

Blackhawk School District

CURRICULUM

Course Title:	ELA
Grade Level(s):	Fourth Grade
Time Per Week:	Daily
Faculty Author(s):	MaryBeth Heeckt and Michelle Daniels
Date:	May 2012

COURSE DESCRIPTION:

Students will be exposed to the following components of Reading/Language Arts:

- Comprehension
- Vocabulary
- Literature/genre
- Writing
- Grammar and Conventions
- Speaking and Listening
- Research
- Handwriting

The above skills will be taught through whole group instruction and small group instruction through *the Daily Five*, a student-driven management structure designed to fully engage all students in reading and writing.

Content: Resources	Skill(s) to be taught	PA Common Core Standard	Pacing	Future Revisions
<p><u>SPELLING/WORD STUDY</u></p> <p><i>StoryTown</i> -OR- <i>Words Their Way</i></p>	<ul style="list-style-type: none"> Word Work based on spelling patterns and generalizations appropriate to student needs. 	<p>Foundational Skills 1.1 Know and apply grade level phonics and word analysis skills in decoding words.</p> <p>Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic word.</p> <p>E.04.D.1.2.4 Spell grade appropriate words correctly.</p>	<p>QUARTERS 1-4</p>	
<p><u>GENERAL READING INSTRUCTION</u></p> <p>Done with all <i>StoryTown</i> Lessons</p>	<ul style="list-style-type: none"> Robust Vocabulary Guided Reading Open-Ended Reading Responses 	<p>R04.A-V.4.1.1 and R04.A-V.4.1.2 Acquire and use accurately grade-appropriate conversational, general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.</p> <p>R04.A-K.1.1.1 Cite relevant details from text to support what the text says explicitly and make inferences.</p> <p>Reading Informational Text 1.2 Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.</p> <p>Reading Literature 1.3 Read and comprehend literary fiction on grade level, reading independently and proficiently.</p> <p>Foundational Skills 1.1 Read with accuracy and fluency to support comprehension:</p> <ul style="list-style-type: none"> Read on-level text with purpose and understanding. Read on-level text orally with accuracy, 	<p>QUARTERS 1-4</p>	

		<p>appropriate rate, and expression on successive readings.</p> <ul style="list-style-type: none"> • Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 		
<p><u>SPEAKING AND LISTENING</u></p>	<ul style="list-style-type: none"> • Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions. 	<p>Speaking and Listening 1.5</p> <p>Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and expressing their own clearly.</p> <p>Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>Identify the reasons and evidence a speaker provides to support particular points.</p> <p>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; speaking clearly with adequate volume, appropriate pacing, and clear pronunciation.</p> <p>Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p> <p>Differentiate between contexts that require formal English versus informal situations.</p> <p>Demonstrate command of the conventions of standard English when speaking based on grade 4 level and content.</p>	<p>QUARTERS 1-4</p>	

<p>Daily 5 Foundation Lessons</p> <p>*See The Daily 5: Fostering Literacy Independence in the Elementary Grades</p>	<p><u>Read to Self:</u></p> <ul style="list-style-type: none"> • 3 Ways to Read a Book • I Chart • Where to sit in the room • Choosing “Good Fit Books” <p><u>Read to Someone:</u></p> <ul style="list-style-type: none"> • I Chart • Sitting “EEKK” • Check for Understanding • Ways to Read • How to Choose Books • Where to sit in the room • How to Choose a Partner • Coaching or Time <p><u>Listen to Reading:</u></p> <ul style="list-style-type: none"> • I Chart • Model & practice routines <p><u>Work on Writing:</u></p> <ul style="list-style-type: none"> • I Chart • What to do when you can’t spell a word • Where to sit • Materials • List of topics <p><u>Word Work:</u></p> <ul style="list-style-type: none"> • I Chart • Materials • Model & practice routines 	<p>Foundational Skills 1.1 Read with accuracy and fluency to support comprehension:</p> <ul style="list-style-type: none"> • Read on-level text with purpose and understanding. • Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. • Use context to confirm or self-correct word recognition and understanding, rereading as necessary. <p>Reading Informational Text 1.2 Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.</p> <p>Reading Literature 1.2 Read and comprehend literary fiction on grade level reading independently and proficiently.</p>	<p>Approx. 18 days</p>	
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<i>Lesson & Story from StoryTown/Resources</i>	<i>Skill(s) to be taught</i>	<i>PA Common Core Standard</i>	<i>Pacing</i>	<i>Future Revisions</i>
<p>Lesson 1: <i>The Hot and Cold Summer</i></p> <p>Or</p> <p>Lesson 2: <i>Mighty Jackie: The Strike- Out Queen</i></p>	<ul style="list-style-type: none"> • Character Traits and Motivations • Synonyms and Antonyms 	<p>R04.A-K.1.1.3 – Describe in depth a character, setting, or event in a story, drama, poem, drawing on specific details in the text (e.g. a character’s thoughts, words, or actions).</p> <p>R04.A-V.4.1.2C- Demonstrate understanding of words by relating them to their antonyms and synonyms.</p>	<p>Quarter 1</p>	
<p>Lesson 3: <i>Danitra Brown Leaves Town</i></p> <p>Or</p> <p>Lesson 4: <i>Kai’s Journey to Gold Mountain</i></p>	<ul style="list-style-type: none"> • Compare and Contrast • Make Judgments 	<p>R04.A-C.2.1.1 – Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p> <p>R04.A-K.1.1.1 – Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p>Quarter 1</p>	
<p>Lesson 6: <i>On the Banks of Plum Creek</i></p> <p>Or</p> <p>Lesson 7: <i>Justin and the Best Biscuits Ever</i></p>	<ul style="list-style-type: none"> • Conflict and Resolution • Prefixes, Suffixes, and Roots 	<p>R04.A-K.1.1.3 – Describe in depth a character, setting, or event in a story, drama, or poem, drawing on specific details in the text (e.g. a character’s thoughts, words, or actions).</p> <p>R04.A-V.4.1.1.1- Use common, grade appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g. telegraph, photograph, autograph).</p>	<p>Quarter 1</p>	

<p>Lesson 8: <i>Three Little Cyberpigs</i></p>	<ul style="list-style-type: none"> • Author’s Purpose and Perspective • Summarize 	<p>RO4.A-K.1.1.2 – Determine a theme of a story, drama, or poem from details in the text; summarize the text</p>	<p>Quarter 1</p>	
<p>Lesson 10: <i>Emerald’s Eggs</i></p>	<ul style="list-style-type: none"> • Conflict and Resolution 	<p>RO4.B-C.2.1.2- Describe the overall structure (e.g. chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information and text features in a text or a part of a text.</p>	<p>Quarter 1</p>	
<p>Lesson 11: <i>Mimicry and Camouflage</i></p>	<ul style="list-style-type: none"> • Cause & Effect 	<p>RO4.B-C.2.1.2- Describe the overall structure (e.g. chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information and text features in a text or a part of a text.</p>	<p>Quarter 1</p>	
<p>Lesson 12: <i>Mountains and To the Top of the World</i></p>	<ul style="list-style-type: none"> • Cause and Effect <p>Note: Both stories in Lesson 12 need to be taught in order to meet standard RO4.B-C.2.1.1</p>	<p>RO4.B-C.2.1.2- Describe the overall structure (e.g. chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information and text features in a text or a part of a text.</p> <p>RO4.B-C.2.1.1 – Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</p>	<p>Quarter 2</p>	
<p>Lesson 13: <i>Firestorm</i></p>	<ul style="list-style-type: none"> • Drawing Conclusions • Predicting Outcomes 	<p>RO4.A-K.1.1.1 – Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p>Quarter 2</p>	

<p>Lesson 14: <i>The Stranger</i></p>	<ul style="list-style-type: none"> • Drawing Conclusions • Predicting Outcomes 	<p>RO4.A-K.1.1.1 – Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p>Quarter 2</p>	
<p>Lesson 18: <i>Hewitt Anderson’s Great Big Life</i></p> <p>Or</p> <p>Lesson 19: <i>Juan Verdades: The Man Who Couldn’t Tell a Lie</i></p>	<ul style="list-style-type: none"> • Theme • Compare and Contrast Narrative Forms of Literature (e.g. compare and contrast a fairytale and a fable) 	<p>RO4.A-K.1.1.2 – Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p>RO4.A-C.3.1.1- 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.</p>	<p>Quarter 2</p>	
<p>Lesson 24: <i>Mangrove Wilderness</i></p>	<ul style="list-style-type: none"> • Text Structure and Sequence • Use Context Clues • Suffixes in Combination 	<p>RO4.B-C.2.1.2- Describe the overall structure (e.g. chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information and text features in a text or a part of a text.</p> <p>RO4.B-V.4.1.1 A – Use context e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p> <p>RO4.B-V.4.1.1B- Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of the word (e.g. telegraph, photograph, autograph).</p>	<p>Quarter 2</p>	

<p>Lesson 26: <i>Dragons and Dinosaurs</i></p>	<ul style="list-style-type: none"> • Main Idea and Details • Summarize 	<p>RO4.B-K.1.1.2 – Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p>	<p>Quarter 3</p>	
<p>Lesson 27: <i>Grand Canyon: A Trail Through Time</i> and <i>The Rock Cycle</i></p>	<ul style="list-style-type: none"> • Main Idea and Details • Summarize <p>Note: Both stories in lesson 27 need to be taught in order to meet standards RO4.B-C.3.1.2 and RO4.B-C.3.1.3</p>	<p>RO4.B-K.1.1.2 – Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>RO4.B-C.3.1.2 – Integrate information from two texts on the same topic in order to demonstrate subject knowledge.</p> <p>RO4.B-C.3.1.3 – Interpret text features (e.g., headings, graphics charts, timelines, diagrams) and/or make connections between text and the content of text features</p>	<p>Quarter 3</p>	
<p>Lesson 28: <i>The Bunyans</i></p> <p>Or</p> <p>Lesson 29: <i>John Muir and Stickeen: An Icy Adventure with a No-Good Dog</i></p>	<ul style="list-style-type: none"> • Figurative Language (add alliteration) 	<p>RO4.A-V.4.1.2 – Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>2A – Explain the meaning of similes and metaphors in context.</p>	<p>Quarter 3</p>	

<p>Novel Study</p> <p><i>Storytown</i> selections (teacher's choice)</p> <p>Readers' Theater</p>	<ul style="list-style-type: none"> • Robust Vocabulary • Guided Reading • Open-Ended Reading Responses 	<p>R04.A-V.4.1.1 and R04.A-V.4.1.2 Acquire and use accurately grade-appropriate conversational, general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.</p> <p>R04.A-K.1.1.1 Cite relevant details from text to support what the text says explicitly and make inferences</p> <p>Reading Informational Text 1.2 Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.</p> <p>Reading Literature 1.3 Read and comprehend literary fiction on grade level, reading independently and proficiently.</p> <p>Foundational Skills 1.1 Read with accuracy and fluency to support comprehension:</p> <ul style="list-style-type: none"> • Read on-level text with purpose and understanding. • Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. • Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 	<p>Quarter 4</p>	
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Writing Curriculum

Recommended Resources	Type of Writing	Skill(s) to be taught	PA Common Core Standard	Pacing	Future Revisions
<ul style="list-style-type: none"> • Houghton Mifflin English Textbook Unit #8 & 9 • Daily 6 Trait Writing 	Narrative	<ul style="list-style-type: none"> • The writing process with peer revisions • Establish a definite beginning, middle and end • Develop and describe characters, setting, and plot • Sequence events logically • Generate dialogue between characters • Incorporate transitional words and phrases • Word choice (concrete words and phrases, description) • Organize writing using a graphic organizer 	<p><i>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</i></p> <ul style="list-style-type: none"> • WO4.C.1.3.1 – Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally to support the writer’s purpose; establish a controlling point. • WO4.C.1.3.2 – Use narrative techniques such as dialogue and description to develop experiences and events or to show the responses of characters to situations. • WO4.C.1.3.3 – Use a variety of transitional words and phrases to manage the sequence of events. • WO4.C.1.3.4 – Use concrete words and phrases and sensory details to convey experiences and events precisely. • WO4.C.1.3.5 – Provide a conclusion that follows from the narrated experiences or events. 	1st Quarter	

<ul style="list-style-type: none"> • Houghton Mifflin English Textbook Unit #13 • Daily 6 Trait Writing 	Persuasive (Opinion or Argument)	<ul style="list-style-type: none"> • The writing process with peer revisions • Identify the audience and purpose for writing • Clearly state an opinion in the introduction paragraph • Support the opinion with reasons, facts, and details • Use linking/transition words such as: because, therefore, since, and as a result to logically link ideas in a paragraph • Conclude your ideas with a statement or paragraph 	<p><i>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</i></p> <ul style="list-style-type: none"> • WO4.C.1.1.1- Introduce a topic or text for the intended audience, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose. • WO4.C.1.1.2- Provide reasons that are supported by facts and details. • WO4.C.1.1.3- Link an opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). • WO4.C.1.1.4 – Provide a concluding statement or section related to the opinion presented 	2nd Quarter	
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<ul style="list-style-type: none"> • Houghton Mifflin English Textbook Unit #12 • Daily 6 Trait Writing 	Informative/Explanatory	<ul style="list-style-type: none"> • The writing process with peer revisions • Identify the audience and purpose for writing • Clearly identify and develop topic • Support topic with related details • Use transition words and phrases to logically link ideas in a paragraph • Use different sources to conduct research and take notes on the topic. • Clearly identify and develop topic for research 	<p><i>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</i></p> <ul style="list-style-type: none"> • WO4.C.1.2.1-Introduce a topic for the intended audience and group related information in paragraphs and/or sections to support the writer’s purpose. • WO4.C.1.2.2 – Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. • WO4.C.1.2.3 – Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i>). • WO4.C.1.2.4 – Use precise language and domain-specific vocabulary to inform about or explain the topic. • WO4C.1.2.5 – Provide a concluding statement or section related to the information or explanation presented <p><i>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.</i></p> <p><i>Conduct short research projects that build knowledge through investigation of different aspects of a topic.</i></p>	3rd/4th Quarter
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<p>Houghton Mifflin English Textbook</p> <p>Unit 4 Adjectives</p> <p>Unit 3 Verbs</p>	<ul style="list-style-type: none">• What Is an Adjective?• Using appropriate and descriptive adjectives in writing• Order adjectives within sentences• Choose precise words and phrases• Action verbs• Main verbs and helping verbs• The Special verb “be”• Irregular verbs• Progressive verb tenses (Past, Present, Future)• Subject-verb agreement	<p>E04.D.1.1.4 – Order adjectives within sentences according to conventional patterns (e.g. a small red bag rather than a red small bag)</p> <p>E04.D.2.1.1 – Choose words and phrases to convey ideas precisely</p> <p>E04.D.1.1.2 – Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses</p> <p>E04.D.1.1.8 – Ensure subject-verb and pronoun-antecedent agreement</p>	<p>3rd Quarter</p>	
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<p>Houghton Mifflin English Textbook</p> <p><u>Unit 7</u> Adverbs and Prepositions</p>	<ul style="list-style-type: none"> • Frequently confused words • Adverbs • Relative adverbs • Prepositional phrases • Using modal auxiliary verbs 	<p>E04.D.1.1.7 – Correctly use frequently confused words (e.g., to, too, two, there, their, they’re).</p> <p>E04.D.1.1.5 – Form and use prepositional phrases</p> <p>E04.D.1.1.3 – Use modal auxiliaries (e.g., can, may, must) to convey various conditions.</p>	<p style="text-align: center;">4th Quarter</p>	
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