KUTZTOWN AREA SCHOOL DISTRICT
Maximize potential, embrace change, create the future

Kutztown Area School District Curriculum (Unit Map)

Grade 4 English Language Arts
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Course Description:

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Unit #/Title	1/Main Idea/Summarizing in Fiction & Nonfiction Texts; Writing Narratives	Time Frame	4 Weeks

Stage 1 - Identify Desired Results

Standards

READING INFORMATIONAL TEXT
CC.1.2.4.A Determine the main idea of a text and explain how it is supported by key details; summarize the text.
CC.1.2.4.C Explain events, procedures, ideas, or concepts in a text, including what happened and why, based on specific information in the text.
CC.1.2.4.E Use text structure to interpret information (e.g., chronology, comparison, cause/effect, problem/solution).
CC.1.2.4.G Interpret various presentations of information within a text or digital source and explain how the information contributes to an understanding of text in which it appears.
CC.1.2.4.K 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.1.2.4.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

READING LITERATURE
CC.1.3.4.A Determine a theme of a text from details in the text; summarize the text.
CC.1.3.4.B Cite relevant details from text to support what the text says explicitly and make inferences.
CC.1.3.4.C Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.
CC.1.3.4. J 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 Read and comprehend literary fiction on grade level, reading independently and proficiently.

WRITING – NARRATIVE
CC.1.4.4.M Write narratives to develop real or imagined experiences or events.
CC.1.4.4.N Orient the reader by establishing a situation and introducing a narrator and/or characters.
CC.1.4.4.O 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 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.
CC.1.4.4.Q Choose words and phrases to convey ideas precisely.
CC.1.4.4.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
CC.1.4.4.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.
CC.1.4.4.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing
CC.1.4.4.U With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
CC.1.4.4.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Big Ideas	Essential Questions
• Effective readers use appropriate strategies to construct meaning. • Audience and purpose influence a writer's choice of organizational pattern, language, and literary techniques.	• How does knowing the main idea help me better understand the text? • How do I decide which details are most relevant for a given main idea? • What big ideas can a text explore? How do multiple texts explore the same themes in different ways? • Who is my audience and how do I hook and hold my audience? • Why does a writer choose a particular form of writing?
Content	**Skills**
• Main idea and supporting details of fiction and nonfiction • Summarization of fiction and nonfiction • Themes in fiction • Good writers write with FOCUS, CONTENT, and correct CONVENTIONS. • Good readers, writers, and speakers know and use a variety of precise and illustrative vocabulary words. • Text features-headings, captions, illustrations, photographs, charts, diagrams, types of print	• Identify the main idea of a fictional story or nonfiction text. • Identify relevant details for a given main idea. • Write a summary of a fiction or nonfiction story that includes a main idea and relevant details. • Determine the theme of a given text. • Developing an idea with a beginning, middle, and end. • Include detailed descriptions of people, places, and things. • Develop a narrative with a problem and solution. • Include literary elements (character, setting, plot, theme, point of view) in a narrative. • Use precise, illustrative, and varied words. • Utilize dialogue. • Generate ideas from multiple sources and create a plan for writing (brainstorming, webbing, drawing, and group discussion). • Select and organize a topic for writing. • Maintain a focus on a single idea while including supporting details. • Write a series of related sentences or paragraphs with one central idea. • Use graphic organizers, lists, webs, etc. to organize ideas during prewriting. • Create a draft of a story that includes a problem and solution. Revise the draft by adding, deleting, or changing information to make the story better. • Edit the piece for capitalization, grammar, spelling, and punctuation. • Produce complete sentences recognizing and correcting inappropriate fragments and run-on sentences (requires knowledge of subject/predicate). • Choose punctuation for effect.

Unit #/Title	2/Figurative Language & Informational Writing	Time Frame	4 Weeks

Stage 1 - Identify Desired Results

Standards

READING INFORMATIONAL
CC.1.2.4.F Determine the meaning of words and phrases as they are used in grade-level text, including figurative language.

READING LITERATURE
CC.1.3.4.E Explain major differences between poems, drama, and prose and refer to the structural elements of each when writing or speaking about a text.
CC.1.3.4.F Determine the meaning of words and phrases as they are used in grade-level text, including figurative language
CC.1.3.4.K Read and comprehend literary fiction on grade level, reading independently and proficiently.
CC.1.3.4.G Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
CC.1.3.4. J 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.

WRITING - INFORMATIVE
CC.1.4.4.A Write informative/ explanatory texts to examine a topic and convey ideas and information clearly
CC.1.4.4.B Identify and introduce the topic clearly.
CC.1.4.4.C Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension.
CC.1.4.4.D Group related information in paragraphs and sections, linking ideas within categories of information using words and phrases; provide a concluding statement or section; include formatting when useful to aiding comprehension.
CC.1.4.4.E Use precise language and domain-specific vocabulary to inform about or explain the topic.
CC.1.4.4.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

Big Ideas	Essential Questions
• Effective readers use appropriate strategies to construct meaning. • Audience and purpose influence a writer's choice of organizational pattern, language, and literary techniques.	• How can figurative language enhance my ability to read, write and speak effectively? • Who is my audience and how do I hook and hold my audience? • What do I hope to accomplish with my writing? • Why does a writer choose a particular form of writing? • How do I organize what I am going to write?
Content	**Skills**
• Figurative language: simile, alliteration, personification, onomatopoeia, idioms, metaphor, adages/proverbs • Good writers write with FOCUS, CONTENT, ORGANIZATION, STYLE, and proper CONVENTIONS.	• Identify figurative language in sentences, chapters, books, etc. • Distinguish between simile, alliteration, personification, onomatopoeia, idioms, metaphor, and adages/proverbs when given an example of figurative language.

• Good readers, writers, and speakers know and use a variety of precise and illustrative vocabulary words.	• Write sentences, paragraphs, and short stories using figurative language. • Write informational paragraphs that contain a topic sentence, supporting details, precise vocabulary, and relevant information. • Write a description of a real object, person, place, or event, using sensory details from information gathered from various media (Internet, books, magazines). • Write informational pieces using illustrations when appropriate. • Use inviting introductions and satisfying conclusions. • Use consistent/correct use of paragraphing. • Use sophisticated arrangement of content and evident and/or subtle transitions. • Edit the piece for capitalization, grammar, spelling, and punctuation. • Use correct capitalization. • Correctly use frequently confused words (specifically to/two/too and there/their/they're and a/an).

Unit #/Title	3/Affixes, Synonyms, Antonyms, Syllabication; Narrative Writing; Literature Circles	Time Frame	9 Weeks

Stage 1 - Identify Desired Results

Standards

FOUNDATIONS

CC.1.1.4.D

Know and apply grade-level phonics and word analysis skills in decoding words.

Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words.

CC.1.1.4.E Read with accuracy and fluency to support comprehension.

Read on-level text with purpose and understanding.

Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

READING LITERATURE

CC.1.3.4.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.

CC.1.3.4. J 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.

WRITING – NARRATIVE

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

CC.1.4.4.N Orient the reader by establishing a situation and introducing a narrator and/or characters.

CC.1.4.4.O 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 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.

CC.1.4.4.Q Choose words and phrases to convey ideas precisely.

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

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

CC.1.4.4.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing

CC.1.4.4.U With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

CC.1.4.4.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening

CC.1.5.4.A Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others' ideas and expressing their own clearly.

Big Ideas	Essential Questions
• Effective readers use appropriate strategies to construct meaning. • Audience and purpose influence a writer's choice of organizational pattern, language, and literary techniques.	• How can I use knowledge of affixes to determine the meanings of new words? • How can I use different words to express the same thoughts? • How do I choose words to create a specific mood or tone in my writing? • Who is my audience and how do I hook and hold my audience? • Why does a writer choose a particular form of writing?
Content	**Skills**
• Affixes: prefixes such as pre, re, un, dis, and mis • Affixes: suffixes such as ed, ing, ly, ful, able, less, and ness • Synonyms and antonyms • Good writers write with FOCUS ,CONTENT, and proper CONVENTIONS. • Good readers, writers, and speakers know and use a variety of precise and illustrative vocabulary words.	• Use knowledge of affixes to determine the meaning of a given word. • Identify the root word in a given word containing an affix. • Identify synonyms for a given word. • Identify antonyms for a given word. • Engage effectively in a range of collaborative discussions about literature circle books. • Developing an idea with a beginning, middle, and end. • Include detailed descriptions of people, places, and things. • Develop narrative with a problem and solution. • Include literary elements (character, setting, plot, theme, point of view) in narrative writing. • Use precise, illustrative, and varied words. • Utilize dialogue in narrative writing. • Generate ideas from multiple sources and create a plan for writing (brainstorming, webbing, drawing, and group discussion). • Select and organize a topic for writing. • Maintain a focus on a single idea while including supporting details. • Write a series of related sentences or paragraphs with one central idea. • Use graphic organizers, lists, webs, etc. to organize ideas during prewriting. • Create a draft of a story that includes a problem and solution. Revise the draft by adding, deleting, or changing information to make the story better. • Edit the piece for capitalization, grammar, spelling, and punctuation. • Use commas and quotation marks to mark direct speech and quotations from a text. • Use a comma before a coordinating conjunction in a compound sentence. • Use commas in a series of three or more nouns/adjectives/verbs recognizing that the "Oxford Comma" is optional.

Unit #/Title	4/Making Inferences/Point of View; Opinion Writing	Time Frame	4 Weeks

Stage 1 - Identify Desired Results

Standards

READING INFORMATIONAL TEXT
CC.1.2.4.B Refer to details and examples in text to support what the text says explicitly and make inferences.
CC.1.2.4.D Compare and contrast an event or topic told from two different points of view.
CC.1.2.4.H Explain how an author uses reasons and evidence to support particular points in a text
READING LITERATURE
CC.1.3.4.B Cite relevant details from text to support what the text says explicitly and make inferences.
CC.1.3.4.D Compare and contrast an event or topic told from two different points of view.
CC.1.3.4.K Read and comprehend literary fiction on grade level, reading independently and proficiently.
CC.1.3.4. J 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.

WRITING - OPINION
CC.1.4.4.G Write opinion pieces on topics or texts.
CC.1.4.4.H Introduce the topic and state an opinion on the topic.
CC.1.4.4.I Provide reasons that are supported by facts and details.
CC.1.4.4.J Create an organizational structure that includes related ideas grouped to support the writer's purpose and linked in a logical order with a concluding statement or section related to the opinion.
CC.1.4.4.K Choose words and phrases to convey ideas precisely.
CC.1.4.4.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
CC.1.4.4.W Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
CC.1.4.4.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Big Ideas	Essential Questions
• Effective readers use appropriate strategies to construct meaning. • Audience and purpose influence a writer's choice of organizational pattern, language, and literary techniques.	• What information can I gain from a written piece that is not "right there" in the text? • How can I tell from whose point of view a story is being told? • How can point of view change how a story is told? • Who is my audience and how do I hook and hold my audience? • Why does a writer choose a particular form of writing?
Content	**Skills**
• Making inferences – predicting, making conclusion using context clues. • Point of view - a particular attitude or way of considering a matter, (in fictional writing) the narrator's position in relation to the story being told, the position from which something or someone is observed	• Make inferences and draw conclusions while reading a given text. • Compare and contrast an event or topic told from two different points of view, including the difference between first and third person. • Write an opinion and support it with facts. • Identify and discuss the message offered in an opinion piece.

• Good writers write with FOCUS, CONTENT, ORGANIZATION, STYLE, and proper CONVENTIONS=. • Good readers, writers, and speakers know and use a variety of precise and illustrative vocabulary words.	• Organize ideas in a logical order, including a concluding statement that restates your opinion. • Use descriptive words and action verbs in context. • Use literary devices, such as simile, alliteration, metaphor, onomatopoeia, idioms, etc. • Use complete declarative, interrogative, and exclamatory sentences. • Write using a variety of differing sentence lengths and complexities. • Create clarity by avoiding repetitive details and replacing general words with more specific words while revising. • Use carats and strikethroughs to revise writing. • Use relative pronouns (who/whose/whom/which/that) and relative adverbs (where/when/why). • Form and use the progressive verb tenses (I was walking, I am walking, I will be walking) correctly and consistently in writing. • Use modal auxiliaries (can/may/must) to convey various conditions. • Order adjectives within sentences according to conventional patterns (a small red bag rather than a red small bag). • Form and use prepositional phrases. • Ensure subject/verb and pronoun/antecedent agreement.

Unit #/Title	5/Patricia Polacco Author Study	Time Frame	Ongoing

Stage 1 - Identify Desired Results

Standards

READING LITERATURE
CC.1.3.4.A Determine a theme of a text from details in the text; summarize the text.
CC.1.3.4.B Cite relevant details from text to support what the text says explicitly and make inferences.
CC.1.3.4.C Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.
CC.1.3.4.D Compare and contrast an event or topic told from two different points of view.
CC.1.3.4.H Compare and contrast similar themes, topics, and patterns of events in literature, including texts from different cultures.
CC.1.3.4. J 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 Read and comprehend literary fiction on grade level, reading independently and proficiently.

Big Ideas	Essential Questions
• Effective readers use appropriate strategies to construct meaning.	• How and why do authors use common themes and traits throughout their books? • How does knowing about an author's background assist me in understanding his/her books?
Content	**Skills**
• Themes: family, culture, acceptance, friendship, holidays	• Identify themes in Patricia Polacco's books. • Identify common traits of Patricia Polacco's books. • Analyze characters in Patricia Polacco's books.

Unit #/Title	6/Biographies; Informational Writing	Time Frame	3 Weeks

Stage 1 - Identify Desired Results

Standards

READING INFORMATIONAL TEXT
CC.1.2.4.A Determine the main idea of a text and explain how it is supported by key details; summarize the text.
CC.1.2.4.B Refer to details and examples in text to support what the text says explicitly and make inferences.
CC.1.2.4.C Explain events, procedures, ideas, or concepts in a text, including what happened and why, based on specific information in the text.
CC.1.2.4.D Compare and contrast an event or topic told from two different points of view.
CC.1.2.4.E Use text structure to interpret information (e.g., chronology, comparison, cause/effect, problem/solution).
CC.1.2.4.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

WRITING - INFORMATIVE
CC.1.4.4.A Write informative/ explanatory texts to examine a topic and convey ideas and information clearly
CC.1.4.4.B Identify and introduce the topic clearly.
CC.1.4.4.C Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension.
CC.1.4.4.D Group related information in paragraphs and sections, linking ideas within categories of information using words and phrases; provide a concluding statement or section; include formatting when useful to aiding comprehension.
CC.1.4.4.E Use precise language and domain-specific vocabulary to inform about or explain the topic.
CC.1.4.4.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

Big Ideas

- Effective readers use appropriate strategies to construct meaning.
- Audience and purpose influence a writer's choice of organizational pattern, language, and literary technique.

Essential Questions

- How do decisions, actions, and consequences vary depending on the different perspectives of the people involved?
- Who is my audience and how do I hook and hold my audience?
- Why does a writer choose a particular form of writing?
- How do I organize what I am going to write?

Content

- Summarization of biographies
- Text structure (chronology, comparison, cause/effect, problem/solution)
- Milton Hershey
- Amelia Earhart
- First-hand and second-hand accounts about an individual or event can provide different insights
- Good writers write with FOCUS, CONTENT, ORGANIZATION, and CONVENTIONS.
- Good readers, writers, and speakers know and use a variety of precise and illustrative vocabulary words.

Skills

- Identify main ideas and key details in biographical texts
- Make inferences about biographical figures that are supported by information from the text.
- Explain key events from the lives of Milton Hershey and Amelia Earhart using specific information from the text.
- Write sentences, paragraphs, and short stories using figurative language.
- Write informational paragraphs that contain a topic sentence, supporting details, precise vocabulary, and relevant information.
- Write a description of a real object, person, place, or event, using sensory details from information gathered from various media (Internet, books, magazines).

	• Write informational pieces using illustrations when appropriate. • Use inviting introductions and satisfying conclusions. • Use consistent/correct use of paragraphing. • Use sophisticated arrangement of content with evident and/or subtle transitions. • Edit the piece for capitalization, grammar, spelling, and punctuation. • Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

Unit #/Title	7/Research and Presentations	Time Frame	9 Weeks

Stage 1 - Identify Desired Results

Standards

READING INFORMATIONAL TEXT
CC.1.2.4.I Integrate information from two texts on the same topic to demonstrate understanding of that topic.

WRITING – NARRATIVE
CC.1.4.4.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.
CC.1.4.4.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SPEAKING AND LISTENING
CC.1.5.4.B 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 Identify the reasons and evidence a speaker provides to support particular points
CC.1.5.4.D Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly with adequate volume, appropriate pacing, and clear pronunciation.
CC.1.5.4.E Differentiate between contexts that require formal English versus informal situations
CC.1.5.4.F Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. Demonstrate command of the conventions of standard English when speaking, based on Grade 4 level and content.

Big Ideas

- Audience and purpose influence a writer's choice of organizational pattern, language, and literary techniques.

Essential Questions

- Where can I find information on a particular topic?
- How can I use other people's work when conducting research?
- How do I organize my ideas when finding new information in the research process?
- What is the best way to convey my information to an audience?

Content

- Places of interest in PA (integrated w/social studies)
- Finding appropriate information on reputable websites
- Finding appropriate information in print sources
- Bibliographies
- Citations

Skills

- Locate information about a place of interest in Pennsylvania using books, websites, reference materials, and promotional literature.
- Cite the sources from which research is gathered by completing a bibliography.
- Present research to an audience by giving an oral report.
- Use audio/visual or other media to enhance a presentation.
- Speak to an audience using adequate volume, appropriate pacing, and clear pronunciation.
- Use formal language during a presentation.