which two items differ

**Exaggeration** – act of making something seem more than it is

**Fact** – something you can prove

**First Person** - the point of view expressed by a narrator who is part of the story; uses the pronoun I

**Opinion** – a personal thought

**Point of View** - the perspective or view from which the narrator tells the story

**Prior Knowledge** – something you already know

**Second Person** - the point of view expressed by a narrator who speaks directly to the reader using the word you

**Theme** – main lesson of a passage

**Third Person** - the point of view expressed by a narrator who tells the story without actually being in it

**Third Person Limited** - the point of view expressed by a narrator who knows only the thoughts and feelings of a single character

**Third Person Omniscient** - the point of view expressed by a narrator who knows all of the characters' thoughts and feelings

**Topic** – what a piece of writing is about



**Core Lesson/Topic Student Learning Outcomes:**

1. Compare and contrast the retelling of the same event from different points of view (first-person and third-person account of the same event).

**Core Lesson/Topic Instructional Procedures & Activities:**

1. Define point of view (first-person, third-person).  
2. Identify key features of first-person and third-person narration in order to determine point of view.  
3. Compare and contrast the retelling of the same event from different points of view (first-person and third-person account of the same event).

**Core Lesson/Topic Materials:**

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**Lesson Topic: Vocabulary and Figurative Language**

**Core Lesson/Topic** (Drama, Novel, Short Story, Poetry)

**Description:** Students read and respond to works of literature with an emphasis on comprehension, making connections among ideas and between texts with a focus on textual evidence. Students learn key ideas and details, craft and structure, integration of knowledge and ideas, vocabulary acquisition, and use and range of reading.

**Core Lesson/Topic Key Terminology & Definitions:**

**Antonyms** – words that have the opposite meaning

**Content-Specific Words** – words with special meanings, that apply to certain subjects

**Context Clues** – hints from other words in a piece of writing

**Homographs** – words that are spelled the same but mean different things

**Homophones** – words that sound the same but are spelled differently

**Prefix** – group of letters that are added to the beginning of a root word to change its meaning

**Root word** – main piece of a word

**Synonym** – word with the same or similar meaning as another word

**Suffix** – group of letters that are added to the end of a root word to change its meaning

**Adage** - statement that contains some kind of truth about human nature

**Alliteration** – use of words that start with the same sound

**Exaggeration** – act of making something seem more than it is

**Figurative Language** - language that does not mean exactly what it says

**Idiom** - a phrase whose meaning is different from the individual words that make it up

**Literal Language** - language that means exactly what it says

**Metaphor** – compare two things directly using a form of the verb is

**Personification** – act of giving human qualities to something that isn't human

**Proverb** - a short, well-known saying that often gives advice

**Simile** – compares two things using the word like or as

**Core Lesson/Topic Materials:**

Beck, Isabel L., Farr, Roger C., Strickland, Dorothy S., (2009) Storytown. Florida: Harcourt, Inc.

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Buckle Down to the Common Core Standards. (2011) New York: Triumph Learning.

Storytown Reading Practice Book. (2009). Florida: Harcourt, Inc.

**Lesson Topic: Poetry and Drama**

**Core Lesson/Topic Description:** (Drama, Novel, Short Story, Poetry)

Students read and respond to works of literature with an emphasis on comprehension, making connections among ideas and between texts with a focus on textual evidence. Students learn key ideas and details, craft and structure, integration of knowledge and ideas, vocabulary acquisition, and use and range of reading.

**Core Lesson/Topic Big Ideas:**

- Theme of a drama or poem
- Summarize a drama or poem
- Drama or poem structure

**Core Lesson/Topic Essential Questions:**

1. How do students use details from text to summarize and determine the theme of a drama or poem?
2. How do students use specific details from text to describe character, setting, or event of a drama or poem?

**Core Lesson/Topic Key Terminology & Definitions:**

**Beat** – one sound in a line of a poem

**Dialogue** – set of words, or lines, actors say in a play

**Drama** - a play that is written in dialogue and performed on stage

**Meter** – how the lines of a poem sound when read aloud

**Play** – piece of writing that is meant to be acted out

**Poem** – piece of writing set in groups of lines called stanzas; sometimes uses rhyme

**Poetry** - a genre of writing that is separated into lines and stanzas, in which an author uses sound devices such as rhyme and rhythm to create meaning and evoke emotion in the reader

**Rhyme** – to sound alike

**Rhythm** - the pattern of stressed and unstressed syllables in a poem

**Scenes** – units that make up an act in a play

**Stage Directions** – tell actors what to do in a play

**Stanza** - a group of lines in a poem

**Core Lesson/Topic Student Learning Outcomes:**

1. Summarize and determine the theme of a poem or drama.
2. Describe a character, setting, or event in a drama or poem, drawing on specific details in the text.
3. Explain major differences between poems, drama, and prose and refer to the structural elements of poems (e.g. verse, rhythm, meter) and drama (e.g. casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

**Core**

1. Define summary and literary genres.

**Lesson/Topic  
Instructional  
Procedures &  
Activities:**

2. Classify and identify the poem or drama's main idea and supporting details.
3. Summarize a poem or drama including main ideas and supporting details.
4. Define, identify, and analyze selections to determine theme.
5. Compare and contrast the summaries of poems or plays.
6. Determine the character, setting, and main events in a poem or drama.
7. Use specific details from the text to describe a character, setting, or event in a drama.
8. Distinguish between main characters and secondary characters in a drama.
9. Categorize the traits of characters (e. g. feelings, description, behaviors, personality traits, thoughts, other actions) in a drama or poem.
10. Explain how the character traits impact the character's actions in a drama.
11. Explain how the character traits, motivations, and feelings relate to their thoughts, words, or actions in a drama.
12. Analyze how a character's actions change the character in a drama.
13. Analyze the relationships among the different characters in a drama.
14. Justify each character's point of view concerning a situation or problem by referencing the text.
15. Use specific details from the text/illustrations (dialect, character's appearance, etc.) to describe when and where the drama or poem is taking place.
16. Examine the importance of time (historical, chronological, etc.) and location of the setting.
17. Identify elements of plot development by describing the rising action (a chain of events that moves the action forward), the climax (the highest point of tension), and the falling action (the events following the climax).
18. Make inferences about events in a selection by referencing the text.
19. Use specific details, such as a character's thoughts, words, or action, in the text to describe a character, setting, or event in a poem or drama.
20. Define poetry, drama, and prose.
21. Identify structural elements and characteristics of poetry (line, stanza, verse, rhyme, rhythm, meter).
22. Identify structural elements and characteristics of drama (cast, settings, descriptions, dialogue, stage directions, scene, script, narrator).
23. Identify structural elements and characteristics of prose.
24. Critique the dialogue and actions to reveal what the characters are like in poetry, drama, and prose.
25. Compare and contrast poems, drama, and prose by referring to the characteristics of poems and drama through oral and written response.

**Core  
Lesson/Topic  
Materials:**

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**Lesson Topic: Supporting Ideas with Textual Evidence**

**Core  
Lesson/Topic  
Description:**

(Drama, Novel, Short Story, Poetry)

Students read and respond to works of literature with an emphasis on comprehension, making connections among ideas and between texts with a focus on textual evidence. Students learn key ideas and details, craft and structure, integration of knowledge and ideas, vocabulary acquisition, and use and range of reading.

**Core  
Lesson/Topic  
Key  
Terminology &  
Definitions:**

1. conclusion -
2. defend -
3. key details -
4. evidence -
5. explicit -
6. fact -
7. infer -
8. inference -
9. quote -
10. refer -

### Unit: 3. Informational Text - Reading

**Unit/Module** (Literary Nonfiction, Historical, Scientific, Technical Texts)

**Description:**

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. Students learn key ideas and details, craft and structure, integration of knowledge and ideas, vocabulary acquisition, and use and range of reading.

**Unit/Module  
Big Ideas:**

1. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.
2. An expanded vocabulary enhances one's ability to express ideas and information.
3. Effective readers use appropriate strategies to construct meaning.

**Unit/Module  
Essential  
Questions:**

1. How does interaction with text provoke thinking and response?
2. How do readers know what to believe in what they hear, read, and view?
3. What strategies and resources do I use to figure out unknown vocabulary?
4. How do strategic readers create meaning from informational and literary text?
5. What is this text really about?
6. How does what readers read influence how they should read it?
7. How does a readers' purpose influence how text should be read?
8. Why learn new words?

**Unit/Module  
Key  
Terminology &  
Definitions:**

**Author's Purpose** – why an author wrote something

**Bar Graphs** – graphics that group information using bars

**Cause** – a person, a thing, or an event that makes something happen

**Comparison** – act of finding the qualities two items share

**Content-Specific Words** – words with special meanings, that apply to certain subjects

**Contrast** – act of finding the ways in which two items differ

**Details** – pieces of information, usually specific that relate to and support, the main idea

**Effect** – result; the thing that happens

**Fact** – something you can prove

**Headings** – short titles in a piece of writing that tell you what's coming

**Index** – lists pages where you can find subjects

**Inference** – guesses drawn from facts

**Main Idea** – main thing a piece of writing is about

**Maps** – pictures of where things are and how to find them

**Nonfiction** – piece of writing that is based on facts

**Opinion** – a personal thought

**Prior Knowledge** – something you already know

**Problem** – challenge; something to fix

**Sequence** – order in which things happen

**Summarizing** – act of briefly describing a story

**Table of Contents** – lists all the book's sections, or chapters, in order

**Tables** – graphics that show words in columns and rows

**Title** – name of a piece of writing

**Topic** – what a piece of writing is about

**Topic Sentence** – sentence that tells what the paragraph's about

**Venn Diagram** – graphic that uses circles to show how things are alike and how they differ

**Unit/Module  
Student  
Learning  
Outcomes:**

1. Compare and contrast an event or topic told from two different points of view.
2. Use text structure to interpret information (e.g., chronology, comparison, cause/effect, problem/ solution).
3. Determine the meaning of words and phrases as they are used in grade level text, including figurative language.
4. 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.
5. Explain how an author uses evidence to support particular points in a text.
6. Integrate information from two texts on the same topic to demonstrate understanding of that topic.
7. Determine the main idea of a text; recount the key details and explain how they support the main idea.
8. Refer to details and examples in text to support what the text says explicitly and make inferences.
9. Explain events, procedures, ideas, or concepts, or steps in a procedure is connected within a text, using language that pertains to time, sequence, and cause/effect.
10. Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.
11. Acquire and use accurately conversational, general academic, and domain-specific words and phrases including those that signal precise
12. 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.

**Unit/Module  
Materials:**

Beck, Isabel L., Farr, Roger C., Strickland, Dorothy S., (2009) Storytown. Florida: Harcourt, Inc.

Farr, Roger C., Strickland, Dorothy S., (2007) Harcourt Language. Florida: Harcourt, Inc.

Crosswalk Coach for the Common Core State Standards. (2011) New York, NY: Triumph Learning.

Dymock, Sue, Nicholson, Tom (2007) Teaching Text Structures: A Key to Nonfiction Reading Success. New York: Scholastic.

Buckle Down to the Common Core Standards. (2011) New York: Triumph Learning.

Storytown Spelling Practice Book. (2009). Florida: Harcourt, Inc.

Storytown Reading Practice Book. (2009). Florida: Harcourt, Inc.

Harcourt Language Practice Book. (2007). Florida: Harcourt, Inc.

<http://www.studyisland.com>

<http://www.scholastic.com>

<http://www.pcboe.net/les/elderweb/harcourtresources.htm>

<http://www.harcourtschool.com/storytown/>

**STANDARDS**

STATE: PA Common Core Standards (2012)

- [CC.1.2.4.A \(Advanced\)](#) Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- [CC.1.2.4.B \(Advanced\)](#) Refer to details and examples in text to support what the text says explicitly and make inferences.
- [CC.1.2.4.C \(Advanced\)](#) Explain events, procedures, ideas, or concepts in a text, including what happened and why, based on specific information in the text.
- [CC.1.2.4.D \(Advanced\)](#) Compare and contrast an event or topic told from two different points of view.
- [CC.1.2.4.E \(Advanced\)](#) Use text structure to interpret information (e.g., chronology, comparison, cause/effect, problem/ solution).
- [CC.1.2.4.F \(Advanced\)](#) Determine the meaning of words and phrases as they are used in grade level text, including figurative language.
- [CC.1.2.4.G \(Advanced\)](#) Interpret various presentations of information within a text or digital source and explain how the information contributes to

<a href="#">CC.1.2.4.H (Advanced)</a>	an understanding of text in which it appears.
<a href="#">CC.1.2.4.I (Advanced)</a>	Explain how an author uses reasons and evidence to support particular points in a text.
<a href="#">CC.1.2.4.J (Advanced)</a>	Integrate information from two texts on the same topic to demonstrate understanding of that topic.
<a href="#">CC.1.2.4.K (Advanced)</a>	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.
<a href="#">CC.1.2.4.L (Advanced)</a>	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.
	Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.

### Lesson Topic: Text Structure

<b>Core Lesson/Topic Key Terminology &amp; Definitions:</b>	<b>Author's Purpose</b> – why an author wrote something
	<b>Cause</b> – a person, a thing, or an event that makes something happen
	<b>Comparison</b> – act of finding the qualities two items share
	<b>Contrast</b> – act of finding the ways in which two items differ
	<b>Details</b> – pieces of information, usually specific that relate to and support, the main idea
	<b>Effect</b> – result; the thing that happens
	<b>Informational Text</b> - nonfiction text that provides information about a topic
	<b>Main Idea</b> – main thing a piece of writing is about
	<b>Paragraphs</b> – main building blocks of writing
	<b>Problem and Solution</b> - a way of organizing a text by presenting a problem and describing how it is solved
	<b>Sequence</b> – order in which things happen
	<b>Solution</b> – answer to a problem
	<b>Summarizing</b> – act of briefly describing a story
	<b>Topic Sentence</b> – sentence that tells what the paragraph's about

<b>Core Lesson/Topic Materials:</b>	Beck, Isabel L., Farr, Roger C., Strickland, Dorothy S., (2009) Storytown. Florida: Harcourt, Inc.
	Crosswalk Coach for the Common Core State Standards. (2011) New York, NY: Triumph Learning.
	<a href="http://www.scholastic.com">http://www.scholastic.com</a>
	<a href="http://www.pcboe.net/les/elderweb/harcourtresources.htm">http://www.pcboe.net/les/elderweb/harcourtresources.htm</a>
	<a href="http://www.harcourtschool.com/storytown/">http://www.harcourtschool.com/storytown/</a>
	Buckle Down to the Common Core Standards. (2011) New York: Triumph Learning.
	Storytown Reading Practice Book. (2009). Florida: Harcourt, Inc.

### Lesson Topic: Nonfiction Text Features

<b>Core Lesson/Topic Key Terminology &amp; Definitions:</b>	<b>Bar Graphs</b> – graphics that group information using bars
	<b>Chart</b> - a graphic aid that uses columns and rows to organize information
	<b>Diagram</b> - a drawing with labels that shows the different parts of an object or how something works

**Flow Chart** - a graphic organizer that shows the order of events from start to finish

**Glossary** - a section at the end of the book that lists alphabetically all the technical words and key words in the text with their definitions

**Graphic** - a visual tool such as a chart, graph, diagram, or timeline that is used to convey information

**Headings** – short titles in a piece of writing that tell you what’s coming

**Index** – lists pages where you can find subjects

**Maps** – pictures of where things are and how to find them

**Table of Contents** – lists all the book’s sections, or chapters, in order

**Tables**- graphics that show words in columns and rows

**Timeline** - a graphic organizer that shows and dates when important events happen

**Title**- name of a piece of writing

**Venn Diagram**- graphic that uses circles to show how things are alike and how they differ

**Web** - a graphic organizer that shows the main idea of a story or article in the center and details in connected circles

**Core Lesson/Topic Materials:**

Beck, Isabel L., Farr, Roger C., Strickland, Dorothy S., (2009) Storytown. Florida: Harcourt, Inc.

Crosswalk Coach for the Common Core State Standards. (2011) New York, NY: Triumph Learning.

<http://www.scholastic.com>

<http://www.pcboe.net/les/elderweb/harcourtresources.htm>

<http://www.harcourtschool.com/storytown/>

Buckle Down to the Common Core Standards. (2011) New York: Triumph Learning.

Storytown Reading Practice Book. (2009). Florida: Harcourt, Inc.

**Lesson Topic: Main Idea and Details**

**Core Lesson/Topic Key Terminology & Definitions:**

**Details** – pieces of information, usually specific that relate to and support, the main idea

**Summarizing** – act of briefly describing a story

**Main Idea** – main thing a piece of writing is about

**Core Lesson/Topic Materials:**

Beck, Isabel L., Farr, Roger C., Strickland, Dorothy S., (2009) Storytown. Florida: Harcourt, Inc.

Crosswalk Coach for the Common Core State Standards. (2011) New York, NY: Triumph Learning.

<http://www.scholastic.com>

<http://www.pcboe.net/les/elderweb/harcourtresources.htm>

<http://www.harcourtschool.com/storytown/>

Buckle Down to the Common Core Standards. (2011) New York: Triumph Learning.

Storytown Reading Practice Book. (2009). Florida: Harcourt, Inc.

## Unit: 4. Writing

**Unit/Module Description:** Students write clear and focused text to convey a well-defined perspective and appropriate content for different purposes and audiences. Students explore informative/exploratory, opinion/argumentative and narrative writing. They learn to respond to literature, produce and distribute their writing and use technological application for publication. Students conduct research, evaluate the credibility, reliability and validity of sources and experience the range of writing.

**Unit/Module Big Ideas:**

1. Audience and purpose influence the writer's choice of organizational pattern, language, and literacy techniques.
2. Rules of grammar and convention of language support clarity of communications between writers/speakers, and readers/listeners.
3. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.
4. Effective research requires multiple sources of information to gain or expand knowledge.

**Unit/Module Essential Questions:**

1. Why do writers write?
2. What is the purpose?
3. What makes clear and effective writing?
4. Who is the audience?
5. What will work best for the audience?
6. What is the purpose?
7. How do grammar and the conventions of language influence spoken and written communication?
8. How does interaction with text provoke thinking and response?
9. How does one best present findings?
10. What does a reader look for and how can he/she find it?
11. How does a reader know a source can be trusted?

**Unit/Module Key Terminology & Definitions:** **Adjective** – a word that describes a noun

**Adverb** – a word that describes a verb

**Antonyms** – words that have the opposite meaning

**Author's Purpose** – why an author wrote something

**Capitalization** – use of capitals, or upper case letter, to set words apart and write proper sentences

**Commas** – marks used to add pauses in sentences or separate items in a series

**Comparison** – act of finding the qualities two items share

**Concluding Sentence** – sentence that ends a paragraph

**Content-Specific Words** – words with special meanings, that apply to certain subjects

**Contrast** – act of finding the ways in which two items differ

**Definite Article** – the word the

**Details** – pieces of information, usually specific that relate to and support, the main idea

**Dialogue** – set of words, or lines, actors say in a play

**Exaggeration** – act of making something seem more than it is

**Fact** – something you can prove

**Headings** – short titles in a piece of writing that tell you what's coming

**Homographs** – words that are spelled the same but mean different things

**Homophones** – words that sound the same but are spelled differently

**Indefinite Article** – the words a or an

**Main Idea** – main thing a piece of writing is about

**Metaphor** – compare two things directly using a form of the verb is

**Noun** – person, place, or thing



**Opinion** – a personal thought

**Paragraphs** – main building blocks of writing

**Periods** – marks that mean “stop” in sentences; they come at the ends of sentences

**Personification** – act of giving human qualities to something that isn’t human

**Prefix** – group of letters that are added to the beginning of a root word to change its meaning

**Pronouns** – words that replace nouns

**Root word** – main piece of a word

**Sentence tense** – when a sentence takes place (in past, present or future)

**Sequence** – order in which things happen

**Simile** – compares two things using the word like or as

**Subject** – person, place, or thing that does something in a sentence

**Summarizing** – act of briefly describing a story

**Supporting sentences** – sentences that support the topic

**Synonym** – word with the same or similar meaning as another word

**Suffix** – group of letters that are added to the end of a root word to change its meaning

**Topic** – what a piece of writing is about

**Topic Sentence** – sentence that tells what the paragraph’s about

**Verb** – action word in a sentence

**Unit/Module  
Student  
Learning  
Outcomes:**

1. Informational: Identify and introduce the topic clearly. Opinion: Introduce the topic and state an opinion on the topic. Narrative: Orient the reader by establishing a situation and introducing a narrator and/or characters.
2. Informational: 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. Opinion: Provide reasons that are supported by facts and details. Narrative: Use dialogue and descriptions to develop experiences and events or show the responses of characters to situations; use concrete words and phrases and sensory details to convey experiences and events precisely.
3. Informational: 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. Opinion: 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. Narrative: Organize an event sequence that unfolds naturally, using a variety of transitional words and phrases to manage the sequence of events; provide a conclusion that follows from the narrated experiences and events.
4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
5. 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.
6. Informational: Use precise language and domain-specific vocabulary to inform about or explain the topic. Opinion and Narrative: Choose words and phrases to convey ideas precisely.
7. Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
8. Draw evidence from text to support analysis, reflection, and research.
9. With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
10. Conduct short research projects that build knowledge through investigation of different aspects of a topic.
11. 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.

**Unit/Module Materials:** Beck, Isabel L., Farr, Roger C., Strickland, Dorothy S., (2009) Storytown. Florida: Harcourt, Inc.

Farr, Roger C., Strickland, Dorothy S., (2007) Harcourt Language. Florida: Harcourt, Inc.

Crosswalk Coach for the Common Core State Standards. (2011) New York, NY: Triumph Learning.

Dymock, Sue, Nicholson, Tom (2007) Teaching Text Structures: A Key to Nonfiction Reading Success. New York: Scholastic.

Buckle Down to the Common Core Standards. (2011) New York: Triumph Learning.

Storytown Spelling Practice Book. (2009). Florida: Harcourt, Inc.

Storytown Reading Practice Book. (2009). Florida: Harcourt, Inc.

Harcourt Language Practice Book. (2007). Florida: Harcourt, Inc.

<http://www.studyisland.com>

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<http://www.pcboe.net/les/elderweb/harcourtresources.htm>

<http://www.harcourtschool.com/storytown/>

**STANDARDS**

STATE: PA Common Core Standards (2012)

- [CC.1.4.4.A \(Advanced\)](#) Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- [CC.1.4.4.B \(Advanced\)](#) Identify and introduce the topic clearly.
- [CC.1.4.4.C \(Advanced\)](#) Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension.
- [CC.1.4.4.D \(Advanced\)](#) Group related information in paragraphs and sections, linking ideas within categories of information using words and phrases; provide a concluding statement or section; include formatting when useful to aiding comprehension.
- [CC.1.4.4.E \(Advanced\)](#) Use precise language and domain-specific vocabulary to inform about or explain the topic.
- [CC.1.4.4.F \(Advanced\)](#) Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- [CC.1.4.4.G \(Advanced\)](#) Write opinion pieces on topics or texts.
- [CC.1.4.4.H \(Advanced\)](#) Introduce the topic and state an opinion on the topic.
- [CC.1.4.4.I \(Advanced\)](#) Provide reasons that are supported by facts and details.
- [CC.1.4.4.J \(Advanced\)](#) Create an organizational structure that includes related ideas grouped to support the writer’s purpose and linked in a logical order with a concluding statement or section related to the opinion.
- [CC.1.4.4.K \(Advanced\)](#) Choose words and phrases to convey ideas precisely.
- [CC.1.4.4.L \(Advanced\)](#) Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.
- [CC.1.4.4.M \(Advanced\)](#) Write narratives to develop real or imagined experiences or events.
- [CC.1.4.4.N \(Advanced\)](#) Orient the reader by establishing a situation and introducing a narrator and/or characters.
- [CC.1.4.4.O \(Advanced\)](#) Use dialogue and descriptions to develop experiences and events or show the responses of characters to situations; use concrete words and phrases and sensory details to convey experiences and events precisely.
- [CC.1.4.4.P \(Advanced\)](#) Organize an event sequence that unfolds naturally, using a variety of transitional words and phrases to manage the sequence of events; provide a conclusion that follows from the

<a href="#">CC.1.4.4.Q (Advanced)</a>	narrated experiences and events.
<a href="#">CC.1.4.4.R (Advanced)</a>	Choose words and phrases to convey ideas precisely.
<a href="#">CC.1.4.4.S (Advanced)</a>	Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.
<a href="#">CC.1.4.4.T (Advanced)</a>	Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and informational texts.
<a href="#">CC.1.4.4.U (Advanced)</a>	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
<a href="#">CC.1.4.4.V (Advanced)</a>	With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
<a href="#">CC.1.4.4.W (Advanced)</a>	Conduct short research projects that build knowledge through investigation of different aspects of a topic.
<a href="#">CC.1.4.4.X (Advanced)</a>	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.
<a href="#">CC.1.4.4.Y (Advanced)</a>	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.

### Lesson Topic: Narrative

<b>Core Lesson/Topic Key Terminology &amp; Definitions:</b>	<b>Author's Purpose</b> – why an author wrote something
	<b>Dialogue</b> – set of words characters say
	<b>Narrative</b> - text which conveys a story or which relates events or dialogue
	<b>Topic</b> – what a piece of writing is about

<b>Core Lesson/Topic Materials:</b>	Farr, Roger C., Strickland, Dorothy S., (2007) Harcourt Language. Florida: Harcourt, Inc.
	Crosswalk Coach for the Common Core State Standards. (2011) New York, NY: Triumph Learning.
	Dymock, Sue, Nicholson, Tom (2007) Teaching Text Structures: A Key to Nonfiction Reading Success. New York: Scholastic.
	Harcourt Language Practice Book. (2007). Florida: Harcourt, Inc.
	<a href="http://www.studyisland.com">http://www.studyisland.com</a>

### Lesson Topic: Opinion

<b>Core Lesson/Topic Key Terminology &amp; Definitions:</b>	<b>Argument</b> - a written piece that states and defends an opinion
	<b>Claim</b> - a statement that something - an idea, event, or observation - is true
	<b>Evidence</b> - information used to support a claim
	<b>Expert Opinion</b> - the opinion of an expert or someone who knows a lot about a topic
	<b>Main Idea</b> – main thing a piece of writing is about
	<b>Opinion</b> – a personal thought
	<b>Position Statement</b> - a statement of the writer's opinion in an argument
	<b>Topic</b> – what a piece of writing is about

<b>Core Lesson/Topic</b>	Farr, Roger C., Strickland, Dorothy S., (2007) Harcourt Language. Florida: Harcourt, Inc.
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**Materials:** Crosswalk Coach for the Common Core State Standards. (2011) New York, NY: Triumph Learning.

Dymock, Sue, Nicholson, Tom (2007) Teaching Text Structures: A Key to Nonfiction Reading Success. New York: Scholastic.

Harcourt Language Practice Book. (2007). Florida: Harcourt, Inc.

<http://www.studyisland.com>

**Lesson Topic: Informative**

**Core Lesson/Topic Key Terminology & Definitions:**

**Author’s Purpose** – why an author wrote something

**Cause** – a person, a thing, or an event that makes something happen

**Comparison** – act of finding the qualities two items share

**Contrast** – act of finding the ways in which two items differ

**Details** – pieces of information, usually specific that relate to and support, the main idea

**Effect** – result; the thing that happens

**Main Idea** – main thing a piece of writing is about

**Paragraphs** – main building blocks of writing

**Problem** – challenge; something to fix

**Sequence** – order in which things happen

**Solution** – answer to a problem

**Summarizing** – act of briefly describing a story

**Topic Sentence** – sentence that tells what the paragraph’s about

**Core Lesson/Topic Materials:**

Farr, Roger C., Strickland, Dorothy S., (2007) Harcourt Language. Florida: Harcourt, Inc.

Crosswalk Coach for the Common Core State Standards. (2011) New York, NY: Triumph Learning.

Dymock, Sue, Nicholson, Tom (2007) Teaching Text Structures: A Key to Nonfiction Reading Success. New York: Scholastic.

Harcourt Language Practice Book. (2007). Florida: Harcourt, Inc.

<http://www.studyisland.com>

**Lesson Topic:**

**Unit: 5. Speaking and Listening**

**Unit/Module Description:** Students present themselves appropriately in formal speaking situations, listen critically and respond intelligently as individuals or in group discussions. Students apply comprehension and collaboration skills. They practice presenting knowledge and ideas. Students integrate knowledge and ideas and apply the conventions of standard English.

**Unit/Module Big Ideas:**

1. Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating.
2. Effective speakers prepare and communicate messages to address the audience and purpose.

**Unit/Module Essential Questions:**

1. What do good listeners do?
2. How do active listeners make meaning?
3. How do active listeners know what to believe in what they hear?
4. How do task, purpose, and audience influence how speakers craft and deliver a message?
5. How do speakers employ language and utilize resources to effectively communicate a message?

<b>Unit/Module Key Terminology &amp; Definitions:</b>	<p><b>Author's Purpose</b> – why an author wrote something</p> <p><b>Contrast</b> – act of finding the ways in which two items differ</p> <p><b>Comparison</b> – act of finding the qualities two items share</p> <p><b>Details</b> – pieces of information, usually specific that relate to and support, the main idea</p> <p><b>Effect</b> – result; the thing that happens</p> <p><b>Exaggeration</b> – act of making something seem more that it is</p> <p><b>Fact</b> – something you can prove</p> <p><b>Fiction</b> – type of writing that is made up</p> <p><b>Inference</b> – guesses drawn from facts</p> <p><b>Main Idea</b> – main thing a piece of writing is about</p> <p><b>Nonfiction</b> –piece of writing that is based on facts</p> <p><b>Opinion</b> – a personal thought</p> <p><b>Play</b> – piece of writing that is meant to be acted out</p> <p><b>Plot</b> – set of events that make up a story</p> <p><b>Poem</b> – piece of writing set in groups of lines called stanzas; sometimes uses rhyme</p> <p><b>Prior Knowledge</b> – something you already know</p> <p><b>Problem</b> – challenge; something to fix</p> <p><b>Solution</b> – answer to a problem</p> <p><b>Summarizing</b> – act of briefly describing a story</p> <p><b>Theme</b> – main lesson of a passage</p> <p><b>Topic</b> – what a piece of writing is about</p> <p><b>Traits</b> – qualities of characters</p>
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<b>Unit/Module Student Learning Outcomes:</b>	<ol style="list-style-type: none"> <li>1. Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and expressing their own clearly.</li> <li>2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually quantitatively, and orally.</li> <li>3. Identify the reasons and evidence a speaker provides to support particular points.</li> <li>4. Demonstrate command of the conventions of standard English when speaking based on grade 4 level and content.</li> <li>5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</li> <li>6. 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.</li> <li>7. Differentiate between contexts that require formal English versus informal situations.</li> </ol>
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<b>Unit/Module Materials:</b>	<p>Beck, Isabel L., Farr, Roger C., Strickland, Dorothy S., (2009) Storytown. Florida: Harcourt, Inc.</p> <p>Farr, Roger C., Strickland, Dorothy S., (2007) Harcourt Language. Florida: Harcourt, Inc.</p> <p>Crosswalk Coach for the Common Core State Standards. (2011) New York, NY: Triumph Learning.</p> <p>Dymock, Sue, Nicholson, Tom (2007) Teaching Text Structures: A Key to Nonfiction Reading Success. New York: Scholastic.</p> <p>Buckle Down to the Common Core Standards. (2011) New York: Triumph Learning.</p> <p>Storytown Spelling Practice Book. (2009). Florida: Harcourt, Inc.</p>
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Storytown Reading Practice Book. (2009). Florida: Harcourt, Inc.

Harcourt Language Practice Book. (2007). Florida: Harcourt, Inc.

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<http://www.pcboe.net/les/elderweb/harcourtresources.htm>

<http://www.harcourtschool.com/storytown/>

## STANDARDS

STATE: PA Common Core Standards (2012)

- [CC.1.5.4.A \(Advanced\)](#) Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and expressing their own clearly.
- [CC.1.5.4.B \(Advanced\)](#) Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- [CC.1.5.4.C \(Advanced\)](#) Identify the reasons and evidence a speaker provides to support particular points.
- [CC.1.5.4.D \(Advanced\)](#) Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly with adequate volume, appropriate pacing, and clear pronunciation.
- [CC.1.5.4.E \(Advanced\)](#) Differentiate between contexts that require formal English versus informal situations.
- [CC.1.5.4.F \(Advanced\)](#) Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
- [CC.1.5.4.G \(Advanced\)](#) Demonstrate command of the conventions of standard English when speaking based on grade 4 level and content.

### Lesson Topic: Group Discussion

<b>Core Lesson/Topic Key Terminology &amp; Definitions:</b>	<b>Author's Purpose</b> – why an author wrote something
	<b>Cause</b> – a person, a thing, or an event that makes something happen
	<b>Comparison</b> – act of finding the qualities two items share
	<b>Contrast</b> – act of finding the ways in which two items differ
	<b>Details</b> – pieces of information, usually specific that relate to and support, the main idea
	<b>Effect</b> – result; the thing that happens
	<b>Main Idea</b> – main thing a piece of writing is about
	<b>Paragraphs</b> – main building blocks of writing
	<b>Problem</b> – challenge; something to fix
	<b>Sequence</b> – order in which things happen
	<b>Solution</b> – answer to a problem
	<b>Summarizing</b> – act of briefly describing a story
	<b>Topic Sentence</b> – sentence that tells what the paragraph's about
	<b>Character</b> – a person in a story
	<b>Details</b> – pieces of information, usually specific that relate to and support, the main idea
	<b>Plot</b> – set of events that make up a story
	<b>Problem</b> – challenge; something to fix

**Setting** – time and place of a piece of writing

**Sequence** – order in which things happen

**Solution** – answer to a problem

**Theme** – main lesson of a passage

**Traits** – qualities of characters

**Core Lesson/Topic Materials:** Beck, Isabel L., Farr, Roger C., Strickland, Dorothy S., (2009) Storytown. Florida: Harcourt, Inc.  
Farr, Roger C., Strickland, Dorothy S., (2007) Harcourt Language. Florida: Harcourt, Inc.  
Crosswalk Coach for the Common Core State Standards. (2011) New York, NY: Triumph Learning.  
<http://www.scholastic.com>

### Lesson Topic: Paraphrasing and Evidence

**Core Lesson/Topic Key Terminology & Definitions:** paraphrase - restate text or passage in other words, often to clarify meaning or show understanding  
fact - something that can be proven  
opinion - a person's thoughts or feelings  
evidence - information used to support a claim

**Core Lesson/Topic Materials:** Beck, Isabel L., Farr, Roger C., Strickland, Dorothy S., (2009) Storytown. Florida: Harcourt, Inc.  
Farr, Roger C., Strickland, Dorothy S., (2007) Harcourt Language. Florida: Harcourt, Inc.  
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### Lesson Topic: Research and Presentation

**Core Lesson/Topic Key Terminology & Definitions:** **Bibliography** - an organized list of resources used to write an article or a report  
**Editing** - correcting grammar, punctuation, and spelling errors in a piece of writing  
**Formal Style** - a writing style that is characterized by language that is proper and impersonal  
**Informal Style** - a writing style characterized by language that is casual or conversational  
**Outline** - a plan or "skeleton" on an essay in list form  
**Primary Source** - a source written at the time of an event by someone who was there  
**Research** - to gather information about a topic  
**Resources** - print and online text that provide information about a topic  
**Revising** - deleting, reordering, and organizing sentences to make your writing better  
**Secondary Source** - an account of an event that was not witnessed by the writer  
**Sources** - materials that provide facts, details, and other information about topics  
**Writing Style** - a writer's unique way of writing; also called a writer's "voice"

**Core Lesson/Topic Materials:** Beck, Isabel L., Farr, Roger C., Strickland, Dorothy S., (2009) Storytown. Florida: Harcourt, Inc.  
Farr, Roger C., Strickland, Dorothy S., (2007) Harcourt Language. Florida: Harcourt, Inc.

## Unit: 6. Language

**Unit/Module Description:** Students study the conventions of language including knowledge of language; vocabulary acquisition and use; the mechanics and grammar of standard English; and knowledge of the functions of language in terms of meaning and style.

**Unit/Module Big Ideas:**

1. Audience and purpose influence the writer's choice of organizational pattern, language, and literacy techniques.
2. Rules of grammar and convention of language support clarity of communications between writers/speakers, and readers/listeners.

**Unit/Module Essential Questions:**

1. Why do writers write?
2. What is the purpose?
3. What makes clear and effective writing?
4. How do grammar and the conventions of language influence spoken and written communication?

**Unit/Module Key Terminology & Definitions:** **Adjective** – a word that describes a noun

**Adverb** – a word that describes a verb

**Antonyms** – words that have the opposite meaning

**Capitalization** – use of capitals, or upper case letter, to set words apart and write proper sentences

**Commas** – marks used to add pauses in sentences or separate items in a series

**Definite Article** – the word the

**Dialogue** – set of words, or lines, actors say in a play

**Homographs** – words that are spelled the same but mean different things

**Homophones** – words that sound the same but are spelled differently

**Indefinite Article** – the words a or an

**Noun** – person, place, or thing

**Periods** – marks that mean “stop” in sentences; they come at the ends of sentences

**Prefix** – group of letters that are added to the beginning of a root word to change its meaning

**Pronouns** – words that replace nouns

**Root word** – main piece of a word

**Sentence tense** – when a sentence takes place (in past, present or future)

**Subject** – person, place, or thing that does something in a sentence

**Synonym** – word with the same or similar meaning as another word

**Suffix** – group of letter that are added to the end of a root word to change its meaning

**Verb** – action word in a sentence

**Unit/Module Student Learning Outcomes:**

1. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
2. Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.



**Unit/Module Materials:** Beck, Isabel L., Farr, Roger C., Strickland, Dorothy S., (2009) Storytown. Florida: Harcourt, Inc.

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Crosswalk Coach for the Common Core State Standards. (2011) New York, NY: Triumph Learning.

Dymock, Sue, Nicholson, Tom (2007) Teaching Text Structures: A Key to Nonfiction Reading Success. New York: Scholastic.

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<http://www.harcourtschool.com/storytown/>

**STANDARDS**

STATE: PA Common Core Anchors and Eligible Content (May 2012)

- [E04.D.1.1.1 \(Advanced\)](#) Use relative pronouns (e.g. who, whose, whom, which, that) and relative adverbs (e.g., where, when, why).
- [E04.D.1.1.2 \(Advanced\)](#) Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.
- [E04.D.1.1.3 \(Advanced\)](#) Use modal auxiliaries (e.g., can, may, must) to convey various conditions.
- [E04.D.1.1.4 \(Advanced\)](#) Order adjectives within sentences according conventional patterns (e.g., a small red bag rather than a red small bag).
- [E04.D.1.1.5 \(Advanced\)](#) Form and use prepositional phrases.
- [E04.D.1.1.6 \(Advanced\)](#) Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.\*
- [E04.D.1.1.7 \(Advanced\)](#) Correctly use frequently confused words (e.g., to, too, two; there, their, they're).
- [E04.D.1.1.8 \(Advanced\)](#) Ensure subject-verb and pronoun-antecedent agreement.\*
- [E04.D.1.2.1 \(Advanced\)](#) Use correct capitalization.
- [E04.D.1.2.2 \(Advanced\)](#) Use commas and quotation marks to mark direct speech and quotations from a text.
- [E04.D.1.2.3 \(Advanced\)](#) Use a comma before a coordinating conjunction in a compound sentence.
- [E04.D.1.2.4 \(Advanced\)](#) Spell grade-appropriate words correctly.
- [E04.D.2.1.1 \(Advanced\)](#) Choose words and phrases to convey ideas precisely.\*
- [E04.D.2.1.2 \(Advanced\)](#) Choose punctuation for effect.
- [E04.D.2.1.3 \(Advanced\)](#) Choose words and phrases for effect.\*

**Lesson Topic: Grade Appropriate Spelling**

- Core Lesson/Topic Key Terminology & Definitions:**
  - Homographs** – words that are spelled the same but mean different things
  - Homophones** – words that sound the same but are spelled differently
  - Prefix** – group of letters that area added to the beginning of a root word to change its meaning
  - Rhyme** – to sound alike
  - Root word** – main piece of a word
  - Suffix** – group of letter that are added to the end of a root word to change its meaning

**Core Lesson/Topic Materials:** Beck, Isabel L., Farr, Roger C., Strickland, Dorothy S., (2009) Storytown. Florida: Harcourt, Inc.  
Storytown Spelling Practice Book. (2009). Florida: Harcourt, Inc.  
<http://www.pcboe.net/les/elderweb/harcourtresources.htm>  
<http://www.harcourtschool.com/storytown/>

### Lesson Topic: Punctuation

**Core Lesson/Topic Key Terminology & Definitions:** **Commas** – marks used to add pauses in sentences or separate items in a series  
**Exclamation Point** - punctuation mark used to show excitement, surprise, or strong emotion  
**Periods** – marks that mean “stop” in sentences; they come at the ends of sentences  
**Question mark** - a punctuation mark used at the end of a sentence to show that it is a question  
**Quotation marks** - punctuation marks used to show someone's exact words  
**Semicolon** - a punctuation mark used to join sentences that are related

**Core Lesson/Topic Materials:** Farr, Roger C., Strickland, Dorothy S., (2007) Harcourt Language. Florida: Harcourt, Inc.  
Crosswalk Coach for the Common Core State Standards. (2011) New York, NY: Triumph Learning.  
Dymock, Sue, Nicholson, Tom (2007) Teaching Text Structures: A Key to Nonfiction Reading Success. New York: Scholastic.  
Harcourt Language Practice Book. (2007). Florida: Harcourt, Inc.  
<http://www.studyisland.com>

### Lesson Topic: Capitalization

**Core Lesson/Topic Key Terminology & Definitions:** **Capitalization** – use of capitals, or upper case letter, to set words apart and write proper sentences

**Core Lesson/Topic Materials:** Farr, Roger C., Strickland, Dorothy S., (2007) Harcourt Language. Florida: Harcourt, Inc.  
Crosswalk Coach for the Common Core State Standards. (2011) New York, NY: Triumph Learning.  
Dymock, Sue, Nicholson, Tom (2007) Teaching Text Structures: A Key to Nonfiction Reading Success. New York: Scholastic.  
Harcourt Language Practice Book. (2007). Florida: Harcourt, Inc.  
<http://www.studyisland.com>

### Lesson Topic: Grammar Conventions

**Core Lesson/Topic Key Terminology & Definitions:** **Adjective** – a word that describes a noun  
**Adverb** – a word that describes a verb  
**Antecedent** - the word a pronoun replaces  
**Article** – a word that tells you whether a noun is definite or indefinite  
**Complete Sentence** - a sentence that contains both a subject and a verb (predicate)  
**Complex Sentence** - a sentence made up of two sentences; one that can stand on its own

and one that cannot

**Compound Sentence** - a sentence that is made up of two sentences that can both stand on their own

**Conjunction** - a word that joins two complete sentences to form a compound sentence

**Contraction** - two words joined to make one; an apostrophe takes the place of the missing letters

**Dependent Clause** - a group of words that include a noun and a verb, but do not make sense on their own as a sentence

**Definite Article** – the word the

**Fragment** - a sentence that is missing either a subject or a verb (predicate)

**Future Progressive Tense** - a form of a verb used to express an ongoing action that has not happened yet

**Indefinite Article** – the words a or an

**Independent Clause** - a group of words with a noun and a verb that can stand alone as a sentence

**Irregular Verb** - a verb that has different spellings when used in different tenses

**Modal Auxiliary Verb** - a verb such as can, may, must, and will that relates a possibility or necessity of an action

**Noun** - a word that names a person, place, thing, or idea

**Object of a preposition** - the noun or pronoun in a prepositional phrase

**Past Progressive Tense** - a form of a verb that tells about an ongoing action that has already happened

**Period** - a punctuation mark used at the end of a sentence to show that it is a statement

**Possessive Noun** - a noun that shows who or what owns an object

**Preposition** - a word that shows relationship in time or space

**Prepositional Phrase** - phrase that begins with a preposition and ends with a noun or a pronoun; can act as an adjective or adverb

**Present Progressive Tense** - a form of a verb used to express an ongoing action that is happening now

**Progressive Tense** - a form of a verb used to express an ongoing action without a specific end time

**Pronoun** - a word that takes the place of a noun in a sentence

**Relative Adverb** - an adverb, such as when, where, and why, that introduces a relative clause

**Relative Clause** - a group of words that tells more about a noun

**Relative Pronoun** - a pronoun such as which, that, who, whom, and whose, that is used in a relative clause

**Run-on Sentence** - two or more complete sentences that are joined together without proper punctuation

**Simple Sentence** - a complete sentence that expresses one main thought

**Subject-Verb Agreement** - the use of a singular verb for a singular subject, and a plural verb for a plural subject

**Tense** - the time in which a sentence takes place

**Transitions** - words or phrases that connect ideas to make writing flow better

**Verb** - a word that expresses an action or state of being

**Core  
Lesson/Topic  
Materials:**

Farr, Roger C., Strickland, Dorothy S., (2007) Harcourt Language. Florida: Harcourt, Inc.

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