
Fourth Grade ELA

Curriculum Guide

Dunmore School District

Dunmore, PA



**Dunmore School District
Curriculum Guide**

Fourth Grade ELA

Prerequisite:

- Successful completion of third grade

Course Description:

In fourth grade, students read skillfully with meaning and purpose using appropriate comprehension and vocabulary strategies. They examine multiple points of view and the structural elements of text. Emphasis is on drawing evidence from text as they read, discuss, reflect, and respond to informational text and a wide variety of literary genres with an inclusion of texts from other cultures. They explore the theme of texts and begin to move from integrating information from one text to several texts. Students read for pleasure and continue to choose books based on personal preference, topic, theme, or author.

Students write for a range of purposes, including describing, telling a story, and explaining. They produce writing that goes beyond formulaic compositions to more self-directed pieces that include domain-specific vocabulary, precise language, and using transition words to convey meaning. Because they are aware of the interdependence of the topic, audience, purpose, and form, they select and sometimes adapt basic forms to meet specific requirements. Their understanding and use of figurative language introduces imagery to their writing. Informational writing reflects understanding of specific purpose, often requiring gathering, paraphrasing, and synthesizing facts and details from a number of resources to express and justify an opinion. There is an increased use of technology, including the internet. Students are more aware of the conventions of writing as they reflect on their strengths and weaknesses and strive to improve.

Special Education:

After a student has been evaluated and found to be eligible for specially designed instruction under one of the 13 disability categories, an individualized education plan will be developed to help the student succeed through a more intense intervention program. Special Education is the practice of educating students in a way that addresses their individual differences and needs. The purpose of special education is to provide equal access to education for children ages birth through 21 by providing specialized services that will lead to school success in general education. Our goal for each student is for him/her to be educated in his/her least restrictive environment with additional supports by way of specially designed instruction. After all interventions in the general education setting have been exhausted and the student is still not making progress, students can receive direct instruction in a special education classroom. Direct instruction provides more intense intervention and replacement instruction in order to minimize skill deficits. In our special education classrooms, students will have access to the standards-based general education curriculum, as well as using various research-based intervention programs. Resources and activities will be adjusted based on individual student needs. Suggested time found within the curriculum will be adjusted as needed per individual student's needs.

Special Education Strategies can be located in the IEP Enhancements table located in Appendix: A at the end of this document.

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Year-at-a-glance

Subject: Fourth Grade ELA	Grade Level: 4	Date Completed: 3/12/2019
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1st Quarter

Topic	Resources	Standards
Growing Up	Approved textbook/workbook Flip Charts Graphic Organizers Poems Leveled Readers Scholastic New Magazines Articles from newsela.com I-Pad research	1.1 Foundational Skills 1.2 Reading Informational Text 1.3 Reading Literature 1.4 Writing 1.5 Speaking and Listening
Growing Up	Approved textbook/workbook Scholastic News Magazine Graphic Organizers John Collins' Writing	1.4 Writing 1.5 Speaking and Listening

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2nd Quarter

Topic	Resources	Standards
Making a Difference	Approved textbook/workbook Flip Charts Graphic Organizers Leveled Readers Scholastic New Magazines Articles from newsela.com I-Pad research	1.1 Foundational Skills 1.2 Reading Informational Text 1.3 Reading Literature 1.4 Writing 1.5 Speaking and Listening
Making a Difference	Approved textbook/workbook Scholastic News Magazine Graphic Organizers	1.4 Writing 1.5 Speaking and Listening

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3rd Quarter

Topic	Resources	Standards
The Power of Words	Approved textbook/workbook Flip Charts Graphic Organizers Leveled Readers Scholastic New Magazines Articles from newsela.com I-Pad research	1.1 Foundational Skills 1.2 Reading Informational Text 1.3 Reading Literature 1.4 Writing 1.5 Speaking and Listening
The Power of Words	Approved textbook/workbook Scholastic News Magazine Graphic Organizers John Collins' Writing	1.4 Writing 1.5 Speaking and Listening

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4th Quarter

Topic	Resources	Standards
Working Together	Approved textbook/workbook Flip Charts Graphic Organizers Leveled Readers Scholastic New Magazines Articles from newsela.com I-Pad research John Collins' Writing	1.1 Foundational Skills 1.2 Reading Informational Text 1.3 Reading Literature 1.4 Writing 1.5 Speaking and Listening
Working Together	Approved textbook/workbook Scholastic News Magazine Graphic Organizers John Collins' Writing	1.4 Writing 1.5 Speaking and Listening

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General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
Growing Up (Foundational Skills/Reading)	<p>Short Vowel Sounds Long Vowel: a, e, i, and o</p> <p>Word Origins Synonyms Antonyms Connotation and Denotation Morphology</p> <p>Making Inferences Analyzing Story Structure (Character/Setting/Plot) Compare and Contrast Nonfiction Text Structures & Features Summarizing Identifying Sequence Free Verse Poetry Literary Elements: Stanza, Line Break, and Simile</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> • Opportunities • Border • Unions • Strikes • Citizens • Boycotts • Several • Ranged 	<p>Approved textbook/workbook</p> <p>Flip Charts</p> <p>Graphic Organizers</p> <p>Poems</p> <p>Leveled Readers</p> <p>Scholastic New Magazines</p> <p>Articles from newsela.com</p> <p>I-Pad research</p>	<p>Teacher prepared tests, quizzes, etc.</p> <p>Series available assessments online. (Optional)</p>	<p>35 days</p>

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	<ul style="list-style-type: none">• Curious• Policy• Temporary• Frequently• Identified• Enterprising• Persistence• Venture• Display• Paralyzed• Endless• Sensible• Protested• Realistic• Aware• Peculiar• Positive• Selecting• Consisted• Advanced			
<p>Foundational Skills 1.1 Reading Informational Text 1.2 Reading Literature 1.3 Writing 1.4 Speaking and Listening 1.5</p> <p>Anchor Descriptor: E04.B-C.2.1 Demonstrate understanding of craft and structure in informational texts. E04.B-V.4.1 Demonstrate understanding of vocabulary and figurative language in informational texts. E04.B-C.3.1 Demonstrate understanding of connections within, between, and/or among informational texts. E04.A-K.1.1 Demonstrate understanding of key ideas and details in literature. E04.A-V.4.1 Demonstrate understanding of vocabulary and figurative language in literature.</p>				

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E04.C.1.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

E04.E.1.1 Draw evidence from literary or informational texts to support analysis, reflection, and/or research.

E04.D.2.1 Use knowledge of language and its conventions.

Eligible Content:

E04.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.

E04.B-C.2.1.2 Describe the overall structure of events, ideas, concepts, or informational text features in a text or part of a text.

E04.B-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

E04.B-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

E04.B-C.3.1.3 Interpret text features and/or make connections between text and the content of text features.

E04.A-K.1.1.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.

E04.A-K.1.1.1 Refer to details and examples in a text when explaining what the text explicitly says and when drawing inferences from the text.

E04.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.

E04.A-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

E04.A-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

E04.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

E04.E.1.1.1 Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which related ideas are logically grouped to support the writer's purpose.

E04.C.1.2.2 Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

E04.E.1.1.2 Develop the analysis using a variety of evidence from text(s) to support claims, opinions, ideas, and inferences.

E04.C.1.2.3 Link ideas within categories of information using words and phrases.

E04.C.1.2.5 Provide a concluding statement or section related to the information or explanation presented.

E04.E.1.1.3 Link ideas within categories of information using words and phrases.

E04.E.1.1.5 Provide a concluding statement or section related to the analysis presented.

E04.C.1.2.4 Use precise language and domain-specific vocabulary to inform about or explain the topic.

E04.D.2.1.1 Choose words and phrases to convey ideas precisely.

E04.D.2.1.3 Choose words and phrases for effect.

E04.E.1.1.4 Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events.

PA Core Standards: ELA

CC.1.1.4.D Know and apply grade-level phonics and word analysis skills in decoding words.

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

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.

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

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.J Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise emotions, or states of being and that are basic to a particular topic.

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 flexibility from a range of strategies and tools.

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

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.

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

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.E Differentiate between contexts that require formal English versus informal situations.

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

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General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
Growing Up continued (Writing)	Complete Sentences Subjects and Predicates Compound Sentences Complex Sentences Run-On Sentences Journal Writing Opinion/Argumentative Writing	Approved textbook/workbook Scholastic News Magazine Graphic Organizers John Collins' Writing	Teacher prepared tests, quizzes, etc. Series available assessments online. (Optional) John Collins' Writing	Included in the 35 days for previous General Topic

Writing 1.4

Speaking and Listening 1.5

Anchor Descriptor:

- E04.D.1.1 Demonstrate command of the conventions of standard English grammar and usage.
- E04.D.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.
- E04.C.1.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- E04.E.1.1 Draw evidence from literary or informational texts to support analysis, reflection, and/or research.
- E04.D.2.1 Use knowledge of language and its conventions.

Eligible Content:

- E04.D.1.1.1 Use relative pronouns and relative adverbs.
- E04.D.1.1.2 Form and use the progressive verb tenses.
- E04.D.1.1.3 Use modal auxiliaries to convey various conditions.
- E04.D.1.1.4 Order adjectives within sentences according to conventional patterns.
- E04.D.1.1.5 Form and use prepositional phrases.
- E04.D.1.1.6 Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.
- E04.D.1.1.7 Correctly use frequently confused words.

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E04.D.1.1.8 Ensure subject-verb and pronoun antecedent agreement.

E04.D.1.2.1 Use correct capitalization.

E04.D.1.2.2 Use commas and quotation marks to mark direct speech and quotations from a text.

E04.D.1.2.3 Use a comma before a coordination conjunction in a compound sentence.

E04.D.1.2.4 Spell grade-appropriate words correctly.

E04.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.

E04.E.1.1.1 Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which related ideas are logically grouped to support the writer's purpose.

E04.C.1.1.2 Provide reasons that are supported by facts and details.

E04.E.1.1.2 Develop the analysis using a variety of evidence from text(s) to support claims, opinions, ideas, and inferences.

E04.C.1.1.3 Link an opinion and reasons using words and phrases.

E04.C.1.1.4 Provide a concluding statement or section related to the opinion presented.

E04.E.1.1.3 Link ideas within categories of information using words and phrases.

E04.E.1.1.5 Provide a concluding statement or section related to the analysis presented.

E04.D.2.1.1 Choose words and phrases to convey ideas precisely.

E04.D.2.1.3 Choose words and phrases for effect.

E04.E.1.1.4 Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events.

PA Core Standards: ELA

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

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

CC.1.4.4.V Conduct short research projects that build knowledge through investigation of different aspects of a topic.

CC.1.4.4.X Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

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

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General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
Making a Difference (Foundational Skills/Reading)	<p>Prefixes Digraphs Three-Letter Blends r-Controlled Vowels Suffixes</p> <p>Context Clues Idioms Paragraph Clues Homophones</p> <p>Author’s Purpose (stated or implied) Intonation/Expression Main Idea and Details Cause and Effect Analyze Text Structure Sequence Expression and Phrasing Utilize Text Features Text-Dependent Analysis</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> • Unfair • Ancestors • Numerous • Segregation • Avoided • Injustice • Legendary • Muttered • Gaped 	<p>Approved textbook/workbook</p> <p>Flip Charts</p> <p>Graphic Organizers</p> <p>Leveled Readers</p> <p>Scholastic New Magazines</p> <p>Articles from newsela.com</p> <p>I-Pad research</p>	<p>Teacher prepared tests, quizzes, etc.</p> <p>Series available assessments online. (Optional)</p> <p>Writing Assessment (TDA)</p>	<p>35 days</p>

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- Snickering
- Insult
- Flinched
- Similar
- Challenges
- Designed
- Achieved
- Varied
- Descendants
- Sanctuary
- Threatened
- Fragile
- Habitat
- Emerge
- Sores
- Loosened
- Mysterious
- Amazement
- Midst
- Responsibility

Foundational Skills 1.1

Reading Informational Text 1.2

Reading Literature 1.3

Writing 1.4

Speaking and Listening 1.5

Anchor Descriptor:

E04.B-K.1.1 Demonstrate understanding of key ideas and details in informational texts.

E04.B-C.2.1 Demonstrate understanding of craft and structure in informational texts.

E04.B-V.4.1 Demonstrate understanding of vocabulary and figurative language in informational texts.

E04.B-C.3.1 Demonstrate understanding of connections within, between, and/or among informational texts.

E04.A-K.1.1 Demonstrate understanding of key ideas and details in literature.

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E04.A-V.4.1 Demonstrate understanding of vocabulary and figurative language in literature.
E04.C.1.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
E04.E.1.1 Draw evidence from literary or informational texts to support analysis, reflection, and/or research.
E04.D.2.1 Use knowledge of language and its conventions.

Eligible Content:

E04.B-K.1.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.
E04.B-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.
E04.B-K.1.1.3 Explain events, procedures, ideas, steps, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
E04.B-C.2.1.2 Describe the overall structure of events, ideas, concepts, or information and text features in a text or part of a text.
E04.B-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
E04.B-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
E04.B-C.3.1.3 Interpret text features and/or make connections between text and the content of text features.
E04.B-C.3.1.1 Explain how an author uses reasons and evidence to support particular points in a text.
E04.B-C.3.1.2 Integrate information from two texts on the same topic in order to demonstrate subject knowledge.
E04.A-K.1.1.1 Refer to details and examples in a text when explaining what the text explicitly says and when drawing inferences from the text.
E04.A-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
E04.A-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
E04.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.
E04.E.1.1.1 Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which related ideas are logically grouped to support the writer's purpose.
E04C.1.2.2 Develop the topics with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
E04E.1.1.2 Develop the analysis using a variety of evidence from text(s) to support claims, opinions, ideas, and inferences.
E04.C.1.2.3 Link ideas within categories of information using words and phrases.
E04.C.1.2.5 Provide a concluding statement or section related to the information or explanation presented.
E04.E.1.1.3 Link ideas within categories of information using words and phrases.
E04.E.1.1.5 Provide a concluding statement or section related to the analysis presented.
E04.C.1.2.4 Use precise language and domain-specific vocabulary to inform about or explain the topic.
E04.D.2.1.1 Choose words and phrases to convey ideas precisely.
E04.D.2.1.3 Choose words and phrases for effect.
E04.E.1.1.4 Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events.

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PA Core Standards: ELA

CC.1.1.4.D Know and apply grade-level phonics and word analysis skills in decoding words.

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

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.E Use text structure to interpret information

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

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.H Explain how an author uses reasons and evidence to support particular points in a text.

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

CC.1.2.4.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.1.2.4.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibility from a range of strategies and tools.

CC.1.2.4.L Read and comprehend literary nonfiction and informational text on a grade level, reading independently and proficiently.

CC.1.3.4.B Cite relevant details from text to support what the text says explicitly and make inferences.

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.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.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibility 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 that are based to a particular topic.

CC.1.3.4.K Read and comprehend literary fiction on grade level, reading independently and proficiently.

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

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and informational texts.

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

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

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General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
Making a Difference continued (Writing)	Common and Proper Nouns Singular and Plural Nouns Irregular Plural Nouns Possessive Nouns Journal Writing Text-Dependent Analysis	Approved textbook/workbook Scholastic News Magazine Graphic Organizers	Teacher prepared tests, quizzes, etc. Series available assessments online. (Optional) Writing Assessment (TDA)	Included in the 35 days for previous General Topic

Writing 1.4

Speaking and Listening 1.5

Anchor Descriptor:

E04.C.1.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

E04.E.1.1 Draw evidence from literary or informational texts to support analysis, reflection, and/or research.

E04.D.2.1 Use knowledge of language and its conventions.

E04.D.1.1 Demonstrate command of the conventions of standard English grammar and usage.

E04.D.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.

Eligible Content:

E04.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.

E04.E.1.1.1 Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which related ideas are logically grouped to support the writer's purpose.

E04.C.1.2.3 Link ideas within categories of information using words and phrases.

E04.C.1.2.5 Provide a concluding statement or section related to the information or explanation presented.

E04.E.1.1.3 Link ideas within categories of information using words and phrases.

E04.E.1.1.5 Provide a concluding statement or section related to the analysis presented.

E04.C.1.2.4 Use precise language and domain-specific vocabulary to inform about or explain the topic.

E04.D.2.1.1 Choose words and phrases to convey ideas precisely.

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- E04.D.2.1.3 Choose words and phrases for effect.
- E04.E.1.1.4 Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events.
- E04.D.1.1.1 Use relative pronouns and relative adverbs.
- E04.D.1.1.2 Form and use the progressive verb tenses.
- E04.D.1.1.3 Use modal auxiliaries to convey various conditions.
- E04.D.1.1.4 Order adjectives within sentences according to conventional patterns.
- E04.D.1.1.5 Form and use prepositional phrases.
- E04.D.1.1.6 Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.
- E04.D.1.1.7 Correctly use frequently confused words.
- E04.D.1.1.8 Ensure subject-verb and pronoun-antecedent agreement.
- E04.D.1.2.1 Use correct capitalization.
- E04.D.1.2.2 Use commas and quotation marks to mark direct speech and quotations from a text.
- E04.D.1.2.3 Use a comma before a coordinating conjunction in a compound sentence.
- E04.D.1.2.4 Spell grade-appropriate words correctly.
- E04.E.1.1.2 Develop the analysis using a variety of evidence from text(s) to support claims, opinions, ideas, and inferences.

PA Core Standards: ELA

- 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.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.
- 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.X Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.
- 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.G Demonstrate command of the conventions of standard English when speaking, based on Grade 4 level and content.

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General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
The Power of Words (Foundational Skills/Reading)	<p>r-Controlled Vowels Silent Letters Soft c and g Plurals Compound Words</p> <p>Base Words Prefixes Latin Prefixes Analogies: Synonyms and Antonyms Context Clues: Definitions and Examples</p> <p>Making Inferences Sequence Generate Questions for Comprehension Phrasing and Expression Draw Conclusions Fact and Opinion Cause and Effect Theme Character, Setting, Plot Visualize for Comprehension Using the Internet Utilize Text Features Text-Dependent Analysis</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> • Weekdays • Slithered • Genuine • Apologize • Harmless 	<p>Approved textbook/workbook</p> <p>Flip Charts</p> <p>Graphic Organizers</p> <p>Leveled Readers</p> <p>Scholastic New Magazines</p> <p>Articles from newsela.com</p> <p>I-Pad research</p>	<p>Teacher prepared tests, quizzes, etc.</p> <p>Series available assessments online. (Optional)</p> <p>Writing Assessment (TDA)</p>	<p>35 Days</p>

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	<ul style="list-style-type: none">• Ambulance• Neglected• Appreciated• Misunderstood• Desperate• Endured• Obedience• Dismiss• Interact• Motivate• Conceived• Definition• Selfish• Cranky• Commotion• Exasperated• Specialty• Famished• Skyscrapers• Collage• Barbecue• Glorious• Strutting• Swarms			
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Foundational Skills 1.1
Reading Informational Text 1.2
Reading Literature 1.3
Writing 1.4
Speaking and Listening 1.5

Anchor Descriptor:
E04.B-K.1.1 Demonstrate understanding of key ideas and details in informational texts.

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E04.B-C.2.1 Demonstrate understanding of craft and structure in informational texts.
E04.B-C.3.1 Demonstrate understanding of connections within, between, and/or among informational texts.
E04.B-V.4.1 Demonstrate understanding of vocabulary and figurative language in informational texts.
E04.A-K.1.1 Demonstrate understanding of key ideas and details in literature.
E04.A-C.2.1 Demonstrate understanding of craft and structure in literature.
E04.A-V.4.1 Demonstrate understanding of vocabulary and figurative language in literature.
E04.A-C.3.1 Demonstrate understanding of connections within, between, and/or among texts.
E04.C.1.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
E04.E.1.1 Draw evidence from literary or informational texts to support analysis, reflection, and/or research.
E04.D.2.1 Use knowledge of language and its conventions.

Eligible Content:

E.04.B-K1.1.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.
E04.B-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.
E04.B-K.1.1.3 Explain events, procedures, ideas, steps, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
E04.B-C.2.1.2 Describe the overall structure of events, ideas, concepts, or information and text features in a text or part of a text.
E04.B-C.3.1.3 Interpret text features and/or make connections between text and the content of text features.
E04.B-C.3.1.1 Explain how an author uses reasons and evidence to support particular points in a text.
E04.B-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibility from a range of strategies.
E04.B-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
E04.A-K.1.1.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.
E04.A-K.1.1.1 Refer to details and examples in a text when explaining what the text explicitly says and when drawing inferences from the text.
E04.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.
E04.A-C.2.1.1 Compare and contrast the point of view from which different stories are narrated, including the differences between first- and third-person narrations.
E04.A-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
E04.A-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
E04.A-C.3.1.1 Compare and contrast the treatment of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures.
E04.A-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
E04.C.1.2.1 Introduce a topic for the intended audiences and group related information in paragraphs and/or selections to support the writer's purpose.

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E04.E.1.1.1 Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which related ideas are logically grouped to support the writer's purpose.

E04C.1.2.2 Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

E04E.1.1.2 Develop the analysis using a variety of evidence from text(s) to support claims, opinions, ideas, and inferences.

E04.C.1.2.3 Link ideas within categories of information using words and phrases.

E04.C.1.2.5 Provide a concluding statement or section related to the information or explanation presented.

E04.E.1.1.3 Link ideas within categories of information using words and phrases.

E04.E.1.1.5 Provide a concluding statement or section related to the analysis presented.

E04.C.1.2.4 Use precise language and domain-specific vocabulary in inform about or explain the topic.

E04.D.2.1.1 Choose words and phrases to convey ideas precisely.

E04.D.2.1.3 Choose words and phrases for effect.

E04.E.1.1.4 Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events.

PA Core Standards: ELA

CC.1.1.4.D Know and apply grade-level phonics and word analysis skills in decoding words.

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

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.E Use text structure to interpret information

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.H Explain how an author uses reasons and evidence to support particular points in a text.

CC.1.2.4.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.1.2.4.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibility from a range of strategies and tools.

CC.1.2.4.L Read and comprehend literary nonfiction and informational text on a grade level, reading independently and proficiently.

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.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.

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- 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.H Compare and contrast similar themes, topics, and patterns of events in literature, including texts from different cultures.
- 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 flexibility 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 that are based to a particular topic.
- CC.1.3.4.K Read and comprehend literary fiction on grade level, reading independently and proficiently.
- 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 conclusion 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.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.1.5.4.A Engage effectively in a range of collaborative discussions on grade-level topics and texts, building others' ideas and expressing their own clearly.
- 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.E Differentiate between contexts that require formal English versus informal situations.
- CC.1.5.4.G Demonstrate command of the conventions of standard English when speaking, based on Grade 4 level and content.

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General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
The Power of Words continued (Writing)	Action Verbs Verb Tenses Main and Helping Verbs Linking Verbs Irregular Verbs Journal Writing Narrative Writing Publish/Print Narratives	Approved textbook/workbook Scholastic News Magazine Graphic Organizers John Collins' Writing	Teacher prepared tests, quizzes, etc. John Collins' Writing Series available assessments online. (Optional) John Collins' Writing	Included in the 35 days for previous General Topic
<p>Writing 1.4 Speaking and Listening 1.5</p> <p>Anchor Descriptor: E04.C.1.3 Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences. E04.D.2.1 Use knowledge of language and its conventions. E04.E.1.1 Draw evidence from literary or informational texts to support analysis, reflection, and/or research. E04.D.1.1 Demonstrate the command of the conventions of standard English grammar and usage. E04.D.1.2 Demonstrate command of the conventions of standard English, capitalization, punctuation, and spelling.</p> <p>Eligible Content: E04.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. E04.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. E04.C.1.3.4 Use concrete words and phrases and sensory details to convey experiences and events precisely. E04.C.1.3.3 Use a variety of transitional words and phrases to manage the sequence of events.</p>				

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E04.C.1.3.5 Provide a conclusion that follows from the narrated experiences or events.

E04.D.2.1.1 Choose words and phrases to convey ideas precisely.

E04.D.2.1.3 Choose words and phrases for effect.

E04.E.1.1.4 Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events.

E04.D.1.1.1 Use relative pronouns and relative adverbs.

E04.D.1.1.2 Form and use the progressive verb tenses.

E04.D.1.1.3 Use modal auxiliaries to convey various conditions.

E04.D.1.1.4 Order adjectives within sentences according to conventional patterns.

E04.D.1.1.5 Form and use prepositional phrases.

E04.D.1.1.6 Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.

E04.D.1.1.7 Correctly use frequently confused words.

E04.D.1.1.8 Ensure subject-verb and pronoun-antecedent agreement.

E04.D.1.2.1 Use correct capitalization.

E04.D.1.2.2 Use commas and quotation marks to mark direct speech and quotations from a text.

E04.D.1.2.3 Use a comma before a coordinating conjunction in a compound sentence.

E04.D.1.2.4 Spell grade-appropriate words correctly.

PA Core Standards: ELA

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.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 frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

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

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General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
Working Together (Foundational Skills/Reading)	<p> Inflectional Endings Changing y to i Long U Diphthongs Variant Vowels </p> <p> Context Clues: Paragraph Clues Greek and Latin Roots Analogies: Synonyms and Antonyms Suffixes </p> <p> Identifying Theme Identifying Facts and Details Author’s Purpose Drawing Conclusions Author’s Perspective Multiple Step Directions Utilize Text Features Writing a Summary </p> <p> Vocabulary: <ul style="list-style-type: none"> • Eavesdropping • Acquaintance • Jumble • Scornfully • Logical • Route • Investigates • Solitary • Territory • Communication </p>	<p> Approved textbook/workbook </p> <p> Flip Charts </p> <p> Graphic Organizers </p> <p> Leveled Readers </p> <p> Scholastic New Magazines </p> <p> Articles from newsela.com </p> <p> I-Pad research </p> <p> John Collins’ Writing </p>	<p> Teacher prepared tests, quizzes, etc. </p> <p> Series available assessments online. (Optional) </p> <p> John Collins’ Writing </p>	<p> 35 days </p>

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	<ul style="list-style-type: none"> • Nutrients • Prehistoric • Electrical • Fuels • Globe • Decayed • Anticipation • Enormous • Encouraged • Slender • Released • Glanced • Unstable • Applauded • Headlines • Hoisting • Assured • Assembled 			
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Foundational Skills 1.1
Reading Informational Text 1.2
Reading Literature 1.3
Writing 1.4
Speaking and Listening 1.5

Anchor Descriptor:

- E04.B-K.1.1 Demonstrate understanding of key ideas and details in informational texts.
- E04.B-C.2.1 Demonstrate understanding of craft and structure in informational texts.
- E04.B-V.4.1 Demonstrate understanding of vocabulary and figurative language in informational texts.
- E04.B-C.3.1 Demonstrate understanding of connections within, between, and/or among informational texts.
- E04.A-K.1.1 Demonstrate understanding of key ideas and details in literature.
- E04.A-V.4.1 Demonstrate understanding of vocabulary and figurative language in literature.

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Eligible Content:

- E04.B-K.1.1.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- E04.B-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.
- E04.B-K.1.1.3 Explain events, procedures, ideas, steps, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
- E04.B-C.2.1.2 Describe the overall structure of events, ideas, concepts, or information and text features in a text or part of a text.
- E04.B-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
- E04.B-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- E04.B-C.3.1.3 Interpret text features and/or make connections between text and the content of text features.
- E04.B-C.3.1.1 Explain how an author uses reasons and evidence to support particular points in a text.
- E04.A-K.1.1.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.
- E04.A-K.1.1.1 Refer to details and examples in a text when explaining what the text explicitly says and when drawing inferences from the text.
- E04.A-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
- E04.A-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- E04.E.1.1.1 Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which related ideas are logically grouped to support the writer's purpose.
- E04.E.1.1.2 Develop the analysis using a variety of evidence from text(s) to support claims, opinions, ideas, and inferences.
- E04.E.1.1.3 Link ideas within categories of information using words and phrases.
- E04.E.1.1.4 Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events.
- E04.E.1.1.5 Provide a concluding statement or section related to the analysis presented.

PA Core Standards: ELA

- CC.1.1.4.D Know and apply grade-level phonics and word analysis skills in decoding words.
- CC.1.1.4.E Read with accuracy and fluency to support comprehension.
- 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.E Use text structure to interpret information.
- CC.1.2.4.F Determine the meaning of words and phrases as they are used in grade-level text, including figurative language.
- 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.H Explain how an author uses reasons and evidence to support particular points in a text.

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- CC.1.2.4.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.1.2.4.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.
- 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.F Determine the meaning of words and phrases as they are used in grade-level text, including figurative language.
- 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.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.
- CC.1.3.4.K Read and comprehend literary fiction on grade level, reading independently and proficiently.
- 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.1.5.4.A Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and expressing their own clearly.

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General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
Working Together continued (Writing)	Pronouns and Antecedents Types of Pronouns Pronoun-Verb Agreement Possessive Pronouns Pronouns and Homophones Journal Writing Persuasive Writing and Speaking	Approved textbook/workbook Scholastic News Magazine Graphic Organizers John Collins’ Writing	Teacher prepared tests, quizzes, etc. Series available assessments online. (Optional) John Collins’ Writing	Included in the 35 days for previous General Topic

Writing 1.4

Speaking and Listening 1.5

Anchor Descriptor:

E04.C.1.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

E04.E.1.1 Draw evidence from literary or informational texts to support analysis, reflection, and/or research.

E04.D.2.1 Use knowledge of language and its conventions.

E04.D.1.1 Demonstrate command of the conventions of standard English grammar and usage.

E04.D.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.

Eligible Content:

E04.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.

E04.E.1.1.1 Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which related ideas are logically grouped to support the writer’s purpose.

E04.C.1.1.2 Provide reasons that are supported by facts and details.

E04.E.1.1.2 Develop the analysis using a variety of evidence from text(s) to support claims, opinions, ideas, and inferences.

E04.D.2.1.1 Choose words and phrases to convey ideas precisely.

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- E04.D.2.1.3 Choose words and phrases for effect.
- E04.E.1.1.4 Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events.
- E04.D.1.1.1 Use relative pronouns and relative adverbs.
- E04.D.1.1.2 Form and use the progressive verb tenses.
- E04.D.1.1.3 Use modal auxiliaries to convey various conditions.
- E03.D.1.1.4 Order adjectives within sentences according to conventional patterns.
- E04.D.1.1.5 Form and use prepositional phrases.
- E04.D.1.1.6 Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.
- E04.D.1.1.7 Correctly use frequently confused words.
- E04.D.1.1.8 Ensure subject-verb and pronoun antecedent agreement.
- E04.D.1.2.1 Use correct capitalization.
- E04.D.1.2.2 Use commas and quotation marks to mark direct speech and quotations from a text.
- E04.D.1.2.3 Use a comma before a coordinating conjunction in a compound sentence.
- E04.D.1.2.4 Spell grade-appropriate words correctly.

PA Core Standards: ELA

- 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.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.X Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.
- 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.G Demonstrate command of the conventions of standard English when speaking, based on Grade 4 level and content.

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General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
All Units Review (Reading and Writing)	Inferencing Summarizing Poetry Opinion/Argumentative Writing Narrative Writing Author’s Purpose Main Idea and Details Draw Conclusions Parts of Speech Figurative Language Journal Writing	Approved textbook/workbook Flip Charts Graphic Organizers Poems Leveled Readers Scholastic New Magazines Articles from newsela.com I-Pad research John Collins’ Writing Journals	Teacher prepared tests, quizzes, etc. Series available assessments online. (Optional) John Collins’ Writing	40 days
Foundational Skills 1.1 Reading Informational Text 1.2 Reading Literature 1.3 Writing 1.4 Speaking and Listening 1.5				

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Appendix: A			
IEP Enhancements			
General Topic:	Specially Designed Instruction:	Additional Vocabulary:	Assessments/Suggested Time:
<p>Growing Up (Foundational Skills/Reading)</p>	<ul style="list-style-type: none"> • Preferential Seating • Use of Computer (When Available) • Interactive Online Videos • Visual Aids • Anchor Charts • https://connected.mcgraw-hill.com/connected/ • Breaking tasks down into more manageable increments • Breaking down directions with one directive given at a time • Frequent Breaks to maintain focus • Modified Assignments - examples (not limited to) less questions on page, reduction of questions, reduced number of answers, larger font on typed worksheets, vocabulary words defined • Extra time to complete assignments • Additional textbook sent home • Multi-Modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of material • Directions read aloud • Colored overlay for reading • Guided Reading Strip • Larger Font • Access of Assistive Technology for written responses • Small group reteach • One-on-one Instruction • Larger lined paper for writing assignments • Writing Samples provided • Graphic Organizer • Copy of notes provided • Audio recordings of text • Mark texts with highlighter • Extended Wait time after asking a question • No penalty for spelling errors or sloppy handwriting • Moby Max 	<ul style="list-style-type: none"> • Fiction • Inferences • Expository • Timeline • Synonyms • Story Structure • Setting • Plot • Maps • Compare • Contrast • Character • Connotation • Denotation • Sequence • Free Verse Poems • Stanzas • Line Break • Simile 	<p>Assessments:</p> <ul style="list-style-type: none"> • Extended time to complete • Elimination of 1-2 Answer Choices • Questions & Answer Choices read aloud • Use of highlighter to highlight important details • Frequent Breaks to maintain focus • Provide Study Guides • Change testing location • Chunking tests into more manageable sections • Modified Assessments - examples (not limited to) less questions on page, reduction of questions, reduced number of answers, larger font on typed worksheets, vocabulary words defined <p>Suggested Time: 35 days as specified in the curriculum with additional time as needed per individual student.</p>

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General Topic:	Specially Designed Instruction:	Additional Vocabulary:	Assessments/Suggested Time:
<p>Growing Up continued (Writing)</p>	<ul style="list-style-type: none"> • Preferential Seating • Use of Computer (When Available) • Interactive Online Videos • Visual Aids • Anchor Charts • https://connected.mcgraw-hill.com/connected/ • Breaking tasks down into more manageable increments • Breaking down directions with one directive given at a time • Frequent Breaks to maintain focus • Modified Assignments - examples (not limited to) less questions on page, reduction of questions, reduced number of answers, larger font on typed worksheets, vocabulary words defined • Extra time to complete assignments • Additional textbook sent home • Multi-Modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of material • Sample Problems provided • Directions read aloud • Colored overlay for reading • Guided Reading Strip • Larger Font • Access of Assistive Technology for written responses • Small group reteach • One-on-one Instruction • Larger lined paper for writing assignments • Writing Samples provided • Graphic Organizer • Copy of notes provided • Audio recordings of text • Mark texts with highlighter • Extended Wait time after asking a question • No penalty for spelling errors or sloppy handwriting • Moby Max 	<ul style="list-style-type: none"> • Comma • Period • Exclamation Point • Question Mark • Pronouns • Adverbs • Verb • Fragments • Quotation Marks 	<p>Assessments:</p> <ul style="list-style-type: none"> • Extended time to complete • Elimination of 1-2 Answer Choices • Questions & Answer Choices read aloud • Use of highlighter to highlight important details • Frequent Breaks to maintain focus • Provide Study Guides • Change testing location • Chunking tests into more manageable sections • Modified Assessments - examples (not limited to) less questions on page, reduction of questions, reduced number of answers, larger font on typed worksheets, vocabulary words defined <p>Suggested Time: Included in the 35 days for previous General Topic.</p>

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General Topic:	Specially Designed Instruction:	Additional Vocabulary:	Assessments/Suggested Time:
<p>Making a Difference (Foundational Skills/Reading)</p>	<ul style="list-style-type: none"> • Specially Designed Instruction: • Preferential Seating • Use of Computer (When Available) • Interactive Online Videos • Visual Aids • Anchor Charts • https://connected.mcgraw-hill.com/connected/ • Breaking tasks down into more manageable increments • Breaking down directions with one directive given at a time • Frequent Breaks to maintain focus • Modified Assignments - examples (not limited to) less questions on page, reduction of questions, reduced number of answers, larger font on typed worksheets, vocabulary words defined • Extra time to complete assignments • Additional textbook sent home • Multi-Modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of material • Directions read aloud • Colored overlay for reading • Guided Reading Strip • Larger Font • Access of Assistive Technology for written responses • Small group reteach • One-on-one Instruction • Larger lined paper for writing assignments • Writing Samples provided • Graphic Organizer • Copy of notes provided • Audio recordings of text • Mark texts with highlighter • Extended Wait time after asking a question • No penalty for spelling errors or sloppy handwriting • Moby Max 	<ul style="list-style-type: none"> • Digraph • Prefix • Suffix • Context Clue • Idiom • Homophones • Author’s Purpose • Intonation • Expression • Main Idea • Cause and Effect • Sequence • Text-Dependent Analysis • Biography • Expository • Survey • Description • Lyric Poems • Stanza • Line Break • Meter • Rhyme • Tall Tales • Hyperbole • Metaphor • Legend • Almanac 	<p>Assessments:</p> <ul style="list-style-type: none"> • Extended time to complete • Elimination of 1-2 Answer Choices • Questions & Answer Choices read aloud • Use of highlighter to highlight important details • Frequent Breaks to maintain focus • Provide Study Guides • Change testing location • Chunking tests into more manageable sections • Modified Assessments - examples (not limited to) less questions on page, reduction of questions, reduced number of answers, larger font on typed worksheets, vocabulary words defined <p>Suggested Time: 35 days as specified in the curriculum with additional time as needed per individual student.</p>

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General Topic:	Specially Designed Instruction:	Additional Vocabulary:	Assessments/Suggested Time:
<p>Making a Difference continued (Writing)</p>	<ul style="list-style-type: none"> • Preferential Seating • Use of Computer (When Available) • Interactive Online Videos • Visual Aids • Anchor Charts • https://connected.mcgraw-hill.com/connected/ • Breaking tasks down into more manageable increments • Breaking down directions with one directive given at a time • Frequent Breaks to maintain focus • Modified Assignments - examples (not limited to) less questions on page, reduction of questions, reduced number of answers, larger font on typed worksheets, vocabulary words defined • Extra time to complete assignments • Additional textbook sent home • Multi-Modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of material • Directions read aloud • Colored overlay for reading • Guided Reading Strip • Larger Font • Access of Assistive Technology for written responses • Small group reteach • One-on-one Instruction • Larger lined paper for writing assignments • Writing Samples provided • Graphic Organizer • Copy of notes provided • Audio recordings of text • Mark texts with highlighter • Extended Wait time after asking a question • No penalty for spelling errors or sloppy handwriting • Moby Max 	<ul style="list-style-type: none"> • Common Noun • Proper Noun • Singular • Plural • Irregular Plural Noun • Possessive Noun • Pronouns • Adverbs • Verb • Fragments • Run-on Sentences 	<p>Assessments:</p> <ul style="list-style-type: none"> • Extended time to complete • Elimination of 1-2 Answer Choices • Questions & Answer Choices read aloud • Use of highlighter to highlight important details • Frequent Breaks to maintain focus • Provide Study Guides • Change testing location • Chunking tests into more manageable sections • Modified Assessments - examples (not limited to) less questions on page, reduction of questions, reduced number of answers, larger font on typed worksheets, vocabulary words defined <p>Suggested Time: Included in the 35 days for previous General Topic.</p>

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General Topic:	Specially Designed Instruction:	Additional Vocabulary:	Assessments/Suggested Time:
<p>The Power of Words (Foundational Skills/Reading)</p>	<ul style="list-style-type: none"> • Preferential Seating • Use of Computer (When Available) • Interactive Online Videos • Visual Aids • Anchor Charts • https://connected.mcgraw-hill.com/connected/ • Breaking tasks down into more manageable increments • Breaking down directions with one directive given at a time • Frequent Breaks to maintain focus • Modified Assignments - examples (not limited to) less questions on page, reduction of questions, reduced number of answers, larger font on typed worksheets, vocabulary words defined • Extra time to complete assignments • Additional textbook sent home • Multi-Modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of material • Directions read aloud • Colored overlay for reading • Guided Reading Strip • Larger Font • Access of Assistive Technology for written responses • Small group reteach • One-on-one Instruction • Larger lined paper for writing assignments • Writing Samples provided • Graphic Organizer • Copy of notes provided • Audio recordings of text • Mark texts with highlighter • Extended Wait time after asking a question • No penalty for spelling errors or sloppy handwriting • Moby Max 	<ul style="list-style-type: none"> • Plural • Compound Words • Base Words • Prefixes • Latin Prefixes • Analogy • Synonyms • Antonyms • Context Clues • Inference • Sequence • Comprehension • Conclusions • Fact • Opinion • Cause • Effect • Theme • Character • Setting • Plot • Humor • Expository • Fantasy • Play • Historical Fiction 	<p>Assessments:</p> <ul style="list-style-type: none"> • Extended time to complete • Elimination of 1-2 Answer Choices • Questions & Answer Choices read aloud • Use of highlighter to highlight important details • Frequent Breaks to maintain focus • Provide Study Guides • Change testing location • Chunking tests into more manageable sections • Modified Assessments - examples (not limited to) less questions on page, reduction of questions, reduced number of answers, larger font on typed worksheets, vocabulary words defined <p>Suggested Time: 35 days as specified in the curriculum with additional time as needed per individual student.</p>

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General Topic:	Specially Designed Instruction:	Additional Vocabulary:	Assessments/Suggested Time:
<p>The Power of Words continued (Writing)</p>	<ul style="list-style-type: none"> • Preferential Seating • Use of Computer (When Available) • Interactive Online Videos • Visual Aids • Anchor Charts • https://connected.mcgraw-hill.com/connected/ • Breaking tasks down into more manageable increments • Breaking down directions with one directive given at a time • Frequent Breaks to maintain focus • Modified Assignments - examples (not limited to) less questions on page, reduction of questions, reduced number of answers, larger font on typed worksheets, vocabulary words defined • Extra time to complete assignments • Additional textbook sent home • Multi-Modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of material • Directions read aloud • Colored overlay for reading • Guided Reading Strip • Larger Font • Access of Assistive Technology for written responses • Small group reteach • One-on-one Instruction • Larger lined paper for writing assignments • Writing Samples provided • Graphic Organizer • Copy of notes provided • Audio recordings of text • Mark texts with highlighter • Extended Wait time after asking a question • No penalty for spelling errors or sloppy handwriting • Moby Max 	<ul style="list-style-type: none"> • Action Verbs • Verb Tense • Main Verb • Helping Verb • Linking Verbs • Irregular Verbs • Adverbs • Pronoun • Antecedent 	<p>Assessments:</p> <ul style="list-style-type: none"> • Extended time to complete • Elimination of 1-2 Answer Choices • Questions & Answer Choices read aloud • Use of highlighter to highlight important details • Frequent Breaks to maintain focus • Provide Study Guides • Change testing location • Chunking tests into more manageable sections • Modified Assessments - examples (not limited to) less questions on page, reduction of questions, reduced number of answers, larger font on typed worksheets, vocabulary words defined <p>Suggested Time: Included in the 35 days for previous General Topic.</p>

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General Topic:	Specially Designed Instruction:	Additional Vocabulary:	Assessments/Suggested Time:
<p>Working Together (Foundational Skills/Reading)</p>	<ul style="list-style-type: none"> • Preferential Seating • Use of Computer (When Available) • Interactive Online Videos • Visual Aids • Anchor Charts • https://connected.mcgraw-hill.com/connected/ • Breaking tasks down into more manageable increments • Breaking down directions with one directive given at a time • Frequent Breaks to maintain focus • Modified Assignments - examples (not limited to) less questions on page, reduction of questions, reduced number of answers, larger font on typed worksheets, vocabulary words defined • Extra time to complete assignments • Additional textbook sent home • Multi-Modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of material • Directions read aloud • Colored overlay for reading • Guided Reading Strip • Larger Font • Access of Assistive Technology for written responses • Small group reteach • One-on-one Instruction • Larger lined paper for writing assignments • Writing Samples provided • Graphic Organizer • Copy of notes provided • Audio recordings of text • Mark texts with highlighter • Extended Wait time after asking a question • No penalty for spelling errors or sloppy handwriting • Moby Max 	<ul style="list-style-type: none"> • Inflectional Endings • Diphthongs • Greek Roots • Latin Roots • Analogy • Synonyms • Antonyms • Suffix • Theme • Fact • Opinion • Author’s Purpose • Context Clues • Fantasy • Persuasive Writing • Editorials • Advertisements • Fables • Personification • Moral • Fiction • Biography • Narrative Poem • Repetition 	<p>Assessments:</p> <ul style="list-style-type: none"> • Extended time to complete • Elimination of 1-2 Answer Choices • Questions & Answer Choices read aloud • Use of highlighter to highlight important details • Frequent Breaks to maintain focus • Provide Study Guides • Change testing location • Chunking tests into more manageable sections • Modified Assessments - examples (not limited to) less questions on page, reduction of questions, reduced number of answers, larger font on typed worksheets, vocabulary words defined <p>Suggested Time: 35 days as specified in the curriculum with additional time as needed per individual student.</p>

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General Topic:	Specially Designed Instruction:	Additional Vocabulary:	Assessments/Suggested Time:
<p>Working Together continued (Writing)</p>	<ul style="list-style-type: none"> • Preferential Seating • Use of Computer (When Available) • Interactive Online Videos • Visual Aids • Anchor Charts • https://connected.mcgraw-hill.com/connected/ • Breaking tasks down into more manageable increments • Breaking down directions with one directive given at a time • Frequent Breaks to maintain focus • Modified Assignments - examples (not limited to) less questions on page, reduction of questions, reduced number of answers, larger font on typed worksheets, vocabulary words defined • Extra time to complete assignments • Additional textbook sent home • Multi-Modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of material • Directions read aloud • Colored overlay for reading • Guided Reading Strip • Larger Font • Access of Assistive Technology for written responses • Small group reteach • One-on-one Instruction • Larger lined paper for writing assignments • Writing Samples provided • Graphic Organizer • Copy of notes provided • Audio recordings of text • Mark texts with highlighter • Extended Wait time after asking a question • No penalty for spelling errors or sloppy handwriting • Moby Max 	<ul style="list-style-type: none"> • Pronouns • Antecedents • Pronoun-verb Agreement • Possessive Nouns • Homophones • Adjective • Prepositional Phrases • Fragments • Run-on Sentences • Coordinating Conjunctions 	<p>Assessments:</p> <ul style="list-style-type: none"> • Extended time to complete • Elimination of 1-2 Answer Choices • Questions & Answer Choices read aloud • Use of highlighter to highlight important details • Frequent Breaks to maintain focus • Provide Study Guides • Change testing location • Chunking tests into more manageable sections • Modified Assessments - examples (not limited to) less questions on page, reduction of questions, reduced number of answers, larger font on typed worksheets, vocabulary words defined <p>Suggested Time: Included in the 35 days for previous General Topic.</p>
<p>All Units Review (Reading and Writing)</p>	<p>As listed above</p>		