Lehighton Area School District
Curriculum Framework

Course Title:	Reading
Content Area:	English Language Arts
Grade Level(s):	4
Course Overview:	The Grade 4 Reading course develops students' ability to independently comprehend, analyze, and evaluate increasingly complex texts. Students deepen their understanding of literary and informational texts by examining themes, text structures, author's craft, vocabulary, and the use of evidence to support thinking. Instruction emphasizes critical thinking, discussion, close reading, and written responses while continuing to build fluency and vocabulary. Aligned to the Pennsylvania Core Standards, instruction is delivered through high-quality Tier 1 practices with differentiated supports to meet the diverse needs of all learners.
PA Core Standards:	PA Core Standards for ELA PK-5
Key Course Text and Materials:	
Key Assessments:	

Big Idea/Unit:	Foundational Skills			
Pacing:				
Standards	**Objective/Skill**	**Vocabulary**	**Additional Resources**	**Assessment/Project**
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.	Syllabication Morphology		
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 selfcorrect word recognition and understanding, rereading as necessary.			

Big Idea/Unit:	Comprehension of Informational Text			
Pacing:				
Standards	**Objective/Skill**	**Vocabulary**	**Additional Resources**	**Assessment/Project**
CC.1.2.4.A E04.B-K.1.1.2	Determine the main idea of a text and exlain how it is supported by key details; summarize the text.	Recount		
CC.1.2.4.B E04.B-K.1.1.1	Refer to details and examples in text to support what the text says explicitly and make inferences.	Explicit		
CC.1.2.4.C E04.B-K.1.1.3	Explain events, procedures, ideas, or concepts in a texxt, including what happened and why, based on specific information in the text.			
CC.1.2.4.D E04.B-C.2.1.1	Compare and contrast an event or topic told from two different points of view.			
CC.1.2.4.E E04.B-C.2.1.2	Use text structure to interpret information (e.g. chronology, comparison, cause/effect, problem/solution).	Chronology Comparison Cause/Effect Problem/Solution		
CC.1.2.4.G E04.B-C.3.1.3	Interpret various presentations of infomration within a text or digital source and explain how the information contributes to an understanding of text in which it appears.	Digital sources		
CC.1.2.4.H E04.B-C.3.1.1	Explain how an author uses reasons and evidence to support particular points in a text.			

CC.1.2.4.I E04.B-C.3.1.2	Integrate information from two texts on the same topic to demonstrate understanding of that topic.
CC.1.2.4.L	Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

Big Idea/Unit:	Vocabulary of Informational Text			
Pacing:				
Standards	**Objective/Skill**	**Vocabulary**	**Additional Resources**	**Assessment/Project**
CC.1.2.4.F E04.B-V.4.1.1 E04.B-V.4.1.2	Determine the meaning of words and phrases as they are used in grade-level text, including figurative language.			
CC.1.2.4.G E04.B-C.3.1.3	Interpret various presentations of information within a text or digital source and explain how the infomraiton contributes to an understanding of text in which it appears.			
CC.1.2.4.J E04.B-V.4.1.1 E04.B-V.4.1.2	Aquire 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.1.2.4.K E04.B-V.4.1.1	Determine or clarify the meaning of unknown and multiple-meaing words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.			

Big Idea/Unit:	Comprehension of Literature			
Pacing:				
Standards	**Objective/Skill**	**Vocabulary**	**Additional Resources**	**Assessment/Project**
CC.1.3.4.A E04.A-K.1.1.2	Determine the them of a text from details in the text; summarize the text.	Theme Summarize		
CC.1.3.4.B E04.A-K.1.1.1	Cite relevant details from text to support what the text says explicitly and make inferences.	Cite Relevant Explicitly		
CC.1.3.4.C E04.A-K.1.1.3	Describe in depth a chracter, setting, or event in a story or drama, drawing on specific details in the text.	Drama		

CC.1.3.4.D E04.A-C.2.1.1	Compare and contrast an event or topic told from two different points of view.	Compare Contrast Event Topic
CC.1.3.4.E	Explain major differences between poems, drama, and prose and refer to the structural elementar of each when writing or speaking about a text.	Poem Drama Prose Elements
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.	Drama
CC.1.3.4.H E04.A-C.3.1.1	Compare and contrast similar themes,topics, and patterns of events in literature, including texts from different cultures.	
CC.1.3.4.K	Read and comprehend literary fiction on grade level, reading independently and proficiently.	

Big Idea/Unit:	Vocabulary of Literature			
Pacing:				
Standards	**Objective/Skill**	**Vocabulary**	**Additional Resources**	**Assessment/Project**
CC.1.3.4.F E04.A-V.4.1.1 E04.A-V.4.1.2	Determine the meaning of words and phrases as they are used in grade-level text, including figurative language.	Figurative Language Simile Metaphor Personification		
CC.1.3.4.I E04.A-V.4.1.1	Determine or clarify the meaning of unknown and multiple-meaing words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.			
CC.1.3.4.J E04.A-V.4.1.1 E04.A-V.4.1.2	Aquire 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.			

Big Idea/Unit:	Writing Informative and Explanatory Texts			
Pacing:				
Standards	**Objective/Skill**	**Vocabulary**	**Additional Resources**	**Assessment/Project**

CC.1.4.4.A	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
CC.1.4.4.B E04.C.1.2.1	Identify and introduce the topic clearly.
CC.1.4.4.C E04.C.1.2.2	Develop the topic with facts, definitations, 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 E04.C.1.2.1 E04.C.1.2.3 E04.C.1.2.5 E04.C.1.1.1 E04.E.1.1.3 E04.E.1.1.5	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 E04.C.1.2.4 E04.D.2.1.1 E04.D.2.1.3 E04.E.1.1.4	Use precise language and domain-specific vocabulary to inform about or explain a topic.
CC.1.4.4.F E04.D.1.1.1 E04.D.1.1.2 E04.D.1.1.3 E04.D.1.1.4 E04.D.1.1.5 E04.D.1.1.6 E04.D.1.1.7 E04.D.1.1.8 E04.D.1.2.1 E04.D.1.2.2 E04.D.1.2.3 E04.D.1.2.4	Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

Big Idea/Unit:	Writing Opinions and Argumentative Texts			
Pacing:				
Standards	**Objective/Skill**	**Vocabulary**	**Additional Resources**	**Assessment/Project**
CC.1.4.4.G	Write opinion pieces on topics or text.			

CC.1.4.4.H E04.C.1.1.1 E04.E.1.1.1	Introduce the topic and state an opinion on the topic.	
CC.1.4.4.I E04.C.1.1.2 E04.E.1.1.2	Provide reasons that are supported by facts and details; draw from credible sources.	
CC.1.4.4.J E04.C.1.1.1 E04.C.1.1.3 E04.C.1.1.4 E04.E.1.1.1 E04.E.1.1.3 E04.E.1.1.6	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 secrtion related to the opinion.	Quotations Relative pronouns Progressive verb tense Modal auxiliaries Prepositional phrases Fragments Run-ons Antecedents Coordinating conjunction Compound sentence
CC.1.4.4.K E04.D.2.1.1 E04.D.2.1.3 E04.E.1.1.4	Choose words and phrases to convey ideas precisely.	
CC.1.4.4.L E04.D.1.1.1 E04.D.1.1.2 E04.D.1.1.3 E04.D.1.1.4 E04.D.1.1.5 E04.D.1.1.6 E04.D.1.1.7 E04.D.1.1.8 E04.D.1.2.1 E04.D.1.2.2 E04.D.1.2.3 E04.D.1.2.4	Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	Quotations Relative pronouns Progressive verb tense Modal auxiliaries Prepositional phrases Fragments Run-ons Antecedents Coordinating conjunction Compound sentence

Big Idea/Unit:	Writing Narratives			
Pacing:				
Standards	**Objective/Skill**	**Vocabulary**	**Additional Resources**	**Assessment/Project**
CC.1.4.4.M	Write narratives to develop real or imagined experiences or events.			

CC.1.4.4.N E04.C.1.3.1	Orient the reader by establishing a situation and introducing a narrator and/or characters.	
CC.1.4.4.O E04.C.1.3.2 E04.C.1.3.4	Use dialogue and descriptions to developt experiences and events or show the responses of characters to situations; use concreate words and phrases and sensory details to convey experiences and events precisely.	
CC.1.4.4.P E04.C.1.3.1 E04.C.1.3.3 E04.C.1.3.5	Organize an event sequence that unfolds natruallly, 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 E04.C.1.3.4 E04.D.2.1.1 E04.D.2.1.3 E04.E.1.1.4	Choose words and phrases to convey ideas precisely.	
CC.1.4.4.R E04.D.1.1.1 E04.D.1.1.2 E04.D.1.1.3 E04.D.1.1.4 E04.D.1.1.5 E04.D.1.1.6 E04.D.1.1.7 E04.D.1.1.8 E04.D.1.2.1 E04.D.1.2.2 E04.D.1.2.3 E04.D.1.2.4	Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	Quotations Relative pronouns Progressive verb tense Modal auxiliaries Prepositional phrases Fragments Run-ons Antecedents Coordinating conjunction Compound sentence
CC.1.4.4.S E04.E.1.1.1 E04.E.1.1.2 E04.E.1.1.3 E04.E.1.1.4 E04.E.1.1.5	Draw evidence from literary or informational texts to support analysis, reflections, 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 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.V	Conduct short research projects that build knowledge through investigation of different aspects of a topic.
CC.1.4.4.W	Recall relevenat information from experiences or gather information from print and digital sources; take notes and categorize infomration, 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 Idea/Unit:	Speaking and Listening			
Pacing:				
Standards	**Objective/Skill**	**Vocabulary**	**Additional Resources**	**Assessment/Project**
CC.1.5.4.A	Enage effectively in a range of collaborative discussions on grade-level topics and texts, building on others' ideas and expressing their own clearly.			
CC.1.5.4.B	Paraphrase portions of a text read aloud or infomraiton 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.			

CC.1.5.4.G	Demonstrate command of the conventions of standard English when speaking, based on Grade 4 level and content.