

Wilson Area School District Planned Course Guide

Title of planned course: Reading and Language Arts Grade 4

Subject Area: Reading and Language Arts

Grade Level: 4

Course Description: This course is designed to provide students with strategies to develop reading comprehension skills, reading fluency, vocabulary recognition, the conventions of grammar, and accurate spelling.

Time/Credit for this Course: One Academic Year

Curriculum Writing Committee: Liz Falcone and Teresa Soden

Curriculum Map

August: Fluency/phonics review

September: (1.1, 1.2, 1.3)

- Baseline DIBELS/Study Island Benchmark
- Central idea, ask and answer questions, author's purpose, text and graphic features, figurative language, monitor and clarify, point of view, characters, retell/summarize, literary elements (character, setting, plot), theme, author's craft
- Context clues, prefixes (un-, in-, im-, re-, mis-, pre-, dis-) suffixes (-y, -ly)
- Spelling: Short A/Long A; Short E/Long E; Short I/Long I
- Fluency: Accuracy and self-correction, reading rate, expression
- Personal narrative writing, parts of a sentence, kinds of sentences, quotations

October: (2.1, 2.2, 2.3, 3.1)

- Central Idea, retell/summarize, text and graphic features, text structure, content-area words, ask and answer questions, media techniques, figurative language, text structure, visualize, plot, author's craft, identify claim, synthesize, theme, point of view, elements of drama, idioms, adages, proverbs
- Context clues, synonyms and antonyms, multiple meaning words, Latin roots (*lumin*), suffixes (-ness, -ment, -y, -ly, -ful, -ous, -less)
- Spelling: Short O/Long O; homophones; /u/ vowel sounds; /oo/ vowel sounds; /ou/ vowel sounds
- Fluency: Accuracy and self-correction, reading rate, expression, phrasing, intonation
- Descriptive writing (informational), fragments and run-on sentences, proper nouns, verbs, verb tenses, progressive verb tenses, introduce parts of a Text Dependent Analysis/analyze prompts

November: (3.2, 3.3, 4.1)

- Study Island Benchmark
- Make and confirm predictions, literary elements (character, setting, plot), point of view, author's craft, text and graphic features, visualize, theme, synthesize, text structure, ask and answer questions, elements of drama, figurative language
- Multiple meaning words, synonyms and antonyms, homographs and homophones, Latin roots (*vis, aud, spec*), prefixes (over-, under-)
- Spelling: vowel +r sounds (2 weeks); homophones
- Fluency: reading rate, phrasing, intonation
- Opinion writing, compound and complex sentences, pronouns, frequently confused words, Analyze Text Dependent Analysis prompts/teacher modeling

December: (4.2, 4.3, 5.1)

- Making inferences, central idea, text structure, author's purpose, ideas and support, ask and answer questions, text structure, figurative language, monitor and clarify, central idea, text and graphic features
- Homographs/homophones, synonyms and antonyms, shades of meaning, suffixes (-able, -ible, -en, -ic, -ity, -ty)
- Spelling: -ed/-ing endings (2 weeks); final Long E
- Fluency: reading rate, phrasing
- Narrative writing (story), possessive nouns, modal auxiliaries, participles, Text Dependent Analysis teacher modeling/whole group work

January: (5.2, 5.3, 6.1, 6.2)

- DIBELS testing/Study Island Benchmark
- Visualize, elements of poetry, figurative language, theme, text and graphic features, synthesize, central idea, text structure, ask and answer questions, author's craft
- Homographs and homophones, prefixes (un- in-) Greek roots (*auto, bio, photo, graph*), suffixes (-er, -or, -ist, -ness, -ment)
- Spelling: change final y to i; words with /k/ /ng/ /kw/; final /j/ and /s/
- Fluency: expression, accuracy and self correction, reading rate
- Text dependent analysis writing in pairs, irregular verbs, adjectives, adverbs

February: (6.3, 7.1, 7.2, 7.3)

- Make inferences, ideas and support, simile and metaphor, author's craft, central idea, retell, figurative language, characters, adages and proverbs, make and confirm predictions, theme, synthesize, text and graphic features, media techniques, literary elements (character, setting, plot)
- Shades of meaning, reference sources, analogies, prefixes (inter-, mis-, pre-, dis-), suffixes (-ion, -ity, -ty)
- Spelling: prefixes re-, un-, dis-; suffixes -ful, -less, -ness, -ment; VCCV patterns and closed syllables; VCV pattern, open or closed
- Fluency: intonation, accuracy and self-correction, expression, reading rate
- Text dependent analysis writing in pairs/moving toward independence, prepositions/prepositional phrases, relative pronouns and adverbs, abbreviations, comparative/superlative adjectives, adjective order

March:

- Study Island Benchmark
- PSSA prep using PA Coach and assessment books (comprehension, vocabulary, grammar, text dependent analysis writing)
- Spelling using into Reading modules 9.1,9.2, 9.3, 10.1
- Grammar using into Reading and other teacher created materials: punctuation (8.2), commas (8.3), proper mechanics (9.1), contractions (10.2)
- Text dependent analysis writing independently

April:

- PSSA prep using PA coach assessment books and state-released item sampler (comprehension, vocabulary, grammar, text dependent analysis writing)
- Spelling using into Reading modules 10.2,10.3
- Grammar using into Reading and other teacher created materials: possessive pronouns (9.3), frequently misspelled words (10.3)
- Text dependent analysis writing
- PSSA testing

May: (8.1, 8.2, 8.3)

- PSSA and DIBELS testing
- Text and graphic features, monitor and clarify, author's purpose, ideas and support, ask and answer questions, media techniques, central idea, make and confirm predictions, idioms, point of view
- Analogies, context clues, Latin roots (*port, dict*), prefixes (sub- fore-), Greek roots (*meter, therm, phon, tele*)
- Spelling: VCCV patterns, open and closed; VCCV pattern; VCCCV pattern
- Fluency: phrasing, intonation, accuracy and self-correction

Wilson Area School District Planned Course Materials

Course Title: Reading and Language Arts Grade 4

Textbook:

- Houghton Mifflin Harcourt into Reading

Supplemental Books:

- into Reading student workbooks
- into Reading guided reading books
- PSSA Performance Coach Book: Language Arts
- PSSA Coach Practice Assessment Book

Teacher Resources:

- Study Island, Spellingcity, and other websites
- Teacher created worksheets and activities
- Supplemental Text Dependent Analysis materials

Curriculum Scope & Sequence

Planned Course: Reading and Language Arts Grade 4

Module: 1

Time frame: Three Weeks

State Standards: CC.1.1.4.D-E; CC.1.2.4.A-L; CC.1.3.4.A-G; CC.1.3.4.I-K; CC.1.4.4.M-T; CC.1.4.4.X; CC.1.5.4.A-D; CC.1.5.4.G

Essential content/objectives: At the end of the unit, students will be able to:

- **Comprehension**
 - Identify the central idea of a text
 - Ask and answer literal, interpretive, and evaluative questions
 - Identify the author's purpose
 - Analyze and interpret text and graphic features
 - Identify and interpret figurative language
 - Monitor and clarify to aid in comprehension
 - Identify the point of view of a text
 - Analyze characters and character traits
 - Put story events into the correct sequence
 - Use the summarize strategy to aid comprehension
 - Understand literary elements-character, setting, and plot
 - Identify theme
 - Analyze the author's craft
 - Write a story scene and retelling of a story
- **Vocabulary**
 - Use prefixes "un-, in-, im-, re-, mis-, pre-, dis-" and suffixes "-y, -ly" to understand unfamiliar words
 - Continue to practice to master the following skills:
 - Activate prior knowledge of words
 - Use context clues to determine the meaning of unfamiliar words
- **Phonics and Spelling**
 - Spell words with short A/long A; words with short E/long E; words with short I/long I
- **Grammar and Writing**
 - Identify subjects and predicates
 - Ensure subject/verb agreement
 - Identify declarative, interrogative, imperative, and exclamatory sentences
 - Use quotation marks with direct speech and to cite from text
 - Use the writing process to write a personal narrative
- **Fluency**
 - Read grade level text with expression, appropriate phrasing, rate, and accuracy

Core Activities: Students will complete/participate in the following:

- **Comprehension**
 - Use sequence strips to put story events in the correct order
 - Daily review of time order words
 - Use “Somebody wanted but so then” organizer to have students practice writing summaries
 - Use “Piece of the Pie” activity to identify the author’s purpose
 - Use the questioning strategy (literal, interpretive, and evaluative questions) to spot the author’s purpose
 - Use read alouds to identify figurative language
 - Practice writing figurative language using classroom objects/observations
 - Use a story map to label the characters, setting, and plot of stories
 - Create a character map to practice using character traits
 - Umbrella activity or some other graphic organizer to teach main idea and supporting details (create umbrellas with the main idea and each individual raindrop lists the supporting details)
 - Use Scholastic News to practice analyzing graphic and text features
 - Use texts on the same topic to practice point of view
 - Use fables to introduce and practice identifying theme
 - Use Study Island to practice skills
- **Vocabulary**
 - Identify context clues in sentences
 - Create K-W-L charts to activate prior knowledge
 - Identify prefixes and suffixes and list additional words which contain them
 - Use the glossary to define vocabulary words
 - Participate in various center activities
 - Illustrate words and write sentences with the words used in the correct context
- **Phonics and Spelling**
 - into Reading series spelling assignments
 - Daily review of spelling words using games such as Sparkle, Spellingcity, Tic Tac Toe Spell, Hangman, and Trashketball
- **Grammar and Writing**
 - into Reading series grammar assignments
 - Practice writing declarative, interrogative, imperative, and exclamatory sentences
 - Correctly separate sentences into subjects and predicates
 - Use Study Island to practice skills
 - Choose a topic, organize, draft, revise, edit, and publish a personal narrative
- **Fluency**
 - Repeated reading of high frequency words, read decodable grade-level passages and text in groups and pairs
 - Listen as text is read with expression, appropriate phrasing, rate, and accuracy

Extensions:

- Additional challenging vocabulary and spelling words will be provided
- Additional texts will be used.
- Creative and critical thinking questions will be provided for the weekly story
- Read additional texts of the same genre as the weekly story

Remediation:

- Intervention groups for specific skills
- Small group instruction
- Practice Decodable Readers daily
- Online vocabulary and comprehension practice

Instructional Methods:

- Direct instruction
- Large and small group instruction
- Discussion, modeling, and independent practice

Materials & Resources:

- HMH into Reading Teacher's Guide
- into Reading digital materials
- into Reading workbooks
- Practice Decodable Readers
- Fluency passages
- Leveled reading books
- Trade books
- Vocabulary cards
- Chromebooks
- Various teacher made items
- PSSA Coach books and other state testing materials

Assessments:

- DIBELS
- Study Island Benchmark and assignment results
- Weekly tests and quizzes
- Spelling tests
- Weekly fluency checks
- Teacher observation

Curriculum Scope & Sequence

Planned Course: Reading and Language Arts Grade 4

Module: 2

Time frame: Three Weeks

State Standards: CC.1.1.4.D-E; CC.1.2.4.A-L; CC.1.3.4.A-D; CC.1.3.4.F-G; CC.1.3.4.I-K; CC.1.4.4.A-F; CC.1.4.4.H-L; CC.1.4.4.S-T; CC.1.4.4.W-X; CC.1.5.4.A-D; CC.1.5.4.G

Essential content/objectives: At the end of the unit, students will be able to:

- **Comprehension**
 - Identify the central idea of a text
 - Analyze and interpret text and graphic features
 - Use the summarize strategy to aid comprehension
 - Analyze the author's craft and text structure
 - Understand the meaning of content area words
 - Ask and answer literal, interpretive, and evaluative questions
 - Evaluate media techniques
 - Identify and interpret figurative language
 - Monitor and clarify to aid in comprehension
 - Put story events into the correct sequence
 - Understand literary elements-character, setting, and plo.
 - Write a summary
 - Write an informative paragraph in response to a text
- **Vocabulary**
 - Understand multiple meaning words
 - Use Latin root "lumin"
 - Use suffixes "-y, -ly, -ness, -ment" to understand unfamiliar words
 - Continue to practice to master the following skills:
 - Activate prior knowledge of words
 - Use context clues to determine the meaning of unfamiliar words
- **Phonics and Spelling**
 - Spell words with short O/long O; homophones; words with vowel sounds /u/
- **Grammar and Writing**
 - Identify and fix fragments and run-ons
 - Write complete sentences
 - Use and capitalize proper nouns
 - Identify and use action verbs
 - Use linking verbs and helping verbs
 - Use the writing process to write a descriptive informational essay
- **Fluency**
 - Read grade level text with expression, appropriate phrasing, rate, and accuracy

Core Activities: Students will complete/participate in the following:

- **Comprehension**
 - Use sequence strips to put story events in the correct order

- Daily review of time order words
- Use “Somebody wanted but so then” organizer to have students practice writing summaries
- Use the questioning strategy (literal, interpretive, and evaluative questions) to make predictions and further understand text
- Use read alouds to identify figurative language
- Practice writing figurative language using classroom objects/observations
- Use a story map to label the characters, setting, and plot of stories
- Umbrella activity or some other graphic organizer to teach main idea and supporting details (create umbrellas with the main idea and each individual raindrop lists the supporting details)
- Use Scholastic News to practice analyzing graphic and text features
- Use Study Island to practice skills
- **Vocabulary**
 - Identify context clues in sentences
 - Create K-W-L charts to activate prior knowledge
 - Identify prefixes and suffixes and list additional words which contain them
 - Use the glossary to define vocabulary words
 - Participate in various center activities
 - Illustrate words and write sentences with the words used in the correct context
- **Phonics and Spelling**
 - into Reading series spelling assignments
 - Daily review of spelling words using games such as Sparkle, Spellingcity, Tic Tac Toe Spell, Hangman, and Trashketball
- **Grammar and Writing**
 - into Reading series grammar assignments
 - Practice writing complete sentences
 - Daily editing practice with emphasis on identification and capitalization of proper nouns
 - Color code helping and main verbs
 - Use Study Island to practice skills
 - Choose a topic, organize, draft, revise, edit, and publish a descriptive essay
- **Fluency**
 - Repeated reading of high frequency words, read decodable grade-level passages and text in groups and pairs
 - Listen as text is read with expression, appropriate phrasing, rate, and accuracy

Extensions:

- Additional challenging vocabulary and spelling words will be provided
- Additional texts will be used
- Creative and critical thinking questions will be provided for the weekly story
- Read additional texts of the same genre as the weekly story

Remediation:

- Intervention groups for specific skills
- Small group instruction
- Practice Decodable Readers daily
- Online vocabulary and comprehension practice

Instructional Methods:

- Direct instruction
- Large and small group instruction
- Discussion, modeling, and independent practice

Materials & Resources:

- HMH into Reading Teacher's Guide
- into Reading digital materials
- into Reading workbooks
- Practice Decodable Readers
- Fluency passages
- Leveled reading books
- Trade books
- Vocabulary cards
- Chromebooks
- Various teacher made items
- PSSA Coach books and other state testing materials

Assessments:

- DIBELS
- Study Island Benchmark and assignment results
- Weekly tests and quizzes
- Spelling tests
- Weekly fluency checks
- Teacher observation

Curriculum Scope & Sequence

Planned Course: Reading and Language Arts Grade 4

Module: 3

Time frame: Three Weeks

State Standards: CC.1.1.4.D-E; CC.1.2.4.A-L; CC.1.3.4.A-G; CC.1.3.4.I-K; CC.1.4.4.A-F; CC.1.4.4.H-L; CC.1.4.4.S-T; CC.1.4.4.W-X; CC.1.5.4.A-D; CC.1.5.4.G

Essential content/objectives: At the end of the unit, students will be able to:

- **Comprehension**
 - Identify the author's claim
 - Synthesize information to further understand a text
 - Analyze the author's craft and text structure
 - Understand the meaning of content area words
 - Visualize to aid in comprehension
 - Identify the point of view of a text
 - Understand and identify the elements of drama
 - Identify and interpret idioms, adages, and proverbs
 - Identify and interpret figurative language
 - Put story events into the correct sequence
 - Understand literary elements--character, setting, plot
 - Identify the theme of a story
 - Make and confirm predictions about a text.
- **Vocabulary**
 - Use knowledge of synonyms and antonyms to understand unfamiliar words
 - Use Latin roots "vis, aud, spec"
 - Use suffixes "-ful, -ous, -less" to understand unfamiliar words
 - Use prefixes "over-, under-" to understand unfamiliar words
 - Continue to practice to master the following skills:
 - Activate prior knowledge of words
 - Use context clues to determine the meaning of unfamiliar words
 - Understand multiple meaning words
- **Phonics and Spelling**
 - Spell words with oo sounds; words with vowel sounds /ou/, /o/; words with vowel + /r/ sounds
- **Grammar and Writing**
 - Identify and use correct verb tenses
 - Use helping verbs and past participles
 - Use progressive verb tenses
 - Identify and write compound and complex sentences
 - Use the writing process to write an opinion essay
- **Fluency**
 - Read grade level text with expression, appropriate phrasing, rate, and accuracy

Core Activities: Students will complete/participate in the following:

- **Comprehension**
 - Use sequence strips to put story events in the correct order
 - Daily review of time order words
 - Use “Somebody wanted but so then” organizer to have students practice writing summaries
 - Use summaries and discussion to synthesize information and draw conclusions
 - Make a mind map to visualize events in a story
 - Have students find and illustrate good examples of passages in which they were able to visualize when trying to comprehend the story
 - Matching activity in which students match elements of drama and prose with the appropriate genre
 - Use the questioning strategy (literal, interpretive, and evaluative questions) to make predictions and further understand text
 - Use read alouds to identify figurative language
 - Choose a proverb, idiom, or adage and illustrate it as part of a class book
 - Use a story map to label the characters, setting, and plot of stories
 - Use Study Island to practice skills
- **Vocabulary**
 - Identify context clues in sentences
 - Create K-W-L charts to activate prior knowledge
 - Identify prefixes and suffixes and list additional words which contain them
 - Use the glossary to define vocabulary words
 - Participate in various center activities
 - Illustrate words and write sentences with the words used in the correct context
- **Phonics and Spelling**
 - into Reading series spelling assignments
 - Daily review of spelling words using games such as Sparkle, Spellingcity, Tic Tac Toe Spell, Hangman, and Trashketball
- **Grammar and Writing**
 - into Reading series grammar assignments
 - Practice writing complete sentences
 - Daily editing practice with emphasis on identification and capitalization of proper nouns
 - Use “stretch the sentence” strategy to write compound and complex sentences
 - Use Study Island to practice skills
 - Choose a topic, organize, draft, revise, edit, and publish an opinion essay
- **Fluency**
 - Repeated reading of high frequency words, read decodable grade-level passages and text in groups and pairs
 - Listen as text is read with expression, appropriate phrasing, rate, and accuracy

Extensions:

- Additional challenging vocabulary and spelling words will be provided
- Additional texts will be used
- Creative and critical thinking questions will be provided for the weekly story
- Read additional texts of the same genre as the weekly story

Remediation:

- Intervention groups for specific skills
- Small group instruction
- Practice Decodable Readers daily
- Online vocabulary and comprehension practice

Instructional Methods:

- Direct instruction
- Large and small group instruction
- Discussion, modeling, and independent practice

Materials & Resources:

- HMH into Reading Teacher's Guide
- into Reading digital materials
- into Reading workbooks
- Practice Decodable Readers
- Fluency passages
- Leveled reading books
- Trade books
- Vocabulary cards
- Chromebooks
- Various teacher made items
- PSSA Coach books and other state testing materials.

Assessments:

- DIBELS
- Study Island Benchmark and assignment results
- Weekly tests and quizzes
- Spelling tests
- Weekly fluency checks
- Teacher observation

Curriculum Scope & Sequence

Planned Course: Reading and Language Arts Grade 4

Module: 4

Time frame: Three Weeks

State Standards: CC.1.1.4.D-E; CC.1.2.4.A-L; CC.1.3.4.A-K; CC.1.4.4.M-T; CC.1.4.4.W-X; CC.1.5.4.A-D; CC.1.5.4.G

Essential content/objectives: At the end of the unit, students will be able to:

- **Comprehension**
 - Identify the author's claim
 - Analyze and interpret text and graphic features
 - Synthesize information to further understand a text
 - Analyze the author's craft and text structure
 - Understand the meaning of content area words
 - Visualize to aid in comprehension
 - Identify the point of view of a text
 - Understand and identify the elements of drama
 - Ask and answer literal, interpretive, and evaluative questions
 - Identify and interpret figurative language
 - Use text detail and background knowledge to make inferences
 - Identify the theme of a story
 - Identify the central idea and supporting details of a text
- **Vocabulary**
 - Use knowledge of synonyms and antonyms to understand unfamiliar words
 - Use homophones and homographs correctly
 - Use prefix "fore" to understand unfamiliar words
 - Use suffixes "-able, -ible, -en, -ic" to understand unfamiliar words
 - Continue to practice to master the following skills:
 - Activate prior knowledge of words
 - Use context clues to determine the meaning of unfamiliar words
 - Understand multiple meaning words
- **Phonics and Spelling:**
 - Spell words with vowel + /r/ sounds; homophones; words with -ed, -ing endings
- **Grammar and Writing:**
 - Use subject and object pronouns correctly
 - Ensure pronoun-antecedent agreement
 - Use frequently confused words correctly (to, too, two; they're, there, their; its, it's)
 - Use singular and plural possessive nouns correctly
 - Use the writing process to write a narrative story
- **Fluency**
 - Read grade level text with expression, appropriate phrasing, rate, intonation and accuracy

Core Activities: Students will complete/participate in the following:

- **Comprehension**
 - Use summaries and discussion to synthesize information and draw conclusions
 - Make a mind map to visualize events in a story
 - Have students find and illustrate good examples of passages in which they were able to visualize when trying to comprehend the story
 - Matching activity in which students match elements of drama and prose with the appropriate genre
 - Use the questioning strategy (literal, interpretive, and evaluative questions) to make predictions and further understand text
 - Use read alouds to identify figurative language
 - Use “Piece of the Pie” activity to identify the author’s purpose
 - Umbrella activity or some other graphic organizer to teach main idea and supporting details (create umbrellas with the main idea and each individual raindrop lists the supporting details)
 - Use Pixar Short films and mysteries to teach inferences
 - Use Scholastic News to practice analyzing graphic and text features
 - Use Study Island to practice skills
- **Vocabulary**
 - Identify context clues in sentences
 - Create K-W-L charts to activate prior knowledge
 - Identify prefixes and suffixes and list additional words which contain them
 - Use the glossary to define vocabulary words
 - Participate in various center activities
 - Illustrate words and write sentences with the words used in the correct context
- **Phonics and Spelling**
 - into Reading series spelling assignments
 - Daily review of spelling words using games such as Sparkle, Spellingcity, Tic Tac Toe Spell, Hangman, and Trashketball
- **Grammar and Writing**
 - into Reading series grammar assignments
 - Cloze passages to practice using frequently confused words
 - Daily editing practice with emphasis on pronoun-antecedent agreement and possessive nouns
 - Use Study Island to practice skills
 - Choose a topic, organize, draft, revise, edit, and publish a narrative story
- **Fluency**
 - Repeated reading of high frequency words, read decodable grade-level passages and text in groups and pairs
 - Listen as text is read with expression, appropriate phrasing, rate, and accuracy

Extensions:

- Additional challenging vocabulary and spelling words will be provided
- Additional texts will be used
- Creative and critical thinking questions will be provided for the weekly story
- Read additional texts of the same genre as the weekly story

Remediation:

- Intervention groups for specific skills
- Small group instruction
- Practice Decodable Readers daily
- Online vocabulary and comprehension practice

Instructional Methods:

- Direct instruction
- Large and small group instruction
- Discussion, modeling, and independent practice

Materials & Resources:

- HMH into Reading Teacher's Guide
- into Reading digital materials
- into Reading workbooks
- Practice Decodable Readers
- Fluency passages
- Leveled reading books
- Trade books
- Vocabulary cards
- Chromebooks
- Various teacher made items
- PSSA Coach books and other state testing materials

Assessments:

- DIBELS
- Study Island Benchmark and assignment results
- Weekly tests and quizzes
- Spelling tests
- Weekly fluency checks
- Teacher observation

Curriculum Scope & Sequence

Planned Course: Reading and Language Arts Grade 4

Module: 5

Time frame: Three Weeks

State Standards: CC.1.1.4.D-E; CC.1.2.4.A-L; CC.1.3.4.A-D; CC.1.3.4.F-G; CC.1.3.4.I-K; CC.1.4.4.M-T; CC.1.4.4.X; CC.1.5.4.A-D; CC.1.5.4.G

Essential content/objectives: At the end of the unit, students will be able to:

- **Comprehension**
 - Identify the central idea of a text
 - Ask and answer literal, interpretive, and evaluative questions
 - Identify the author's purpose
 - Analyze and interpret text and graphic features
 - Identify and interpret figurative language
 - Monitor and clarify to aid in comprehension
 - Identify the point of view of a text
 - Analyze characters and character traits
 - Put story events into the correct sequence
 - Use the summarize strategy to aid comprehension
 - Understand literary elements-character, setting, and plot
 - Identify theme
 - Analyze the author's craft
 - Write a story scene and retelling of a story
- **Vocabulary**
 - Use prefixes "un-, in-, im-, re-, mis-, pre-, dis-" and suffixes "-y, -ly" to understand unfamiliar words
 - Continue to practice to master the following skills:
 - Activate prior knowledge of words
 - Use context clues to determine the meaning of unfamiliar words
- **Phonics and Spelling**
 - Spell words with short A/long A; words with short E/long E; words with short I/long I
- **Grammar and Writing**
 - Identify subjects and predicates
 - Ensure subject/verb agreement
 - Identify declarative, interrogative, imperative, and exclamatory sentences
 - Use quotation marks with direct speech and to cite from text
 - Use the writing process to write a narrative story
- **Fluency**
 - Read grade level text with expression, appropriate phrasing, rate, and accuracy

Core Activities: Students will complete/participate in the following:

- **Comprehension**
 - Use sequence strips to put story events in the correct order
 - Daily review of time order words
 - Use “Somebody wanted but so then” organizer to have students practice writing summaries
 - Use “Piece of the Pie” activity to identify the author’s purpose
 - Use the questioning strategy (literal, interpretive, and evaluative questions) to spot the author’s purpose
 - Use read alouds to identify figurative language
 - Practice writing figurative language using classroom objects/observations
 - Use a story map to label the characters, setting, and plot of stories
 - Create a character map to practice using character traits
 - Umbrella activity or some other graphic organizer to teach main idea and supporting details (create umbrellas with the main idea and each individual raindrop lists the supporting details)
 - Use Scholastic News to practice analyzing graphic and text features
 - Use texts on the same topic to practice point of view
 - Use fables to introduce and practice identifying theme
 - Use Study Island to practice skills
- **Vocabulary**
 - Identify context clues in sentences
 - Create K-W-L charts to activate prior knowledge
 - Identify prefixes and suffixes and list additional words which contain them
 - Use the glossary to define vocabulary words
 - Participate in various center activities
 - Illustrate words and write sentences with the words used in the correct context
- **Phonics and Spelling**
 - into Reading series spelling assignments
 - Daily review of spelling words using games such as Sparkle, Spellingcity, Tic Tac Toe Spell, Hangman, and Trashketball
- **Grammar and Writing**
 - into Reading series grammar assignments
 - Practice writing declarative, interrogative, imperative, and exclamatory sentences
 - Correctly separate sentences into subjects and predicates
 - Use Study Island to practice skills
 - Choose a topic, organize, draft, revise, edit, and publish a narrative story
- **Fluency**
 - Repeated reading of high frequency words, read decodable grade-level passages and text in groups and pairs
 - Listen as text is read with expression, appropriate phrasing, rate, and accuracy

Extensions:

- Additional challenging vocabulary and spelling words will be provided
- Additional texts will be used
- Creative and critical thinking questions will be provided for the weekly story
- Read additional texts of the same genre as the weekly story

Remediation:

- Intervention groups for specific skills
- Small group instruction
- Practice Decodable Readers daily
- Online vocabulary and comprehension practice

Instructional Methods:

- Direct instruction
- Large and small group instruction
- Discussion, modeling, and independent practice

Materials & Resources:

- HMH into Reading Teacher's Guide
- into Reading digital materials
- into Reading workbooks
- Practice Decodable Readers
- Fluency passages
- Leveled reading books
- Trade books
- Vocabulary cards
- Chromebooks
- Various teacher made items
- PSSA Coach books and other state testing materials

Assessments:

- DIBELS
- Study Island Benchmark and assignment results
- Weekly tests and quizzes
- Spelling tests
- Weekly fluency checks
- Teacher observation

Curriculum Scope & Sequence

Planned Course: Reading and Language Arts Grade 4

Module: 6

Time frame: Three Weeks

State Standards: CC.1.1.4.D-E; CC.1.2.4.A-L; CC.1.3.4.A-D; CC.1.3.4.F-G; CC.1.3.4.I-K; CC.1.4.4.M-T; CC.1.4.4.X; CC.1.5.4.A-D; CC.1.5.4.G

Essential content/objectives: At the end of the unit, students will be able to:

- **Comprehension**
 - Analyze and interpret text and graphic features
 - Synthesize information to further understand a text
 - Analyze the author's craft and text structure
 - Understand the meaning of content area words
 - Identify the central idea of a text
 - Ask and answer literal, interpretive, and evaluative questions
 - Identify and interpret figurative language, specifically similes and metaphors
 - Monitor and clarify to aid in comprehension
 - Analyze characters and character traits
 - Put story events into the correct sequence
 - Identify theme
 - Make inferences based on text evidence
 - Identify and understand elements of poetry
- **Vocabulary**
 - Use prefixes "inter-, re-, un-, dis-" in multisyllabic words
 - Use suffixes "-ness, -ment" to understand unfamiliar words
 - Review greek roots "auto, bio, photo, graph"
 - Understand shades of meaning
 - Continue to practice to master the following skills:
 - Activate prior knowledge of words
 - Use context clues to determine the meaning of unfamiliar words
- **Phonics and Spelling**
 - Spell words with final /j/ and /s/
 - Spell words with /k/, /ng/ and /kw/
 - Spell words with prefixes re-, un-, dis-
- **Grammar and Writing**
 - Identify adjectives.
 - Use adjectives after *Be*.
 - Identify and order adjectives.
 - Use and identify adverbs.
 - Use adverbs in different parts of sentences.
 - Use prepositions and prepositional phrases.
 - Review Participles in language/writing.
 - Organize and write a text dependent analysis.

- **Fluency**
 - Read grade level text with expression, appropriate phrasing, rate, and accuracy

Core Activities: Students will complete/participate in the following:

- **Comprehension**
 - Use sequence strips to put story events in the correct order
 - Daily review of time order words
 - Use the questioning strategy (literal, interpretive, and evaluative questions)
 - Use read alouds to identify figurative language
 - Practice writing figurative language using classroom objects/observations
 - Use a story map to label the characters, setting, and plot of stories
 - Create a character map to practice using character traits
 - Umbrella activity or some other graphic organizer to teach main idea and supporting details (create umbrellas with the main idea and each individual raindrop lists the supporting details)
 - Use Scholastic News to practice analyzing graphic and text features
 - Use fables to practice identifying theme
 - Use Study Island to practice skills
- **Vocabulary**
 - Identify context clues in sentences
 - Create K-W-L charts to activate prior knowledge
 - Identify prefixes and suffixes and list additional words which contain them
 - Use the glossary to define vocabulary words
 - Participate in various center activities
 - Illustrate words and write sentences with the words used in the correct context
 - List words that are synonyms and use shades of meaning to order them from weakest to strongest
- **Phonics and Spelling**
 - into Reading series spelling assignments
 - Daily review of spelling words using games such as Sparkle, Spellingcity, Tic Tac Toe Spell, Hangman, and Trashketball
- **Grammar and Writing**
 - into Reading series grammar assignments
 - Practice using adjectives and adverbs in sentences
 - Using a familiar text, organize and write a text dependent analysis in pairs with teacher guidance and support
- **Fluency**
 - Repeated reading of high frequency words, read decodable grade-level passages and text in groups and pairs
 - Listen as text is read with expression, appropriate phrasing, rate, and accuracy

Extensions:

- Additional challenging vocabulary and spelling words will be provided
- Additional texts will be used
- Creative and critical thinking questions will be provided for the weekly story
- Read additional texts of the same genre as the weekly story

Remediation:

- Intervention groups for specific skills
- Small group instruction
- Practice Decodable Readers daily
- Online vocabulary and comprehension practice

Instructional Methods:

- Direct instruction
- Large and small group instruction
- Discussion, modeling, and independent practice

Materials & Resources:

- HMH into Reading Teacher's Guide
- into Reading digital materials
- into Reading workbooks
- Practice Decodable Readers
- Fluency passages
- Leveled reading books
- Trade books
- Vocabulary cards
- Chromebooks
- Various teacher made items
- PSSA Coach books and other state testing materials

Assessments:

- DIBELS
- Study Island Benchmark and assignment results
- Weekly tests and quizzes
- Spelling tests
- Weekly fluency checks
- Teacher observation

Curriculum Scope & Sequence

Planned Course: Reading and Language Arts Grade 4

Module: 7

Time frame: Three Weeks

State Standards: CC.1.1.4.D-E; CC.1.2.4.A-L; CC.1.3.4.A-D; CC.1.3.4.F-G; CC.1.3.4.I-K; CC.1.4.4.M-T; CC.1.4.4.X; CC.1.5.4.A-D; CC.1.5.4.G

Essential content/objectives: At the end of the unit, students will be able to:

- **Comprehension**
 - Analyze and interpret text and graphic features
 - Synthesize information to further understand a text
 - Understand the meaning of content area words
 - Visualize to aid in comprehension
 - Identify the central idea of a text
 - Identify and interpret figurative language
 - Analyze characters and character traits
 - Use the summarize strategy to aid comprehension
 - Understand literary elements-character, setting, and plot
 - Identify theme. Identify adages and proverbs
 - Make and confirm predictions about a text
 - Identify and understand media techniques used in a text
- **Vocabulary**
 - Use suffixes “-ion, ity, ty” to understand unfamiliar words
 - Use prefixes “-mis, pre, dis”
 - Review prefix “inter”
 - Use analogies to understand the relationship between words
 - Continue to practice to master the following skills:
 - Activate prior knowledge of words
 - Use context clues to determine the meaning of unfamiliar words
- **Phonics and Spelling**
 - Spell words with suffixes “-ful, less, ness, ment”
 - Spell words with VCCV pattern and closed syllables
- **Grammar and Writing**
 - Identify Relative Pronouns and Adverbs
 - Identify clauses
 - Review Prepositions and Prepositional Phrases
 - Use Relative Pronouns and Adverbs in writing
 - Use and identify Comparative and Superlative Adjectives and Adverbs
 - Review abbreviations
 - Use Comparative and Superlative Adjectives and Adverbs in writing
 - Use the writing process to organize and write a text dependent analysis
- **Fluency**
 - Read grade level text with expression, appropriate phrasing, rate, and accuracy

Core Activities: Students will complete/participate in the following:

- **Comprehension**
 - Use sequence strips to put story events in the correct order
 - Daily review of time order words
 - Use a story map to label the characters, setting, and plot of stories
 - Create a character map to practice using character traits
 - Umbrella activity or some other graphic organizer to teach main idea and supporting details (create umbrellas with the main idea and each individual raindrop lists the supporting details)
 - Use Scholastic News to practice analyzing graphic and text features
 - Use texts on the same topic to practice point of view
 - Use fables to practice identifying theme
 - Create a figurative language book
 - Illustrate common adages and proverbs
 - Use Study Island to practice skills
- **Vocabulary**
 - Identify context clues in sentences
 - Create K-W-L charts to activate prior knowledge
 - Identify prefixes and suffixes and list additional words which contain them
 - Use the glossary to define vocabulary words
 - Participate in various center activities
 - Illustrate words and write sentences with the words used in the correct context
- **Phonics and Spelling**
 - into Reading series spelling assignments
 - Daily review of spelling words using games such as Sparkle, Spellingcity, Tic Tac Toe Spell, Hangman, and Trashketball
- **Grammar and Writing**
 - into Reading series grammar assignments
 - Practice using Adverbs and Comparative/Superlative adjectives in sentences
 - Review and use abbreviations in writing
 - Using a cold read, organize and write a text dependent analysis in pairs, independently if able
- **Fluency**
 - Repeated reading of high frequency words, read decodable grade-level passages and text in groups and pairs
 - Listen as text is read with expression, appropriate phrasing, rate, and accuracy

Extensions:

- Additional challenging vocabulary and spelling words will be provided
- Additional texts will be used
- Creative and critical thinking questions will be provided for the weekly story
- Read additional texts of the same genre as the weekly story

Remediation:

- Intervention groups for specific skills
- Small group instruction
- Practice Decodable Readers daily
- Online vocabulary and comprehension practice

Instructional Methods:

- Direct instruction
- Large and small group instruction
- Discussion, modeling, and independent practice

Materials & Resources:

- HMH into Reading Teacher's Guide
- into Reading digital materials
- into Reading workbooks
- Practice Decodable Readers
- Fluency passages
- Leveled reading books
- Trade books
- Vocabulary cards
- Chromebooks
- Various teacher made items
- PSSA Coach books and other state testing materials

Assessments:

- DIBELS
- Study Island Benchmark and assignment results
- Weekly tests and quizzes
- Spelling tests
- Weekly fluency checks
- Teacher observation

Curriculum Scope & Sequence

Planned Course: Reading and Language Arts Grade 4

Unit: PSSA Prep

Time frame: Six Weeks

State Standards: CC.1.1.4.D-E; CC.1.2.4.A-L; CC.1.3.4.A-K; CC.1.4.4.R-T; CC.1.4.4.W-X; CC.1.5.4.A-D; CC.1.5.4.G

Essential content/objectives: At the end of the unit, students will be able to:

- **Comprehension**

- Identify the author's claim
- Analyze and interpret text and graphic features
- Synthesize information to further understand a text
- Identify the author's purpose
- Analyze the author's craft and text structure
- Understand the meaning of content area words
- Visualize to aid in comprehension
- Identify the point of view of a text
- Identify the central idea of a text
- Ask and answer literal, interpretive, and evaluative questions
- Identify and interpret figurative language
- Monitor and clarify to aid in comprehension
- Identify the point of view of a text
- Analyze characters and character traits
- Put story events into the correct sequence
- Use the summarize strategy to aid comprehension
- Compare and contrast different points of view
- Compare and contrast two texts
- Understand literary elements-character, setting, and plot
- Identify theme. Identify and interpret adages and proverbs
- Understand elements of poetry and drama
- Make inferences using evidence from the text

- **Vocabulary**

- Identify context clues in sentences
- Identify prefixes and suffixes and list additional words which contain them
- Use suffixes, prefixes, and roots to understand unfamiliar words
- Use formal and informal language in the correct situations
- Identify the most specific vocabulary to describe a topic by using shades of meaning

- **Phonics and Spelling**

- Spell words with vowel/vowel; words with schwa+R; words with final schwa+L; 3 syllable words; words with silent consonants; words with prefixes

- **Grammar and Writing**
 - Write a text dependent analysis essay independently
 - Use correct punctuation and capitalization in writing
 - Use contractions correctly
 - Use possessive pronouns
 - Use frequently misspelled words correctly
 - Identify and use specific language in writing
 - Identify situations requiring formal and informal language
- **Fluency**
 - Read grade level text with expression, appropriate phrasing, rate, and accuracy

Core Activities: Students will complete/participate in the following:

- **Comprehension**
 - Use the questioning strategy (literal, interpretive, and evaluative questions)
 - Use a story map to label the characters, setting, and plot of stories
 - Use texts on the same topic to practice point of view
 - Use ELA coach book, assessment books, and state provided item sampler to practice skills with complex texts
- **Grammar and Writing**
 - into Reading series grammar assignments
 - Use ELA coach book, assessment books, and state provided item sampler to practice skills
 - Use Study Island assignments to practice skills
 - Complete practice text dependent analysis essays independently
 - Review of TDA rubrics and student scoring of item sampler essays
- **Fluency**
 - Repeated reading of high frequency words, read decodable grade-level passages and text in groups and pairs
 - Listen as text is read with expression, appropriate phrasing, rate, and accuracy

Extensions:

- Additional challenging vocabulary and spelling words will be provided
- Additional texts will be used
- Creative and critical thinking questions will be provided for the weekly story
- Read additional texts of the same genre as the weekly story

Remediation: Intervention groups for specific skills

- Small group instruction
- Practice Decodable Readers daily
- Online vocabulary
- Comprehension practice

Instructional Methods:

- Direct instruction
- Large and small group instruction
- Discussion
- Modeling
- Independent practice

Materials & Resources:

- HMH into Reading Teacher's Guide
- Fluency passages
- Chromebooks
- Various teacher made items
- PSSA Coach books
- Item sampler
- State testing materials

Assessments:

- Study Island assignment results
- PSSA practice tests
- Spelling tests
- Weekly fluency checks
- Teacher observation

Curriculum Scope & Sequence

Planned Course: Reading and Language Arts Grade 4

Module: 7

Time frame: Three weeks

State Standards: CC.1.1.4.D-E; CC.1.2.4.A-L; CC.1.3.4.A-D; CC.1.3.4.F-G; CC.1.3.4.-K; CC.1.4.4.M-T; CC.1.4.4.X; CC.1.5.4.A-D; CC.1.5.4.G

Essential content/objectives: At the end of the unit, students will be able to:

- **Comprehension**
 - Analyze and interpret text and graphic features
 - Understand the meaning of content area words
 - Identify the point of view of a text
 - Identify the central idea of a text
 - Monitor and clarify to aid in comprehension
 - Identify the point of view of a text
 - Analyze the author's purpose
 - Evaluate media techniques
 - Make and confirm predictions about a text
 - Interpret the meaning of common idioms
- **Vocabulary**
 - Use prefixes, 'sub-, fore-'to understand unfamiliar words
 - Use Greek roots "meter, therm, phon, tele"
 - Review suffixes "-ity, -ty"
 - Review Latin roots "-port, -dict"
 - Use analogies to understand the relationship between words
 - Continue to practice to master the following skills:
 - Activate prior knowledge of words
 - Use context clues to determine the meaning of unfamiliar words
- **Phonics and Spelling**
 - Spell words with VCCV and VCV Patterns, Open and Closed
 - Spell words with VCCCV pattern.
- **Grammar and Writing**
 - Use negatives
 - Write contractions with "not"
 - Avoid Double Negatives in speaking and writing
 - Use end of sentence punctuation
 - Use Capital letters and punctuation in Quotations
 - Review Pronouns and Adverbs
 - Write an Opinion Essay
- **Fluency**
 - Read grade level text with expression, appropriate phrasing, rate, intonation and accuracy

Core Activities: Students will complete/participate in the following:

- **Comprehension**
 - Use “Piece of the Pie” activity to identify the author’s purpose
 - Use the questioning strategy (literal, interpretive, and evaluative questions) to spot the author’s purpose
 - Umbrella activity or some other graphic organizer to teach main idea and supporting details (create umbrellas with the main idea and each individual raindrop lists the supporting details)
 - Use Scholastic News to practice analyzing graphic and text features
 - Use texts on the same topic to practice point of view
 - Illustrate common idioms in a class idioms book
- **Vocabulary**
 - Identify context clues in sentences
 - Create K-W-L charts to activate prior knowledge
 - Identify prefixes and suffixes and list additional words which contain them
 - Use the glossary to define vocabulary words
 - Participate in various center activities
 - Illustrate words and write sentences with the words used in the correct context
- **Phonics and Spelling**
 - into Reading series spelling assignments
 - Daily review of spelling words using games such as Sparkle, Spellingcity, Tic Tac Toe Spell, Hangman, and Trashketball
- **Grammar and Writing**
 - into Reading series grammar assignments
 - Use negatives
 - Write contractions with “not”
 - Learn to avoid Double Negatives in speaking and writing
 - Use end of sentence punctuation
 - Practice use of Capital letters and punctuation in Quotations
 - Review Pronouns and Adverbs
 - Choose a topic, organize, draft, revise, edit, and publish an opinion essay
- **Fluency**
 - Repeated reading of high frequency words, read decodable grade-level passages and text in groups and pairs
 - Listen as text is read with expression, appropriate phrasing, rate, and accuracy

Extensions:

- Additional challenging vocabulary and spelling words will be provided
- Additional texts will be used
- Creative and critical thinking questions will be provided for the weekly story
- Read additional texts of the same genre as the weekly story

Remediation:

- Intervention groups for specific skills
- Small group instruction
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- Online vocabulary and comprehension practice

Instructional Methods:

- Direct instruction
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Materials & Resources:

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