

Oxford Area School District English Language Arts Scope and Sequence – Quarter 1:

Grade 4

*Foundational
Skills*

- Combine all knowledge of the syllable patterns and morphology to decode unfamiliar multisyllabic words
- Read on-level text with purpose and understanding
- Read fluently with voice, rate, and expression
- Use context clues to confirm self-correct word recognition and understanding and re-read the text if necessary

*Informational
Text:*

- Determine the main idea and details of a text
- Use text features and search tools to locate relevant information efficiently.
- Use text structure to interpret information including chronology, comparison, cause and effect, and problem solution.
- Interpret various presentations of information within a text or digital source and explain how the information contributes for comprehension
- Integrate information from two texts on the same topic and demonstrate the understanding
- Cite relevant details from the text to support what the text is explicitly saying
- Refer to details and explains in the text to support what the text says explicitly and make inferences
- Explain how an author uses reasons and evidence to support particular points in the text
- Determine the meaning of words or phrases including figurative language in a grade level text
- Apply knowledge of affixes when determining the new meaning of known words
- Determine and clarify the meaning of unknown and multiple-meaning words and phrases on grade level
- Read and comprehending non-fiction and informational text on grade level,

*Reading
Literature:*

- Cite relevant details from the text to support what the text is explicitly saying
- Make inferences and cite relevant details from the text
- Describe character, setting, or event in a story using specific examples from the text
- Compare and Contrast similar themes, topics, and patterns of events in literature including texts from different cultures.
- Determine the meaning of academic and content specific vocabulary
- Apply knowledge of affixes when determining the new meaning of known words
- Determine the meaning of words and phrases including figurative language
- Determine and clarify the meaning of unknown and multiple-meaning words and phrases on grade level
- Read and comprehend literary fiction on grade level, reading independently and proficiently

*Writing and
Grammar*

Writing:

- Write informative/ explanatory texts to examine a topic and convey the ideas clearly
- Use precise language and domain-specific vocabulary to inform and explain the topic
- Identify and introduce the topic clearly
- Conduct short research projects that build knowledge through investigation of different aspects of a topic
- Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature or informational texts.
- Write routinely over extended time frames and shorter time frames for a range of discipline specific tasks, purposes, and audiences. Such as research, revision, peer editing, conferencing with teacher
- Work with peers and adults to strengthen and revise writing
- Use technology to produce and publish writing

Grammar:

- Explain the function of nouns, pronouns, verbs, adjectives, and adverbs.
- Correct use of capitals
- Spell grade level appropriate words
- Use commas and quotation marks in dialogue

*Speaking and
Listening*

- *Engage in collaborative discussions*
- *Differentiate between contexts that require formal and informal English Language*
- *Demonstrate grade appropriate grammar usage when speaking English Language*
- *Paraphrase portions of the text that was read aloud or information presented in diverse forms of media and formats*
- *Report on the topic or text, tell a story, or recount an experience in an organized manner –using appropriate facts and relevant details to support the main idea or theme.*
- *Speak clearly with adequate volume, pace, and clear pronunciation*

Oxford Area School District English Language Arts Scope and Sequence – Quarter 2:

Grade 4

*Foundational
Skills*

- *Combine all knowledge of the syllable patterns and morphology to decode unfamiliar multisyllabic words*
- *Read on-level text with purpose and understanding*
- *Read fluently with voice, rate, and expression*
- *Use context clues to confirm self-correct word recognition and understanding and re-read the text if necessary*

*Informational
Text:*

- *Use text features and search tools to locate relevant information efficiently.*
- *Use text structure to interpret information including chronology, comparison, cause and effect, and problem solution.*
- *Explain events, procedures, ideas or concepts in a text including what happened and why it happened.*
- *Compare and contrast an event or topic from two different points of view*
- *Integrate information from two texts on the same topic to demonstrate understanding*
- *Explain how an author uses reasons and evidence to support particular points in the text*
- *Determine the meaning of words or phrases including figurative language in a grade level text*
- *Apply knowledge of affixes when determining the new meaning of known words*
- *Determine and clarify the meaning of unknown and multiple-meaning words and phrases on grade level*
- *Read and comprehending non-fiction and informational text on grade level, reading independently and proficiently*

*Reading
Literature:*

- *Determine a theme of a text from details in the text; and summarize the text*
- *Compare and Contrast similar themes, topics, and patterns of events in literature including texts from different cultures.*
- *Determine the meaning of words or phrases including figurative language in a grade level text*
- *Apply knowledge of affixes when determining the new meaning of known words*
- *Determine and clarify the meaning of unknown and multiple-meaning words and phrases on grade level*
- *Determine the meaning of academic and content specific vocabulary*
- *Read and comprehend literary fiction on grade level, reading independently and proficiently*

*Writing and
Grammar*

Writing

- Write narratives to develop real or imagined experiences or events
- Recall relevant information from experiences to gather relevant information from print and digital sources including note taking in list or categories
- Develop the topic with facts, definitions, concrete details, quotations, or other information and examples relating to the topic to aid in comprehension
- *Group related information in paragraphs and sections, linking the ideas using words and phrase. Making sure to include formatting when useful.*
- Recall relevant information from experiences or gather relevant information from print or other sources
- Write informative/ explanatory texts to examine a topic and convey the ideas clearly
- *Identify and Introduce a topic clearly*
- *Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature or informational texts.*
- *Use technology to produce and publish writing*
- *Write routinely over extended time frames and shorter time frames for a range of discipline specific tasks, purposes, and audiences. Such as research, revision, peer editing, conferencing with teacher.*
- *Work with peers and adults to strengthen and revise writing*

Grammar:

- *Explain the function of nouns, pronouns, verbs, adjectives, and adverbs.*
- *Correct use of capitals*
- *Spell grade level appropriate words*
- *Use commas and quotation marks in dialogue*
- *Form and use relative pronouns and relative adverbs*
- *Form and use progressive verb tenses*
- *Subject-verb agreement and pronoun antecedent agreement*
- *Model auxiliaries*
- *Use spelling patterns and generalizations in writing words*
- *Order adjectives within sentences according to conventional patterns*
- *Form and use prepositional phrases*
- *Produce complete sentences, recognizing and correcting inappropriate fragments and run-on*
- *Correctly use frequently confused words*

*Speaking and
Listening*

- *Engage in collaborative discussions*
- *Differentiate between contexts that require formal and informal English Language*
- *Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts or relevant, descriptive details to support the main idea using adequate volume, pacing, and clear pronunciation*
- *Demonstrate grade appropriate grammar usage when speaking English Language*

Oxford Area School District English Language Arts Scope and Sequence – Quarter 3:

Grade 4

Foundational Skills

- *Combine all knowledge of the syllable patterns and morphology to decode unfamiliar multisyllabic words*
- *Read on-level text with purpose and understanding*
- *Read fluently with voice, rate, and expression*
- *Use context clues to confirm self-correct word recognition and understanding and re-read the text if necessary*

Informational Text:

- *Explain events, procedures, ideas, or concepts in a text, including what happened and why, based on specific information in the text.*
- *Compare and contrast an event or topic told from two different points of view.*
- *Integrate information from two texts on the same topic to demonstrate understanding of that topic.*
- *Explain how an author uses reasons and evidence to support particular points in the text*
- *Determine the meaning of words or phrases including figurative language in a grade level text*
- *Determine the meaning of academic and content specific vocabulary*
- *Apply knowledge of affixes when determining the new meaning of known words*
- *Determine and clarify the meaning of unknown and multiple-meaning words and phrases on grade level*
- *Read and comprehending non-fiction and informational text on grade level, reading independently and proficiently*

Reading Literature:

- *Cite relevant details from text to support what the text says explicitly and make inferences.*
- *Compare and contrast an event or topic told from two different points of view.*
- *Explain major differences between poems, drama and prose and refer to the structural elements of each when writing or speaking about a text.*
- *Compare and Contrast similar themes, topics, and patterns of events in literature including texts from different cultures.*
- *Determine the meaning of academic and content specific vocabulary*
- *Apply knowledge of affixes when determining the new meaning of known words*
- *Determine and clarify the meaning of unknown and multiple-meaning words and phrases on grade level*
- *Read and comprehend literary text on grade level, reading independently and proficiently*

*Writing and
Grammar*

Writing

- Write opinion pieces on topics or texts
- Introduce a topic and state an opinion on the topic
- Provide reasons that support the facts and details of the topic that was introduced
- Choose words and phrases to convey ideas precisely
- *Create an organization structure that includes related ideas grouped together to support the writer's purpose which links the logical order and include a concluding statement*
- *Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature or informational texts.*
- *Write routinely over extended time frames and shorter time frames for a range of discipline specific tasks, purposes, and audiences. Such as research, revision, peer editing, conferencing with teacher.*
- *Use technology to produce and publish writing*
- *Work with peers and adults to strengthen and revise writing*

Grammar:

- *Explain the function of nouns, pronouns, verbs, adjectives, and adverbs.*
- *Correct use of capitals*
- *Spell grade level appropriate words*
- *Use commas and quotation marks in dialogue*
- *Form and use relative pronouns and relative adverbs*
- *Form and use progressive verb tenses*
- *Subject-verb agreement and pronoun antecedent agreement*
- *Model auxiliaries*
- *Use spelling patterns and generalizations in writing words*
- *Order adjectives within sentences according to conventional patterns*
- *Form and use prepositional phrases*
- *Produce complete sentences, recognizing and correcting inappropriate fragments and run-on*
- *Correctly use frequently confused words*

*Speaking and
Listening*

- *Engage in collaborative discussions*
- *Differentiate between contexts that require formal and informal English Language*
- *Add visual and audio recordings to presentations to enhance the main ideas and themes*
- *Demonstrate grade appropriate grammar usage when speaking English Language*
- *Paraphrase portions of the text that was read aloud or information presented in diverse forms of media and formats*

Oxford Area School District English Language Arts Scope and Sequence – Quarter 4:

Grade 4

*Foundational
Skills*

- *Combine all knowledge of the syllable patterns and morphology to decode unfamiliar multisyllabic words*
- *Read on-level text with purpose and understanding*
- *Read fluently with voice, rate, and expression*
- *Use context clues to confirm self-correct word recognition and understanding and re-read the text if necessary*

*Informational
Text:*

- *Use text features and search tools to locate relevant information efficiently.*
- *Integrate information from two texts on the same topic to demonstrate understanding of the topic*
- *Explain how an author uses reasons and evidence to support particular points in the text*
- *Determine the meaning of words or phrases including figurative language in a grade level text*
- *Apply knowledge of affixes when determining the new meaning of known words*
- *Determine and clarify the meaning of unknown and multiple-meaning words and phrases on grade level*
- *Read and comprehend non-fiction and informational text on grade level, reading independently and proficiently*

*Reading
Literature:*

- *Determine a theme of a text from details in the text; summarize the text.*
- *Explain major differences between poems, drama and prose and refer to the structural elements of each when writing or speaking about a text.*
- *Determine the meaning of academic and content specific vocabulary*
- *Apply knowledge of affixes when determining the new meaning of known words*
- *Determine and clarify the meaning of unknown and multiple-meaning words and phrases on grade level*
- *Read and comprehend literary fiction on grade level, reading independently and proficiently*

*Writing and
Grammar*

Writing

- *Write opinion pieces on topics or text*
- *Introduce a topic and state an opinion on the topic*
- *Choose words and phrases to convey ideas precisely*
- *Provide reasons that are supported by facts and details*
- *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.*
- *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.*
- *Write narratives to develop real or imagined experiences or events.*
- *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.*
- *Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature or informational texts.*
- *Use technology to produce and publish writing*
- *Write routinely over extended time frames and shorter time frames for a range of discipline specific tasks, purposes, and audiences. Such as research, revision, peer editing, conferencing with teacher.*
- *Work with peers and adults to strengthen and revise writing*

Grammar:

- *Explain the function of nouns, pronouns, verbs, adjectives, and adverbs.*
- *Correct use of capitals*
- *Spell grade level appropriate words*
- *Use commas and quotation marks in dialogue*
- *Form and use relative pronouns and relative adverbs*
- *Form and use progressive verb tenses*
- *Subject-verb agreement and pronoun antecedent agreement*
- *Model auxiliaries*
- *Use spelling patterns and generalizations in writing words*
- *Order adjectives within sentences according to conventional patterns*
- *Form and use prepositional phrases*
- *Produce complete sentences, recognizing and correcting inappropriate fragments and run-on*
- *Correctly use frequently confused words*

Oxford Area School District English Language Arts Scope and Sequence – Quarter 4:

Grade 4

*Speaking and
Listening*

- *Engage in collaborative discussions*
- *Differentiate between contexts that require formal and informal English Language*
- *Demonstrate grade appropriate grammar usage when speaking English Language*
- *Paraphrase portions of the text that was read aloud or information presented in diverse forms of media and formats*
- *Report on the topic or text, tell a story, or recount an experience in an organized manner –using appropriate facts and relevant details to support the main idea or theme.*
- *Speak clearly with adequate volume, pace, and clear pronunciation*

Course/ Grade:	Language Arts 4 th Grade	Instructional Unit:	Foundational Skills	Suggested Timeline:	Ongoing
<p>Overview: Students have the basic understanding of concepts of print, alphabetic principle, and basic conventions taught in the previous years. Students will then gain more understanding on the concepts listed above to enable students to be effective readers, writers, and communicators.</p>			<p>Essential Questions:</p> <ul style="list-style-type: none"> • What foundational skills do 4th graders need to be effective readers, writers, and communicators? 		
<p>Essential Learning Targets:</p> <ul style="list-style-type: none"> • Combine all knowledge of the syllable patterns and morphology to decode unfamiliar multisyllabic words • Read on-level text with purpose and understanding • Read fluently with voice, rate, and expression • Use context clues to confirm self-correct word recognition and understanding and re-read the text if necessary 					
Phonics and Word Analysis		Fluency			
<p>C.C.1.1.4.D Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> • <i>I can read accurately using my knowledge of all letter-sound correspondences, syllabication, patterns, and morphology.</i> 		<p>C.C.1.1.4 E Read with accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> • <i>I can read on-level text with purpose and understanding.</i> • <i>I can read on-level text orally with accuracy, appropriate rate, and expression on successive</i> 			

Oxford Area School District – English Language Arts Curriculum
Grade 4

	<p><i>readings.</i></p> <ul style="list-style-type: none"> <i>I can use context to confirm or self-correct word recognition and understanding, rereading as necessary.</i> 		
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Domain Specific Vocabulary	Domain Specific Vocabulary	Domain Specific Vocabulary	Domain Specific Vocabulary
Unit 1 Consonant Diagraph Unit 4: Multisyllabic Words Double consonant Unit 5: Silent Consonants			

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Resources	Resources	Resources	Resources
Standards Align System (SAS) <i>ExactPath</i> <i>Soar to Success</i> <i>Read Naturally</i> Savvas myView	Standards Align System (SAS) <i>ExactPath</i> <i>Soar to Success</i> <i>Read Naturally</i> Savvas myView	Standards Align System (SAS) <i>ExactPath</i> <i>Soar to Success</i> <i>Read Naturally</i> Savvas myView	Standards Align System (SAS) <i>ExactPath</i> <i>Soar to Success</i> <i>Read Naturally</i> Savvas myView

Oxford Area School District – English Language Arts Curriculum
Grade 4

Performance Tasks/Assessments	Performance Tasks/Assessments	Performance Tasks/Assessments	Performance Tasks/Assessments
<p><u>State Assessment</u></p> <p>PSSA</p> <p><u>District Assessment</u></p> <p>-Dibels</p> <p>-DRA’s</p> <p>-Common District Assessment</p> <p>-Edmentum/Exact Path</p> <p>Savvas myView</p> <ul style="list-style-type: none"> • Beginning of the Year Baseline Group test <p>Unit Assessments End of the Year Benchmark Assessment</p>	<p><u>State Assessment</u></p> <p>PSSA</p> <p><u>District Assessment</u></p> <p>-Dibels</p> <p>-DRA’s</p> <p>-Common District Assessment</p> <p>-Edmentum/Exact Path</p> <p>Savvas myView</p> <ul style="list-style-type: none"> • Beginning of the Year Baseline Group test <p>Unit Assessments End of the Year Benchmark Assessment</p>	<p><u>State Assessment</u></p> <p>PSSA</p> <p><u>District Assessment</u></p> <p>-Dibels</p> <p>-DRA’s</p> <p>-Common District Assessment</p> <p>-Edmentum/Exact Path</p> <p>Savvas myView</p> <ul style="list-style-type: none"> • Beginning of the Year Baseline Group test <p>Unit Assessments End of the Year Benchmark Assessment</p>	

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Course/ Grade:	Language Arts 4 th Grade	Instructional Unit:	Module 1	Suggested Timeline:	7-9 weeks
<p>Overview:</p> <p>This module focuses on reading and listening to literature. Informational texts are used to gather specific details, determine central ideas, and reinforce reading fluency. Students read informational text with a focus on determining main ideas and supporting details, visual aids, using context clues to determine word meanings, and fluency.</p> <p>Students read literary text to develop an understanding of setting, characterization, theme, and informational writing. Students read within a variety of genres, often comparing and contrasting multiple texts on the same topic. They write to demonstrate understanding of multiple topics and produce numerous pieces over short and extended time frames.</p>			<p>Essential Questions:</p> <p>How do good readers and writers utilize key ideas and details to comprehend and compose nonfiction?</p> <p>How do good readers utilize key ideas and details to comprehend fiction?</p>		
<p>Essential Learning Targets:</p> <ul style="list-style-type: none"> • I can use details from the text to describe characters, setting, events, and themes in literature (stories, drama, poetry) • I can the main idea of the text and explain how it is supported by key details • I can interpret information from two texts on the same topic to demonstrate understanding of that topic • I can interpret information presented visually (e.g., charts, graphs, diagrams, time lines, and interactive elements in digital sources) and explain how that information supports the meaning of text • I can write informative/explanatory texts to examine a topic and convey ideas and information clearly 					

Reading Informational	Reading Literature	Writing	Speaking and Listening
<p>C.C.1.2.4.A Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <ul style="list-style-type: none"> <i>I can find the main idea and details in a text and explain how the details are supported by the main idea.</i> <i>I can summarize a text using the main idea and details.</i> <p>C.C.1.2.4.B Refer to details and examples in text to support what the text says explicitly and make inferences.</p> <ul style="list-style-type: none"> <i>I can use the details in a text to support what the text is saying.</i> <i>I can make inferences using the details from the text.</i> <p>C.C.1.2.4.E use text structure to interpret information(chronology, comparison, cause and effect, problem and solution)</p> <ul style="list-style-type: none"> <i>I can use the text structure such as chronology, comparison, cause and effect, and problem and solution to find information.</i> <p>C.C.1.2.4.F Determine the</p>	<p>C.C.1.3.4.B Cite relevant details from text to support what the text says explicitly and make inferences.</p> <ul style="list-style-type: none"> <i>I can cite important details from a text to support what the text is saying.</i> <i>I can make inferences based on what the text is explicitly saying.</i> <p>C.C.1.3.4.C Describe in depth a character, setting or event in a story or drama, drawing on specific details in the text.</p> <ul style="list-style-type: none"> <i>I can use specific details from a text to describe the depth a character, setting, or event in a story or drama. (e.g. a character’s thoughts, words, or actions)</i> <p>C.C.1.3.4.F Determine the meaning of words and phrases as they are used in grade level text, including figurative language.</p> <ul style="list-style-type: none"> <i>I can explain the meaning of similes and metaphors in context.</i> <i>I can recognize and explain the meaning of common idioms, adages, and proverbs.</i> <i>I can understand words by</i> 	<p>C.C.1.4.4.A Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> <i>I can clearly write informative/ explanatory texts to explain ideas.</i> <p>C.C.1.4.4.E Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <ul style="list-style-type: none"> <i>I can use grade level vocabulary to inform or explain a topic.</i> <p>C.C.1.4.4.F Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <ul style="list-style-type: none"> <i>I can use proper grammar, usage, capitalization, punctuation, and spelling in writing.</i> <p>C.C.1.4.4.T With guidance and support form peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <ul style="list-style-type: none"> <i>I can develop and strengthen my writing skills by planning, revising, and editing with guidance from my peers and my teacher.</i> 	<p>C.C. 1.5.4.B Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <ul style="list-style-type: none"> <i>I can paraphrase portions of a text read aloud or information that is present in diverse media and formats.</i> <p>C.C.1.5.4.C Identify the reasons and evidence a speaker provides to support particular points.</p> <ul style="list-style-type: none"> <i>I can identify the reasons and evidence a speaker provides to support particular points.</i> <p>C.C.1.5.4.F Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas and themes.</p> <ul style="list-style-type: none"> <i>I can add audio recordings and visual displays to a presentation when needed to add to the main ideas and themes.</i> <p>C.C.1.5.4.G Demonstrate command of the conventions of standard English when speaking, based on Grade 4 level and content.</p> <ul style="list-style-type: none"> <i>I can demonstrate</i>

<p>meaning of words and phrases as they are used in grade-level text, including figurative language.</p> <ul style="list-style-type: none"> • <i>I can determine the meaning of words or phrases including figurative language in a grade level text.</i> • <i>I can explain the meaning of similes and metaphors in context.</i> • <i>I can recognize and explain the meaning of common idioms, adages, and proverbs.</i> • <i>I can understand words by relating them to a synonym or an antonym.</i> <p>C.C.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.</p> <ul style="list-style-type: none"> • <i>I can understand how the information is presented in a text or digital source and explain how it helps with comprehension.</i> • <i>I can interpret text features (e.g. headings, graphics, charts, timelines, diagrams) to make connections between</i> 	<p><i>relating them to a synonym or an antonym.</i></p> <p>C.C.1.3.4.I 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 and tools.</p> <ul style="list-style-type: none"> • <i>I can use context clues to help me figure out the meaning of a word or phrase.</i> • <i>I can use common grade appropriate affixes and roots as clues to help figure out the meaning of a word.</i> <p>C.C.1.3.4.K Read and comprehend literary fiction on grade level, reading independently and proficiently.</p> <ul style="list-style-type: none"> • <i>I can read proficiently and independently to comprehend literary fiction on grade level text.</i> <p>C.C.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 particular topic.</p>	<p>C.C. 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.</p> <ul style="list-style-type: none"> • <i>I can organize an event sequence that unfolds naturally using a variety of transitional words to help my sequence of events.</i> • <i>I can write a conclusion that follows my narrated experiences and events.</i> <p>C.C.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.</p> <ul style="list-style-type: none"> • <i>I can write routinely write for longer and shorter time frames for different audiences, purposes, or tasks.</i> <p>C.C.1.4.4 B Identify and introduce the topic clearly.</p> <ul style="list-style-type: none"> • <i>I can identify and introduce the topic clearly.</i> <p>C.C.1.4.4.S Draw evidence from literary or informational texts to</p>	<p><i>command of the conventions of the standard English when speaking on a 4th grade level.</i></p>
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<p><i>the text.</i></p> <p>C.C.1.2.4.H Explain how an author uses reasons and evidence to support particular points in a text.</p> <ul style="list-style-type: none"> <i>I can explain how an author uses reasons and evidence to support a topic in a text.</i> <p>C.C. 1.2.4.I Integrate information from two texts on the same topic to demonstrate understanding of that topic.</p> <ul style="list-style-type: none"> <i>I can use information from two texts about the same topic and understand the topic.</i> <p>C.C.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.</p> <ul style="list-style-type: none"> <i>I can determine and clarify the meaning of unknown and multiple meaning words and phrases based on grade level reading using tools and strategies.</i> <p>C.C.1.2.4.L Read and comprehend literary non-fiction and informational text on grade level,</p>	<ul style="list-style-type: none"> <i>I can use grade appropriate general and topic specific vocabulary.</i> 	<p>support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.</p> <ul style="list-style-type: none"> <i>I can draw evidence from grade level literary or informational texts to support the analysis, reflection, and researching.</i> <p>Grammar:</p> <p>C.C.1.4.4.F.L.R Demonstrate command of conventions of standard English capitalization, punctuation, and spelling.</p> <ul style="list-style-type: none"> <i>I can use appropriate capitalization.</i> <i>I can use commas and quotation marks in dialogue.</i> <i>I can use a comma before a coordinating conjunction in a compound sentence.</i> <i>I can use conventional spelling for high-frequency and other studied words and for adding suffixes to base words.</i> 	
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<p>reading independently and proficiently.</p> <ul style="list-style-type: none"> <i>I can read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.</i> 		<ul style="list-style-type: none"> <i>I can use spelling patterns and generalizations in my writing. (word families, position-based spellings, syllable patterns, ending rules, meaningful word parts)</i> <i>I can consult reference materials, including beginning dictionaries, as need to check and correct spellings.</i> <i>I can explain the functions of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</i> <i>I can use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).</i> <i>I can form and use progressive verb tenses(e.g. I was walking, I am walking, I will be walking)</i> <i>I can use and model auxiliaries (e.g. may can, must) to explain various conditions.</i> <i>I can order adjectives within a sentences</i> 	
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Oxford Area School District – English Language Arts Curriculum
Grade 4

		<p><i>according to conventional patterns(e.g. a small red bag rather than a red small bag)</i></p> <ul style="list-style-type: none"> • <i>I can form and use prepositional phrases.</i> • <i>I can produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.</i> <p><i>I can have correct subject-verb and pronoun-antecedent agreement.</i></p>	
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Domain Specific Vocabulary	Domain Specific Vocabulary	Domain Specific Vocabulary	Domain Specific Vocabulary
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Oxford Area School District – English Language Arts Curriculum
Grade 4

<p>Unit 1 Vocabulary:</p> <p>Affixes: Suffixes Prefixes Word Structure Word Endings Multiple Meaning Words Dictionary Glossary Synonyms Antonyms Context Clues Unknown Words</p> <p>Sequence Summarize Author’s Purpose Sensory images Historical fiction Biography Background knowledge Main Idea Details Guide Words Transition Words</p> <p>Unit 2: Cause and Effect Dialogue Narration Alliteration Drawing Conclusions Simile</p>	<p>Unit 1 Vocabulary:</p> <p>Affixes: Suffixes Prefixes Word Structure Word Endings Multiple Meaning Words Dictionary Glossary Synonyms Antonyms Context Clues Unknown Words</p> <p>Sequence Summarize Point of view Realistic Fiction Author’s Purpose Sensory images Historical fiction Biography Background knowledge Foreshadowing Friendly Letter Dialect Trickster Tale Main Idea Details Guide Words Transition Words Lyric Poetry Free Verse Onomatopoeia</p>	<p>Unit 1 Vocabulary:</p> <p>Transition Words Time Order Words Friendly Letter</p> <p>Declarative and Interrogative Sentences Imperative and Exclamatory Sentences Complete Subjects Complete Predicates Dependent Clause Independent Clause Complex Sentences</p> <p>Unit 2: Argument/persuasive essay Topic sentence Concluding sentence</p> <p>Common and Proper Nouns Plural Nouns Regular Plural Nouns Irregular Plural Nouns Singular Possessive Nouns Plural Possessive Nouns</p> <p>Unit 3: Narrative Poems Formal Language Informal Language Invitation Myth</p>	<p>Active listening Discussion Pace Presentation Visual Display expression</p>
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Oxford Area School District – English Language Arts Curriculum
Grade 4

<p>Metaphor Newspaper Section Fact Opinion Graphic Organizer Expository Text Skimming and Scanning Inferring Time line</p> <p>Unit 3:</p> <p>Multiple Meaning Words Context Clues Homophones Unfamiliar Words Root Words Word Structure Compound Words Affixes: Suffixes</p> <p>Graphic Sources Important Ideas Formal Language Informal Language Text Structure Flashback Expository Text Generalize Visualize Cause and Effect Website</p>	<p>Tone</p> <p>Unit 2: Cause and Effect Common Noun Proper Noun Dialogue Narration Fiction Rhythm Rhyme Alliteration Drawing Conclusions Simile Metaphor Newspaper Section Drama/Play Fact Opinion Graphic Organizer Expository Text Skimming and Scanning Inferring Time line Meter Mood</p> <p>Unit 3: Multiple Meaning Words Context Clues Homophones Unfamiliar Words Root Words</p>	<p>Formal Letters Legibility</p> <p>Action and Linking Verbs Main Verb Helping Verb Subject-Verb Agreement Verb tense Present tense Past tense Future tense Irregular Verbs Possessives</p> <p>Unit 4: Realistic Fiction Word Choice Song Problem Solution Appropriate phrasing</p> <p>Singular Nouns Plural Nouns Contractions Subject pronoun Object pronoun Reflexive pronoun Demonstrative pronoun Kinds of Pronouns Pronouns Antecedents</p>	
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Oxford Area School District – English Language Arts Curriculum
Grade 4

<p>Personification Formal letters</p> <p>Unit 4: Synonyms Antonyms Context Clues Multiple-Meaning Words Unknown Words Dictionary/ Glossary Greek and Latin Roots Word Structure Thesaurus Word Origin Related Words</p> <p>Compare and Contrast Summarize Expository text Fact and Opinion Biography Idiom Biography Graphic sources Simile Metaphor</p> <p>Unit 5: Homographs Dictionary/Glossary Greek/Latin Roots Word Structure</p>	<p>Word Structure Compound Words Affixes: Suffixes</p> <p>Graphic Sources Important Ideas Narrative Poems Formal Language Informal Language Text Structure Flashback Expository Text Generalize Visualize Myth Cause and Effect Website Personification Formal letters Tall Tale Stanza Meter Tone</p> <p>Unit 4: Synonyms Antonyms Context Clues Multiple-Meaning Words Unknown Words Dictionary/ Glossary Greek and Latin Roots</p>	<p>Possessive Pronoun Contractions Negatives</p> <p>Unit 5: Legend Personal Essay Word Choice Time Order Words</p> <p>Adjectives Articles Adverbs Comparative Adjectives/Adverbs Superlative Adjectives/Adverbs Prepositional Phrases</p> <p>Unit 6: Essay Topic sentence Draft Vivid words Guide words Introductory words Punctuation cues Quotations Quotation marks Persuasive Essay Wordiness</p> <p>conjunctions capitalization</p>	
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Oxford Area School District – English Language Arts Curriculum
Grade 4

<p>Unfamiliar Words Context Clues Greek and Latin Prefixes Latin Roots Related Words Word Origins</p> <p>Explicit purpose Implicit purpose Expository text Journal Entry Literary Nonfiction Radio Announcement Imagery Details Drawing Conclusions Onomatopoeia</p> <p>Unit 6: Homographs Dictionary/Glossary Multiple meaning words Abbreviations Prefixes Suffixes Unfamiliar words Context clues</p> <p>Causes Effects Biography Chronological order Realistic fiction Guide words</p>	<p>Word Structure Thesaurus Word Origin Related Words</p> <p>Compare and Contrast Expression Rhythm Realistic Fiction Summarize Refrain Expository text Fact and Opinion Biography Idiom Biography Graphic sources Plot Simile Metaphor Realistic fiction Lyrical poetry Free verse Repetition</p> <p>Unit 5: Homographs Dictionary/Glossary Greek/Latin Roots Word Structure Unfamiliar Words Context Clues</p>	<p>abbreviations commas Quotation Quotation Marks Title</p>	
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Oxford Area School District – English Language Arts Curriculum
Grade 4

<p>Autobiography Graphic sources Background knowledge Titles Text features Narrative nonfiction Idiom Expository text</p>	<p>Greek and Latin Prefixes Latin Roots Related Words Word Origins</p> <p>Explicit purpose Implicit purpose Expository text Journal Entry Literary Nonfiction Radio Announcement Legend Theme Imagery Realistic Fiction Details Drawing Conclusions Point of View Science Fiction Stanza Onomatopoeia Symbolism</p> <p>Unit 6: Homographs Dictionary/Glossary Multiple meaning words Abbreviations Prefixes Suffixes Unfamiliar words Context clues</p> <p>Causes</p>		
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Oxford Area School District – English Language Arts Curriculum
Grade 4

	Effects Mood Biography Chronological order Expression Realistic fiction Guide words Autobiography Actor drama Graphic sources Background knowledge Titles Text features Narrative nonfiction Idiom Expository text Meter Stanza Imagery		
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Resources	Resources	Resources	Resources
Standards Align System (SAS) <i>Exact Path</i> <i>Soar to Success</i> <i>Read Naturally</i> Savvas myView	Standards Align System (SAS) <i>Exact Path</i> <i>Soar to Success</i> <i>Read Naturally</i> Savvas myView	Standards Align System (SAS) <i>Exact Path</i> <i>Soar to Success</i> <i>Read Naturally</i> Savvas myView	Standards Align System (SAS) <i>Exact Path</i> <i>Soar to Success</i> <i>Read Naturally</i> Savvas myView

Oxford Area School District – English Language Arts Curriculum
Grade 4

Performance Tasks/Assessments	Performance Tasks/Assessments	Performance Tasks/Assessments	Performance Tasks/Assessments
<u>District Assessment</u>	<u>District Assessment</u>	<u>District Assessment</u>	
-Dibels -DRA's -Common District Assessment - Edmentum/Exact Path Savvas myView • Beginning of the Year	-Dibels -DRA's -Common District Assessment - Edmentum/Exact Path Savvas myView • Beginning of the Year	-Dibels -DRA's -Common District Assessment -Edmentum/Exact Path Savvas myView • Beginning of the Year	

Oxford Area School District – English Language Arts Curriculum
Grade 4

Baseline Group test	Baseline Group test	Baseline Group test	
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Course/ Grade:	Language Arts 4 th Grade	Instructional Unit:	Module 2	Suggested Timeline:	7-9 weeks
<p>Overview: In this module, students will further develop their ability to comprehend informational text by hearing and reading a variety of nonfiction sources with an emphasis on making inferences, summarizing and conducting basic research (note-taking, pulling together information from a variety of texts, and sorting information into research categories). Students will synthesize information from multiple sources as they write a research-based informational text. Academic vocabulary is used throughout the unit where students are given multiple opportunities to engage in discussions.</p>			<p>Essential Questions:</p> <ul style="list-style-type: none"> • How do good readers and writers summarize and make inferences to comprehend and compose nonfiction? 		
<p>Essential Learning Targets:</p> <ul style="list-style-type: none"> • I can integrate information from two texts on the same topic, determine a theme of a text from its details, as well as summarize the texts • I can write narratives to develop real or imagined experiences or events while using technology to produce and publish writing with some guidance and support • I can engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and expressing their own clearly to tell a story or recount an experience in an organized manner • I can speak clearly with adequate volume, appropriate pacing, and clear pronunciation while describing details to support main ideas or themes and differentiate between contexts that require formal English and informal situations • I can compare and contrast an event or topic told from two different points of view and integrate information from two texts on the same topic • I can write informative texts to examine a topic and convey ideas and information clearly by developing the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. The informative text pieces will have related information grouped in paragraphs and sections, linking ideas within categories of information using words and phrases while providing a concluding statement or section. 					
Reading Informational	Reading Literature	Writing	Speaking and Listening		

<p>C.C.1.2.4.C Explain events, procedures, ideas, or concepts in a text, including what happened and why it happened, based on specific information in the text.</p> <ul style="list-style-type: none"> • <i>I can explain events, procedures, ideas, or concepts in a historical, scientific, or technical text.</i> • <i>I can in my explanation of an event explain what happened and why it happened.</i> <p>C.C. 1.2.4.D Compare and contrast an event or topic told from two different points of view.</p> <ul style="list-style-type: none"> • <i>I can compare and contrast events on a topic from two different points of view. (e.g. difference between first and third person)</i> <p>C.C.1.2.4.E use text structure to interpret information(chronology, comparison, cause and effect, problem and solution)</p> <ul style="list-style-type: none"> • <i>I can use the text structure such as chronology, comparison, cause and effect, and problem and solution to find information.</i> <p>C.C.1.2.4.I Integrate information</p>	<p>C.C. 1.3.4.A Determine a theme of a text from details in the text; summarize the text.</p> <ul style="list-style-type: none"> • <i>I can determine a theme of a text from the details.</i> • <i>I can summarize the text using details.</i> <p>C.C.1.3.4.I 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 and tools.</p> <ul style="list-style-type: none"> • <i>I can use context clues to help me figure out the meaning of a word or phrase.</i> • <i>I can use common grade appropriate affixes and roots as clues to help figure out the meaning of a word.</i> <p>C.C.1.3.4.K Read and comprehend literary fiction on grade level, reading independently and proficiently.</p> <ul style="list-style-type: none"> • <i>I can read proficiently and independently to comprehend literary fiction on grade level text.</i> <p>C.C.1.3.4.J Acquire and use accurately grade-appropriate conversational, general academic,</p>	<p>C.C.1.4.4.M Write narratives to develop real or imagined experiences or events.</p> <ul style="list-style-type: none"> • <i>I can write a narrative that was either real or imagined experiences/events.</i> <p>C.C.1.4.4.N Orient the reader by establishing a situation and introducing a narrator and/or characters.</p> <ul style="list-style-type: none"> • <i>I can introduce a narrator/ or characters by creating a situation within my narrative.</i> <p>C.C.1.4.4.Q Choose words and phrases to convey ideas precisely.</p> <ul style="list-style-type: none"> • <i>I can choose words and phrases for effect.</i> <p>C.C.1.4.4R Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <ul style="list-style-type: none"> • <i>I can use proper grammar, usage, capitalization, punctuation, and spelling in writing.</i> <p>C.C.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</p>	<p>C.C.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.</p> <ul style="list-style-type: none"> • <i>I can engage in a range of discussions with my peers on grade level topics or texts.</i> • <i>I can build on others’ ideas and express their own clearly.</i> <p>C.C. 1.5.4.B Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <ul style="list-style-type: none"> • <i>I can paraphrase portions of a text read aloud or information that is present in diverse media and formats.</i> <p>C.C.1.5.4.C Identify the reasons and evidence a speaker provides to support particular points.</p> <ul style="list-style-type: none"> • <i>I can identify the reasons and evidence a speaker provides to support particular points.</i> <p>C.C.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</p>
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<p>from two texts on the same topic to demonstrate understanding of the topic.</p> <ul style="list-style-type: none"> <i>I can gather information from two texts on the same topic and demonstrate an understanding.</i> <p>C.C.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.</p> <ul style="list-style-type: none"> <i>I can determine and clarify the meaning of unknown and multiple meaning words and phrases based on grade level reading using tools and strategies.</i> 	<p>and domain specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to particular topic.</p> <ul style="list-style-type: none"> <i>I can use grade appropriate general and topic specific vocabulary.</i> 	<p>command of keyboarding skills to type a minimal of one page in a single sitting.</p> <ul style="list-style-type: none"> <i>I can use technology with support and guidance to publish my writing.</i> <i>I can interact and collaborate with others.</i> <i>I can demonstrate sufficient keyboarding skills in a single sitting to create a minimal of one page.</i> <p>C.C.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.</p> <ul style="list-style-type: none"> <i>I can take notes and categorize information and provide a list of sources.</i> <i>I can recall information from my experiences or gather information from print of digital sources.</i> <p>C.C.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.</p>	<p>support main ideas or themes; speaking clearly with adequate volume, appropriate pacing, and clear pronunciation.</p> <ul style="list-style-type: none"> <i>I can report on a topic or text to tell a story or recount an experience in a an organized manor.</i> <i>I can report on a topic using facts or descriptive details to support a main idea or theme.</i> <i>I can speak clearly with adequate volume, appropriate pacing, and clear pronunciation.</i> <p>C.C.1.5.4.E Differentiate between contexts that require formal English versus informal situations.</p> <ul style="list-style-type: none"> <i>I can differentiate between situations that require formal English and informal situations.</i> <p>C.C.1.5.4.F Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas and themes.</p> <ul style="list-style-type: none"> <i>I can add audio recordings and visual displays to a presentation when needed to add to the main ideas and themes.</i> <p>C.C.1.5.4.G Demonstrate</p>
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		<ul style="list-style-type: none"> • <i>I can write routinely write for longer and shorter time frames for different audiences, purposes, or tasks.</i> <p>C.C.1.4.4.A Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> • <i>I can clearly write informative/ explanatory texts to explain ideas.</i> <p>C.C.1.4.4.C Develop a 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.</p> <ul style="list-style-type: none"> • <i>I can develop a topic using facts, definitions, concrete details, quotations, or other information/ examples related to the topic.</i> • <i>I can include illustrations and multimedia when useful to aiding comprehension.</i> <p>C.C.1.4.4.D Group related information in paragraphs and sections, linking ideas within categories of information using words and phrases; provide a</p>	<p>command of the conventions of standard English when speaking, based on Grade 4 level and content.</p> <p><i>I can demonstrate command of the conventions of the standard English when speaking on a 4th grade level.</i></p>
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		<p>concluding statement or section; include formatting when useful to aiding comprehension.</p> <ul style="list-style-type: none">• <i>I can group related information from paragraphs and sections, linking ideas using words and phrases. (e.g. for instance, in order to, in addition.</i>• <i>I can provide a concluding statement or section. When useful provide a format to aid in comprehension.</i> <p>C.C.1.4.4 B Identify and introduce the topic clearly.</p> <ul style="list-style-type: none">• <i>I can identify and introduce the topic for the intended audience.</i>• <i>I can group related information in paragraphs and/or sections to support the purpose.</i> <p>C.C.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.</p> <ul style="list-style-type: none">• <i>I can draw evidence from grade level literary or informational texts to support the analysis, reflection, and</i>	
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		<p><i>researching.</i></p> <p>C.C.1.4.4.V Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> <ul style="list-style-type: none">• <i>I can conduct short research projects that build knowledge through investigation on a topic.</i> <p>Grammar:</p> <p>C.C.1.4.4.F.L.R Demonstrate command of conventions of standard English capitalization, punctuation, and spelling.</p> <ul style="list-style-type: none">• <i>I can use appropriate capitalization.</i>• <i>I can use commas and quotation marks in dialogue.</i>• <i>I can use a comma before a coordinating conjunction in a compound sentence.</i>• <i>I can use conventional spelling for high-frequency and other studied words and for adding suffixes to base words.</i>• <i>I can use spelling patterns and generalizations in my writing. (word families,</i>	
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		<p><i>position-based spellings, syllable patterns, ending rules, meaningful word parts)</i></p> <ul style="list-style-type: none">• <i>I can consult reference materials, including beginning dictionaries, as need to check and correct spellings.</i>• <i>I can explain the functions of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</i>• <i>I can use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).</i>• <i>I can form and use progressive verb tenses(e.g. I was walking, I am walking, I will be walking)</i>• <i>I can use and model auxiliaries (e.g. may can, must) to explain various conditions.</i>• <i>I can order adjectives within a sentences according to conventional patterns(e.g. a small red bag rather than a red</i>	
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Oxford Area School District – English Language Arts Curriculum
Grade 4

		<p><i>small bag)</i></p> <ul style="list-style-type: none"> <i>I can form and use prepositional phrases.</i> <i>I can produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.</i> <p><i>I can have correct subject-verb and pronoun-antecedent agreement.</i></p>	
Domain Specific Vocabulary	Domain Specific Vocabulary	Domain Specific Vocabulary	Domain Specific Vocabulary
<p>Continue the use of words from previous module</p> <p>Unit 1 Vocabulary:</p> <p>Affixes: Suffixes Prefixes Word Structure Word Endings Multiple Meaning Words Dictionary Glossary Synonyms Antonyms Context Clues Unknown Words</p> <p>Sequence Summarize Author’s Purpose Sensory images Historical fiction</p>	<p>Continue the use of words from previous module</p> <p>Unit 1 Vocabulary:</p> <p>Affixes: Suffixes Prefixes Word Structure Word Endings Multiple Meaning Words Dictionary Glossary Synonyms Antonyms Context Clues Unknown Words</p> <p>Sequence Summarize Point of view Realistic Fiction Author’s Purpose</p>	<p>Continue the use of words from previous module</p> <p>Unit 1 Vocabulary: Transition Words Time Order Words Friendly Letter</p> <p>Declarative and Interrogative Sentences Imperative and Exclamatory Sentences Complete Subjects Complete Predicates Dependent Clause Independent Clause Complex Sentences</p> <p>Unit 2: Argument/persuasive essay Topic sentence</p>	<p>Active listening Discussion Pace Presentation Visual Display Expression</p>

Oxford Area School District – English Language Arts Curriculum
Grade 4

<p>Biography Background knowledge Main Idea Details Guide Words Transition Words</p> <p>Unit 2: Cause and Effect Dialogue Narration Alliteration Drawing Conclusions Simile Metaphor Newspaper Section Fact Opinion Graphic Organizer Expository Text Skimming and Scanning Inferring Time line</p> <p>Unit 3: Multiple Meaning Words Context Clues Homophones Unfamiliar Words Root Words Word Structure Compound Words</p>	<p>Sensory images Historical fiction Biography Background knowledge Foreshadowing Friendly Letter Dialect Trickster Tale Main Idea Details Guide Words Transition Words Lyric Poetry Free Verse Onomatopoeia Tone</p> <p>Unit 2: Cause and Effect Common Noun Proper Noun Dialogue Narration Fiction Rhythm Rhyme Alliteration Drawing Conclusions Simile Metaphor Newspaper Section Drama/Play Fact Opinion</p>	<p>Concluding sentence</p> <p>Common and Proper Nouns Plural Nouns Regular Plural Nouns Irregular Plural Nouns Singular Possessive Nouns Plural Possessive Nouns</p> <p>Unit 3: Narrative Poems Formal Language Informal Language Invitation Myth Formal Letters Legibility</p> <p>Action and Linking Verbs Main Verb Helping Verb Subject-Verb Agreement Verb tense Present tense Past tense Future tense Irregular Verbs Possessives</p> <p>Unit 4: Realistic Fiction Word Choice Song</p>	
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Oxford Area School District – English Language Arts Curriculum
Grade 4

<p>Affixes: Suffixes</p> <p>Graphic Sources</p> <p>Important Ideas</p> <p>Formal Language</p> <p>Informal Language</p> <p>Text Structure</p> <p>Flashback</p> <p>Expository Text</p> <p>Generalize</p> <p>Visualize</p> <p>Cause and Effect</p> <p>Website</p> <p>Personification</p> <p>Formal letters</p> <p>Unit 4:</p> <p>Synonyms</p> <p>Antonyms</p> <p>Context Clues</p> <p>Multiple-Meaning Words</p> <p>Unknown Words</p> <p>Dictionary/ Glossary</p> <p>Greek and Latin Roots</p> <p>Word Structure</p> <p>Thesaurus</p> <p>Word Origin</p> <p>Related Words</p> <p>Compare and Contrast</p>	<p>Graphic Organizer</p> <p>Expository Text</p> <p>Skimming and Scanning</p> <p>Inferring</p> <p>Time line</p> <p>Meter</p> <p>Mood</p> <p>Unit 3:</p> <p>Multiple Meaning Words</p> <p>Context Clues</p> <p>Homophones</p> <p>Unfamiliar Words</p> <p>Root Words</p> <p>Word Structure</p> <p>Compound Words</p> <p>Affixes: Suffixes</p> <p>Graphic Sources</p> <p>Important Ideas</p> <p>Narrative Poems</p> <p>Formal Language</p> <p>Informal Language</p> <p>Text Structure</p> <p>Flashback</p> <p>Expository Text</p> <p>Generalize</p> <p>Visualize</p> <p>Myth</p> <p>Cause and Effect</p> <p>Website</p>	<p>Problem Solution</p> <p>Appropriate phrasing</p> <p>Singular Nouns</p> <p>Plural Nouns</p> <p>Contractions</p> <p>Subject pronoun</p> <p>Object pronoun</p> <p>Reflexive pronoun</p> <p>Demonstrative pronoun</p> <p>Kinds of Pronouns</p> <p>Pronouns</p> <p>Antecedents</p> <p>Possessive Pronoun</p> <p>Contractions</p> <p>Negatives</p> <p>Unit 5:</p> <p>Legend</p> <p>Personal Essay</p> <p>Word Choice</p> <p>Time Order Words</p> <p>Adjectives</p> <p>Articles</p> <p>Adverbs</p> <p>Comparative Adjectives/Adverbs</p> <p>Superlative Adjectives/Adverbs</p> <p>Prepositional Phrases</p> <p>Unit 6:</p>	
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Oxford Area School District – English Language Arts Curriculum
Grade 4

<p>Summarize Expository text Fact and Opinion Biography Idiom Biography Graphic sources Simile Metaphor</p> <p>Unit 5: Homographs Dictionary/Glossary Greek/Latin Roots Word Structure Unfamiliar Words Context Clues Greek and Latin Prefixes Latin Roots Related Words Word Origins</p> <p>Explicit purpose Implicit purpose Expository text Journal Entry Literary Nonfiction Radio Announcement Imagery Details Drawing Conclusions Onomatopoeia</p> <p>Unit 6:</p>	<p>Personification Formal letters Tall Tale Stanza Meter Tone</p> <p>Unit 4: Synonyms Antonyms Context Clues Multiple-Meaning Words Unknown Words Dictionary/ Glossary Greek and Latin Roots Word Structure Thesaurus Word Origin Related Words</p> <p>Compare and Contrast Expression Rhythm Realistic Fiction Summarize Refrain Expository text Fact and Opinion Biography Idiom Biography Graphic sources</p>	<p>Essay Topic sentence Draft Vivid words Guide words Introductory words Punctuation cues Quotations Quotation marks Persuasive Essay Wordiness</p> <p>conjunctions capitalization abbreviations commas Quotation Quotation Marks Title</p>	
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Oxford Area School District – English Language Arts Curriculum
Grade 4

<p>Homographs Dictionary/Glossary Multiple meaning words Abbreviations Prefixes Suffixes Unfamiliar words Context clues</p> <p>Causes Effects Biography Chronological order Realistic fiction Guide words Autobiography Graphic sources Background knowledge Titles Text features Narrative nonfiction Idiom Expository text</p>	<p>Plot Simile Metaphor Realistic fiction Lyrical poetry Free verse Repetition</p> <p>Unit 5: Homographs Dictionary/Glossary Greek/Latin Roots Word Structure Unfamiliar Words Context Clues Greek and Latin Prefixes Latin Roots Related Words Word Origins</p> <p>Explicit purpose Implicit purpose Expository text Journal Entry Literary Nonfiction Radio Announcement Legend Theme Imagery Realistic Fiction Details Drawing Conclusions Point of View Science Fiction</p>		
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	<p>Stanza Onomatopoeia Symbolism</p> <p>Unit 6: Homographs Dictionary/Glossary Multiple meaning words Abbreviations Prefixes Suffixes Unfamiliar words Context clues</p> <p>Causes Effects Mood Biography Chronological order Expression Realistic fiction Guide words Autobiography Actor drama Graphic sources Background knowledge Titles Text features Narrative nonfiction Idiom Expository text Meter Stanza Imagery</p>		
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Resources	Resources	Resources	Resources
<p>Standards Align System (SAS)</p> <p><i>ExactPath</i> <i>Soar to Success</i> <i>Read Naturally</i></p> <p>Savvas myView</p>	<p>Standards Align System (SAS)</p> <p><i>ExactPath</i> <i>Soar to Success</i> <i>Read Naturally</i></p> <p>Savvas myView</p>	<p>Standards Align System (SAS)</p> <p><i>ExactPath</i> <i>Soar to Success</i> <i>Read Naturally</i></p> <p>Savvas myView</p>	<p>Standards Align System (SAS)</p> <p><i>ExactPath</i> <i>Soar to Success</i> <i>Read Naturally</i></p> <p>Savvas myView</p>

Performance Tasks/Assessments	Performance Tasks/Assessments	Performance Tasks/Assessments	Performance Tasks/Assessments
<p><u>District Assessment</u></p> <p>-Dibels</p> <p>-DRA’s</p> <p>-Common District Assessment</p> <p>-Edmentum/Exact Path</p> <p>Savvas myView Unit Assessments</p>	<p><u>District Assessment</u></p> <p>-Dibels</p> <p>-DRA’s</p> <p>-Common District Assessment</p> <p>-Edmentum/Exact Path</p> <p>Savvas myView Unit Assessments</p>	<p><u>District Assessment</u></p> <p>-Dibels</p> <p>-DRA’s</p> <p>-Common District Assessment</p> <p>-Edmentum/Exact Path</p> <p>Savvas myView Unit Assessments</p>	

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Course/ Grade:	Language Arts/4 th Grade	Instructional Unit:	Module 3:	Suggested Timeline:	7-9 weeks
<p>Overview: In this module, students will engage in reading, writing, listening and speaking to build knowledge. Students will begin by reading informational texts. Students have the opportunity to read informational texts closely to look at the structure, text features, and analyze concepts. Students will consider different perspectives and support opinions by reading and integrating information from two texts on the same topic. They will compare and contrast an event of a topic told from two different points of view. Students will write an opinion pieces forming opinion on a topic that relates to their informational reading, within their writing they will analyze and create an organizational structure which includes related ideas grouped together to support the author’s purpose. Students will write routinely and explain their findings. Academic vocabulary will be used throughout the unit where students are give multiple opportunities to engage in discussions.</p>			<p>Essential Questions:</p> <ul style="list-style-type: none"> • How do good readers and writers analyze and compare and contrast informational texts to comprehend, form an opinion and compose an opinion piece? 		

Essential Learning Targets:			
<ul style="list-style-type: none"> • I can explain events, procedures, ideas, or concepts in a text, including what happened and why, based on specific information in the text. • I can compare and contrast an event or topic told from two different points of view while integrating information from two texts on the same topic to demonstrate understanding. • I can write an opinion piece on topics or texts by providing reasons that are supported by facts and details following an organizational structure that includes related ideas grouped to support the writer’s purpose. • I can engage effectively in a range of collaborative discussions on grade level topics and texts, building on others ideas and expressing their own clearly. • I can compare and contrast an event or topic told from two different points of views while citing relevant details from text to support what the text says explicitly and make inferences. • I can engage effectively in a range of collaborative discussions on grade level topic and texts while building on other ideas and expressing their own clearly. 			
Reading Informational	Reading Literature	Writing	Speaking and Listening
<p>C.C.1.2.4.C Explain events, procedures, ideas, or concepts in a text, including what happened and why it happened, based on specific information in the text.</p> <ul style="list-style-type: none"> • <i>I can explain events, procedures, ideas, or concepts in a text.</i> • <i>I can in my explanation of an event explain what happened and why it happened.</i> <p>C.C.1.2.4.D Compare and contrast an event or topic told from different points of view.</p> <ul style="list-style-type: none"> • <i>I can compare and contrast an event or topic told from different points</i> 	<p>C.C.1.3.4.B Cite relevant details from text to support what the text says explicitly and make inferences.</p> <ul style="list-style-type: none"> • <i>I can cite important details from a text to support what the text is saying.</i> • <i>I can make inferences based on what the text is explicitly saying.</i> <p>C.C.1.3.4.D Compare and contrast an event or topic told from two different points of view.</p> <ul style="list-style-type: none"> • <i>I can compare and contrast an event or topic told from different points of view.</i> 	<p>C.C.1.4.4.G Write opinion pieces on topics or texts.</p> <ul style="list-style-type: none"> • <i>I can write opinion pieces on topics or texts.</i> <p>C.C. 1.4.4.H Introduce the topic and state an opinion on the topic.</p> <ul style="list-style-type: none"> • <i>I can introduce the topic and state an opinion on the topic.</i> • <i>I can create an organizational structure in which related ideas are grouped to support the writer’s purpose.</i> <p>C.C.1.4.4.I Provide reasons that are supported by facts and details.</p> <ul style="list-style-type: none"> • <i>I can provide reasons that are supported by facts and</i> 	<p>C.C.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.</p> <ul style="list-style-type: none"> • <i>I can engage in a range of discussions with my peers on grade level topics or texts.</i> • <i>I can build on others’ ideas and express their own clearly.</i> <p>C.C. 1.5.4.B Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <ul style="list-style-type: none"> • <i>I can paraphrase portions</i>

<p><i>of view.</i> C.C.1.2.4.H Explain how an author uses reasons and evidence to support particular points in a text.</p> <ul style="list-style-type: none"> • <i>I can explain how an author uses reasons and evidence to support a topic in a text.</i> <p>C.C. 1.2.4.I Integrate information from two texts on the same topic to demonstrate understanding of that topic.</p> <ul style="list-style-type: none"> • <i>I can use information from two texts about the same topic and understand the topic.</i> <p>C.C.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.</p> <ul style="list-style-type: none"> • <i>I can determine and clarify the meaning of unknown and multiple meaning words and phrases based on grade level reading using tools and strategies.</i> 	<p>C.C.1.3.4.E Explain major differences between poems, drama, prose, and refer to the structural elements of each when writing or speaking about a text.</p> <ul style="list-style-type: none"> • <i>I can explain differences between poems, drama, prose, and refer to the structural elements of each when writing and speaking about a text.</i> <p>C.C.1.3.4.H Compare and contrast similar themes, topics, and patterns of events in literature, including texts from different cultures.</p> <ul style="list-style-type: none"> • <i>I can compare and contrast similar themes, topics, and patterns of events in literature. (e.g. opposition between good vs. evil and patterns in events)</i> <p>C.C.1.3.4.I 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 and tools.</p> <ul style="list-style-type: none"> • <i>I can use context clues to help me figure out the meaning of a word or phrase.</i> • <i>I can use common grade</i> 	<p><i>details.</i> C.C.1.4.4.J Create an organizational structure that includes related ideas grouped to support the writer’s purpose and lined in a logical order with a concluding statement or section related to the opinion.</p> <ul style="list-style-type: none"> • <i>I can create an organizational structure/logical order that includes related ideas grouped together to support the writer’s purpose.</i> • <i>I can provide a concluding statement or section.</i> <p>C.C.1.4.4.K Choose words and phrases to convey ideas precisely.</p> <ul style="list-style-type: none"> • <i>I can choose words and phrases to express idea.</i> • <i>I can choose punctuation for effect.</i> <p>C.C.1.4.4 L Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <ul style="list-style-type: none"> • <i>I can use proper grammar, usage, capitalization, punctuation, and spelling in writing.</i> <p>C.C.1.4.4.X Write routinely over extended time frames</p>	<p><i>of a text read aloud or information that is present in diverse media and formats.</i> C.C.1.5.4.C Identify the reasons and evidence a speaker provides to support particular points.</p> <ul style="list-style-type: none"> • <i>I can identify the reasons and evidence a speaker provides to support particular points.</i> <p>C.C.1.5.4.F Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas and themes.</p> <ul style="list-style-type: none"> • <i>I can add audio recordings and visual displays to a presentation when needed to add to the main ideas and themes.</i> <p>C.C.1.5.4.G Demonstrate command of the conventions of standard English when speaking, based on Grade 4 level and content. <i>I can demonstrate command of the conventions of the standard English when speaking on a 4th grade level.</i></p>
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	<p><i>appropriate affixes and roots as clues to help figure out the meaning of a word.</i></p> <p>C.C.1.3.4.K Read and comprehend literary fiction on grade level, reading independently and proficiently.</p> <ul style="list-style-type: none"> <i>I can read proficiently and independently to comprehend literary fiction on grade level text.</i> <p>C.C.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 particular topic.</p> <ul style="list-style-type: none"> <i>I can use grade appropriate general and topic specific vocabulary.</i> 	<p>(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.</p> <ul style="list-style-type: none"> <i>I can write routinely write for longer and shorter time frames for different audiences, purposes, or tasks.</i> <p>C.C.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.</p> <ul style="list-style-type: none"> <i>I can draw evidence from grade level literary or informational texts to support the analysis, reflection, and researching.</i> <p>Grammar:</p> <p>C.C.1.4.4.F.L.R Demonstrate command of conventions of standard English capitalization, punctuation, and spelling.</p> <ul style="list-style-type: none"> <i>I can use appropriate capitalization.</i> <i>I can use commas and quotation marks in</i> 	
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		<p><i>dialogue.</i></p> <ul style="list-style-type: none">• <i>I can use a comma before a coordinating conjunction in a compound sentence.</i>• <i>I can use conventional spelling for high-frequency and other studied words and for adding suffixes to base words.</i>• <i>I can use spelling patterns and generalizations in my writing. (word families, position-based spellings, syllable patterns, ending rules, meaningful word parts)</i>• <i>I can consult reference materials, including beginning dictionaries, as need to check and correct spellings.</i>• <i>I can explain the functions of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</i>• <i>I can use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).</i>	
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		<ul style="list-style-type: none"> • <i>I can form and use progressive verb tenses(e.g. I was walking, I am walking, I will be walking)</i> • <i>I can use and model auxiliaries (e.g. may can, must) to explain various conditions.</i> • <i>I can order adjectives within a sentences according to conventional patterns(e.g. a small red bag rather than a red small bag)</i> • <i>I can form and use prepositional phrases.</i> • <i>I can produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.</i> <i>I can have correct subject-verb and pronoun-antecedent agreement.</i> 	
Domain Specific Vocabulary	Domain Specific Vocabulary	Domain Specific Vocabulary	Domain Specific Vocabulary
<p>Continue the use of words from previous module</p> <p>Unit 1 Vocabulary:</p> <p>Affixes: Suffixes Prefixes Word Structure</p>	<p>Continue the use of words from previous module</p> <p>Unit 1 Vocabulary:</p> <p>Affixes: Suffixes Prefixes Word Structure</p>	<p>Continue the use of words from previous module</p> <p>Unit 1 Vocabulary: Transition Words Time Order Words Friendly Letter</p>	<p>Active listening Discussion Pace Presentation Visual Display</p>

Oxford Area School District – English Language Arts Curriculum
Grade 4

<p>Word Endings Multiple Meaning Words Dictionary Glossary Synonyms Antonyms Context Clues Unknown Words</p> <p>Sequence Summarize Author’s Purpose Sensory images Historical fiction Biography Background knowledge Main Idea Details Guide Words Transition Words</p> <p>Unit 2: Cause and Effect Dialogue Narration Alliteration Drawing Conclusions Simile Metaphor Newspaper Section Fact Opinion Graphic Organizer</p>	<p>Word Endings Multiple Meaning Words Dictionary Glossary Synonyms Antonyms Context Clues Unknown Words</p> <p>Sequence Summarize Point of view Realistic Fiction Author’s Purpose Sensory images Historical fiction Biography Background knowledge Foreshadowing Friendly Letter Dialect Trickster Tale Main Idea Details Guide Words Transition Words Lyric Poetry Free Verse Onomatopoeia Tone</p> <p>Unit 2: Cause and Effect Common Noun</p>	<p>Declarative and Interrogative Sentences Imperative and Exclamatory Sentences Complete Subjects Complete Predicates Dependent Clause Independent Clause Complex Sentences</p> <p>Unit 2: Argument/persuasive essay Topic sentence Concluding sentence</p> <p>Common and Proper Nouns Plural Nouns Regular Plural Nouns Irregular Plural Nouns Singular Possessive Nouns Plural Possessive Nouns</p> <p>Unit 3: Narrative Poems Formal Language Informal Language Invitation Myth Formal Letters Legibility</p> <p>Action and Linking Verbs</p>	
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Oxford Area School District – English Language Arts Curriculum
Grade 4

<p>Expository Text Skimming and Scanning Inferring Time line</p> <p>Unit 3:</p> <p>Multiple Meaning Words Context Clues Homophones Unfamiliar Words Root Words Word Structure Compound Words Affixes: Suffixes</p> <p>Graphic Sources Important Ideas Formal Language Informal Language Text Structure Flashback Expository Text Generalize Visualize Cause and Effect Website Personification Formal letters</p> <p>Unit 4: Synonyms</p>	<p>Proper Noun Dialogue Narration Fiction Rhythm Rhyme Alliteration Drawing Conclusions Simile Metaphor Newspaper Section Drama/Play Fact Opinion Graphic Organizer Expository Text Skimming and Scanning Inferring Time line Meter Mood</p> <p>Unit 3:</p> <p>Multiple Meaning Words Context Clues Homophones Unfamiliar Words Root Words Word Structure Compound Words Affixes: Suffixes</p>	<p>Main Verb Helping Verb Subject-Verb Agreement Verb tense Present tense Past tense Future tense Irregular Verbs Possessives</p> <p>Unit 4: Realistic Fiction Word Choice Song Problem Solution Appropriate phrasing</p> <p>Singular Nouns Plural Nouns Contractions Subject pronoun Object pronoun Reflexive pronoun Demonstrative pronoun Kinds of Pronouns Pronouns Antecedents Possessive Pronoun Contractions Negatives</p>	
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Oxford Area School District – English Language Arts Curriculum
Grade 4

<p>Antonyms Context Clues Multiple-Meaning Words Unknown Words Dictionary/ Glossary Greek and Latin Roots Word Structure Thesaurus Word Origin Related Words</p> <p>Compare and Contrast Summarize Expository text Fact and Opinion Biography Idiom Biography Graphic sources Simile Metaphor</p> <p>Unit 5: Homographs Dictionary/Glossary Greek/Latin Roots Word Structure Unfamiliar Words Context Clues Greek and Latin Prefixes Latin Roots Related Words</p>	<p>Graphic Sources Important Ideas Narrative Poems Formal Language Informal Language Text Structure Flashback Expository Text Generalize Visualize Myth Cause and Effect Website Personification Formal letters Tall Tale Stanza Meter Tone</p> <p>Unit 4: Synonyms Antonyms Context Clues Multiple-Meaning Words Unknown Words Dictionary/ Glossary Greek and Latin Roots Word Structure Thesaurus Word Origin Related Words</p>	<p>Unit 5: Legend Personal Essay Word Choice Time Order Words</p> <p>Adjectives Articles Adverbs Comparative Adjectives/Adverbs Superlative Adjectives/Adverbs Prepositional Phrases</p> <p>Unit 6: Essay Topic sentence Draft Vivid words Guide words Introductory words Punctuation cues Quotations Quotation marks Persuasive Essay Wordiness</p> <p>conjunctions capitalization abbreviations commas Quotation Quotation Marks Title</p>	
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Oxford Area School District – English Language Arts Curriculum
Grade 4

<p>Word Origins</p> <p>Explicit purpose Implicit purpose Expository text Journal Entry Literary Nonfiction Radio Announcement Imagery Details Drawing Conclusions Onomatopoeia</p> <p>Unit 6: Homographs Dictionary/Glossary Multiple meaning words Abbreviations Prefixes Suffixes Unfamiliar words Context clues</p> <p>Causes Effects Biography Chronological order Realistic fiction Guide words Autobiography Graphic sources Background knowledge Titles Text features</p>	<p>Compare and Contrast Expression Rhythm Realistic Fiction Summarize Refrain Expository text Fact and Opinion Biography Idiom Biography Graphic sources Plot Simile Metaphor Realistic fiction Lyrical poetry Free verse Repetition</p> <p>Unit 5: Homographs Dictionary/Glossary Greek/Latin Roots Word Structure Unfamiliar Words Context Clues Greek and Latin Prefixes Latin Roots Related Words Word Origins</p>		
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Oxford Area School District – English Language Arts Curriculum
Grade 4

<p>Narrative nonfiction Idiom Expository text</p>	<p>Explicit purpose Implicit purpose Expository text Journal Entry Literary Nonfiction Radio Announcement Legend Theme Imagery Realistic Fiction Details Drawing Conclusions Point of View Science Fiction Stanza Onomatopoeia Symbolism</p> <p>Unit 6: Homographs Dictionary/Glossary Multiple meaning words Abbreviations Prefixes Suffixes Unfamiliar words Context clues</p> <p>Causes Effects Mood Biography Chronological order Expression</p>		
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Oxford Area School District – English Language Arts Curriculum
Grade 4

	Realistic fiction Guide words Autobiography Actor drama Graphic sources Background knowledge Titles Text features Narrative nonfiction Idiom Expository text Meter Stanza Imagery		
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Resources	Resources	Resources	Resources
Standards Align System (SAS) <i>ExactPath</i> <i>Soar to Success</i> <i>Read Naturally</i> Savvas myView	Standards Align System (SAS) <i>ExactPath</i> <i>Soar to Success</i> <i>Read Naturally</i> Savvas myView	Standards Align System (SAS) <i>ExactPath</i> <i>Soar to Success</i> <i>Read Naturally</i> Savvas myView	Standards Align System (SAS) <i>ExactPath</i> <i>Soar to Success</i> <i>Read Naturally</i> Savvas myView

Performance Tasks/Assessments	Performance Tasks/Assessments	Performance Tasks/Assessments	Performance Tasks/Assessments
<u>State Assessment</u> PSSA Savvas myView Unit Assessments	<u>State Assessment</u> PSSA Savvas myView Unit Assessments	<u>State Assessment</u> PSSA Savvas myView Unit Assessments	

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Course/ Grade:	Language Arts 4 th Grade	Instructional Unit:	Module 4	Suggested Timeline:	7-9 weeks
<p>Overview: In this module, students will read various informational pieces about a topic and gather evidence. They will form an understanding of the issues surrounding a topic and create an engaging product that explains the effect of the informational topic by adding visual displays, audio recordings, and other media formats. Students have the opportunity to present their findings and speak in complete sentences in order to provide requested detail or clarification. Academic vocabulary will be used throughout the module where students are given multiple opportunities to engage in discussions.</p> <p>Additionally, in this unit students will read various literary text pieces and further practice determining the theme from the details in the text. They are given the opportunity to explain the differences between poems, drama, and prose and refer to the structural elements of each when writing or speaking about a narrative text. Students expand their skills in determining the meaning of words and phrases as they are used in a grade level text including figurative language. Students will use dialogue and descriptions to develop experiences and events in a narrative writing piece.</p>			<p>Essential Questions:</p> <ul style="list-style-type: none"> • How do good readers, writers, and speakers analyze and research informational texts to gather information, write, and present about findings? • How do good readers, writers, and speakers analyze a literary piece to create a narrative writing? 		

Essential Learning Targets:			
<ul style="list-style-type: none"> • I can integrate information from two texts on the same topic to demonstrate understanding. • I can write an opinion pieces on topics or texts by providing reasons supported by facts and details, following an organizational structure. • I can use technology to produce and publish writing as well as interact and collaborate with others while reporting on a topic or text that uses facts and relevant descriptive details to support main ideas of themes. • I can determine a theme of a text from details in the text, summarize the text, and explain major differences between poems, drama, and prose while referring to the structural elements of each when writing or speaking. • I can write narratives to develop real or imagined experiences or events by using dialogue and descriptions to develop or show the responses of characters to situations while using concrete words, phrases and sensory details to convey the experiences and events precisely. 			
Reading Information	Reading Literature	Writing	Speaking and Listening
<p>C.C.1.2.4.I Integrate information from two texts on the same topic to demonstrate understanding of the topic.</p> <ul style="list-style-type: none"> • <i>I can gather information from two texts on the same topic and demonstrate an understanding.</i> <p>C.C.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.</p> <ul style="list-style-type: none"> • <i>I can determine and clarify the meaning of unknown and multiple meaning words and phrases based on grade level reading using tools</i> 	<p>C.C. 1.3.4.A Determine a theme of a text from details in the text; summarize the text.</p> <ul style="list-style-type: none"> • <i>I can determine a theme of a text from the details.</i> • <i>I can summarize the text using details.</i> <p>C.C.1.3.4.E Explain major differences between poems, drama, prose, and refer to the structural elements of each when writing or speaking about a text.</p> <ul style="list-style-type: none"> • <i>I can explain differences between poems, drama, prose, and refer to the structural elements of each when writing and speaking about a text.</i> <p>C.C.1.3.4.F Determine the meaning of words and phrases as they are used in grade level text,</p>	<p>C.C.1.4.4.G Write opinion pieces on topics or texts.</p> <ul style="list-style-type: none"> • <i>I can write opinion pieces on topics or texts.</i> <p>C.C.1.4.4.I Provide reasons that are supported by facts and details.</p> <ul style="list-style-type: none"> • <i>I can provide reasons that are supported by facts and details.</i> <p>C.C.1.4.4.J Create an organizational structure that includes related ideas grouped to support the writer’s purpose and lined in a logical order with a concluding statement or section related to the opinion.</p> <ul style="list-style-type: none"> • <i>I can create an organizational structure/logical order that includes related ideas grouped together to</i> 	<p>C.C. 1.5.4.B Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <ul style="list-style-type: none"> • <i>I can paraphrase portions of a text read aloud or information that is present in diverse media and formats.</i> <p>C.C.1.5.4.C Identify the reasons and evidence a speaker provides to support particular points.</p> <ul style="list-style-type: none"> • <i>I can identify the reasons and evidence a speaker provides to support particular points.</i> <p>C.C.1.5.4.D Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts</p>

<p><i>and strategies.</i></p>	<p>including figurative language.</p> <ul style="list-style-type: none"> • <i>I can explain the meaning of similes and metaphors in context.</i> • <i>I can recognize and explain the meaning of common idioms, adages, and proverbs.</i> • <i>I can understand words by relating them to a synonym or an antonym.</i> <p>C.C.1.3.4.H Compare and contrast similar themes, topics, and patterns of events in literature, including texts from different cultures.</p> <ul style="list-style-type: none"> • <i>I can compare and contrast similar themes, topics, and patterns of events in literature.</i> <p>C.C.1.3.4.I 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 and tools.</p> <ul style="list-style-type: none"> • <i>I can use context clues to help me figure out the meaning of a word or phrase.</i> • <i>I can use common grade appropriate affixes and roots as clues to help figure out the meaning of</i> 	<p><i>support the writer’s purpose.</i></p> <ul style="list-style-type: none"> • <i>I can provide a concluding statement or section.</i> <p>C.C.1.4.4.M Write narratives to develop real or imagined experiences or events.</p> <ul style="list-style-type: none"> • <i>I can write a narrative that was either real or imagined experiences/events.</i> <p>C.C.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.</p> <ul style="list-style-type: none"> • <i>I can use dialogue and descriptions to develop experiences and events to show the responses of characters within situations.</i> • <i>I can use words and phrases and sensory details express experiences and events.</i> <p>C.C.1.4.4.P Organize event sequence that unfolds naturally, using a variety of transitional words and phrases to manage the sequence of events; provide a</p>	<p>and relevant, descriptive details to support main ideas or themes; speaking clearly with adequate volume, appropriate pacing, and clear pronunciation.</p> <ul style="list-style-type: none"> • <i>I can report on a topic or text to tell a story or recount an experience in a organized manor.</i> • <i>I can report on a topic using facts or descriptive details to support a main idea or theme.</i> • <i>I can speak clearly with adequate volume, appropriate pacing, and clear pronunciation.</i> <p>C.C.1.5.4.F Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas and themes.</p> <ul style="list-style-type: none"> • <i>I can add audio recordings and visual displays to a presentation when needed to add to the main ideas and themes.</i> <p>C.C.1.5.4.G Demonstrate command of the conventions of standard English when speaking, based on Grade 4 level and content. <i>I can demonstrate command of the conventions of the standard</i></p>
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	<p><i>a word.</i></p> <p>C.C.1.3.4.K Read and comprehend literary fiction on grade level, reading independently and proficiently.</p> <ul style="list-style-type: none"> <i>I can read proficiently and independently to comprehend literary fiction on grade level text.</i> <p>C.C.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 particular topic.</p> <ul style="list-style-type: none"> <i>I can use grade appropriate general and topic specific vocabulary.</i> 	<p>conclusion that follows from the narrated experiences and events.</p> <ul style="list-style-type: none"> <i>I can use a variety of transitional words and phrases to manage the sequence of events.</i> <i>I can write a conclusion that follows the narrated experiences and events.</i> <p>C.C.1.4.4.N Orient the reader by establishing a situation and introducing a narrator and/or characters.</p> <ul style="list-style-type: none"> <i>I can introduce a narrator/ or characters by creating a situation within my narrative.</i> <p>C.C.1.4.4.Q Choose words and phrases to convey ideas precisely.</p> <ul style="list-style-type: none"> <i>I can choose words and phrases to convey ideas.</i> <p>C.C.1.4.4R Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <ul style="list-style-type: none"> <i>I can use proper grammar, usage, capitalization, punctuation, and spelling in writing.</i> <p>C.C.1.4.4.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level</p>	<p><i>English when speaking on a 4th grade level.</i></p>
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		<p>reading standards for literature and informational texts.</p> <ul style="list-style-type: none">• <i>I can draw evidence from grade level literary or informational texts to support the analysis, reflection, and researching.</i> <p>C.C.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 minimal of one page in a single sitting.</p> <ul style="list-style-type: none">• <i>I can use technology with support and guidance to publish my writing.</i>• <i>I can interact and collaborate with others.</i>• <i>I can demonstrate sufficient keyboarding skills in a single sitting to create a minimal of one page.</i> <p>C.C.1.4.4.V Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> <ul style="list-style-type: none">• <i>I can conduct short research projects that build knowledge through</i>	
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		<p><i>investigation on a topic.</i></p> <p>C.C.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.</p> <ul style="list-style-type: none"> • <i>I can take notes and categorize information and provide a list of sources.</i> • <i>I can recall information from my experiences or gather information from print or digital sources.</i> <p>C.C.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.</p> <ul style="list-style-type: none"> • <i>I can write routinely write for longer and shorter time frames for different audiences, purposes, or tasks.</i> <p>Grammar:</p> <p>C.C.1.4.4.F.L.R Demonstrate command of conventions of standard English capitalization, punctuation, and spelling.</p>	
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		<ul style="list-style-type: none">• <i>I can use appropriate capitalization.</i>• <i>I can use commas and quotation marks in dialogue.</i>• <i>I can use a comma before a coordinating conjunction in a compound sentence.</i>• <i>I can use conventional spelling for high-frequency and other studied words and for adding suffixes to base words.</i>• <i>I can use spelling patterns and generalizations in my writing. (word families, position-based spellings, syllable patterns, ending rules, meaningful word parts)</i>• <i>I can consult reference materials, including beginning dictionaries, as need to check and correct spellings.</i>• <i>I can explain the functions of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</i>• <i>I can use relative</i>	
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		<p><i>pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).</i></p> <ul style="list-style-type: none"> • <i>I can form and use progressive verb tenses(e.g. I was walking, I am walking, I will be walking)</i> • <i>I can use and model auxiliaries (e.g. may can, must) to explain various conditions.</i> • <i>I can order adjectives within a sentences according to conventional patterns(e.g. a small red bag rather than a red small bag)</i> • <i>I can form and use prepositional phrases.</i> • <i>I can produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.</i> <p><i>I can have correct subject-verb and pronoun-antecedent agreement.</i></p>	
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Domain Specific Vocabulary	Domain Specific Vocabulary	Domain Specific Vocabulary	Domain Specific Vocabulary
Continue the use of words from previous module	Continue the use of words from previous module	Continue the use of words from previous module	Active listening Discussion

Oxford Area School District – English Language Arts Curriculum
Grade 4

<p>Unit 1 Vocabulary:</p> <p>Affixes: Suffixes Prefixes Word Structure Word Endings Multiple Meaning Words Dictionary Glossary Synonyms Antonyms Context Clues Unknown Words</p> <p>Sequence Summarize Author’s Purpose Sensory images Historical fiction Biography Background knowledge Main Idea Details Guide Words Transition Words</p> <p>Unit 2: Cause and Effect Dialogue Narration Alliteration Drawing Conclusions</p>	<p>Unit 1 Vocabulary:</p> <p>Affixes: Suffixes Prefixes Word Structure Word Endings Multiple Meaning Words Dictionary Glossary Synonyms Antonyms Context Clues Unknown Words</p> <p>Sequence Summarize Point of view Realistic Fiction Author’s Purpose Sensory images Historical fiction Biography Background knowledge Foreshadowing Friendly Letter Dialect Trickster Tale Main Idea Details Guide Words Transition Words Lyric Poetry Free Verse</p>	<p>Unit 1 Vocabulary: Transition Words Time Order Words Friendly Letter</p> <p>Declarative and Interrogative Sentences Imperative and Exclamatory Sentences Complete Subjects Complete Predicates Dependent Clause Independent Clause Complex Sentences</p> <p>Unit 2: Argument/persuasive essay Topic sentence Concluding sentence</p> <p>Common and Proper Nouns Plural Nouns Regular Plural Nouns Irregular Plural Nouns Singular Possessive Nouns Plural Possessive Nouns</p> <p>Unit 3: Narrative Poems Formal Language Informal Language Invitation</p>	<p>Pace Presentation Visual Display Expression</p>
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Oxford Area School District – English Language Arts Curriculum
Grade 4

<p>Simile Metaphor Newspaper Section Fact Opinion Graphic Organizer Expository Text Skimming and Scanning Inferring Time line</p> <p>Unit 3:</p> <p>Multiple Meaning Words Context Clues Homophones Unfamiliar Words Root Words Word Structure Compound Words Affixes: Suffixes</p> <p>Graphic Sources Important Ideas Formal Language Informal Language Text Structure Flashback Expository Text Generalize Visualize Cause and Effect</p>	<p>Onomatopoeia Tone</p> <p>Unit 2: Cause and Effect Common Noun Proper Noun Dialogue Narration Fiction Rhythm Rhyme Alliteration Drawing Conclusions Simile Metaphor Newspaper Section Drama/Play Fact Opinion Graphic Organizer Expository Text Skimming and Scanning Inferring Time line Meter Mood</p> <p>Unit 3:</p> <p>Multiple Meaning Words Context Clues Homophones Unfamiliar Words</p>	<p>Myth Formal Letters Legibility</p> <p>Action and Linking Verbs Main Verb Helping Verb Subject-Verb Agreement Verb tense Present tense Past tense Future tense Irregular Verbs Possessives</p> <p>Unit 4: Realistic Fiction Word Choice Song Problem Solution Appropriate phrasing</p> <p>Singular Nouns Plural Nouns Contractions Subject pronoun Object pronoun Reflexive pronoun Demonstrative pronoun Kinds of Pronouns Pronouns</p>	
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Oxford Area School District – English Language Arts Curriculum
Grade 4

<p>Website Personification Formal letters</p> <p>Unit 4: Synonyms Antonyms Context Clues Multiple-Meaning Words Unknown Words Dictionary/ Glossary Greek and Latin Roots Word Structure Thesaurus Word Origin Related Words</p> <p>Compare and Contrast Summarize Expository text Fact and Opinion Biography Idiom Biography Graphic sources Simile Metaphor</p> <p>Unit 5: Homographs Dictionary/Glossary Greek/Latin Roots</p>	<p>Root Words Word Structure Compound Words Affixes: Suffixes</p> <p>Graphic Sources Important Ideas Narrative Poems Formal Language Informal Language Text Structure Flashback Expository Text Generalize Visualize Myth Cause and Effect Website Personification Formal letters Tall Tale Stanza Meter Tone</p> <p>Unit 4: Synonyms Antonyms Context Clues Multiple-Meaning Words Unknown Words Dictionary/ Glossary</p>	<p>Antecedents Possessive Pronoun Contractions Negatives</p> <p>Unit 5: Legend Personal Essay Word Choice Time Order Words</p> <p>Adjectives Articles Adverbs Comparative Adjectives/Adverbs Superlative Adjectives/Adverbs Prepositional Phrases</p> <p>Unit 6: Essay Topic sentence Draft Vivid words Guide words Introductory words Punctuation cues Quotations Quotation marks Persuasive Essay Wordiness</p> <p>conjunctions</p>	
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Oxford Area School District – English Language Arts Curriculum
Grade 4

<p>Word Structure Unfamiliar Words Context Clues Greek and Latin Prefixes Latin Roots Related Words Word Origins</p> <p>Explicit purpose Implicit purpose Expository text Journal Entry Literary Nonfiction Radio Announcement Imagery Details Drawing Conclusions Onomatopoeia</p> <p>Unit 6: Homographs Dictionary/Glossary Multiple meaning words Abbreviations Prefixes Suffixes Unfamiliar words Context clues</p> <p>Causes Effects Biography Chronological order Realistic fiction</p>	<p>Greek and Latin Roots Word Structure Thesaurus Word Origin Related Words</p> <p>Compare and Contrast Expression Rhythm Realistic Fiction Summarize Refrain Expository text Fact and Opinion Biography Idiom Biography Graphic sources Plot Simile Metaphor Realistic fiction Lyrical poetry Free verse Repetition</p> <p>Unit 5: Homographs Dictionary/Glossary Greek/Latin Roots Word Structure Unfamiliar Words</p>	<p>capitalization abbreviations commas Quotation Quotation Marks Title</p>	
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Oxford Area School District – English Language Arts Curriculum
Grade 4

<p>Guide words Autobiography Graphic sources Background knowledge Titles Text features Narrative nonfiction Idiom Expository text</p>	<p>Context Clues Greek and Latin Prefixes Latin Roots Related Words Word Origins</p> <p>Explicit purpose Implicit purpose Expository text Journal Entry Literary Nonfiction Radio Announcement Legend Theme Imagery Realistic Fiction Details Drawing Conclusions Point of View Science Fiction Stanza Onomatopoeia Symbolism</p> <p>Unit 6: Homographs Dictionary/Glossary Multiple meaning words Abbreviations Prefixes Suffixes Unfamiliar words Context clues</p>		
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Oxford Area School District – English Language Arts Curriculum
Grade 4

	<p>Causes Effects Mood Biography Chronological order Expression Realistic fiction Guide words Autobiography Actor drama Graphic sources Background knowledge Titles Text features Narrative nonfiction Idiom Expository text Meter Stanza Imagery</p>		
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Resources	Resources	Resources	Resources
<p>Standards Align System (SAS)</p> <p><i>Exact Path</i> <i>Soar to Success</i> <i>Read Naturally</i></p> <p>Savvas myView</p>	<p>Standards Align System (SAS)</p> <p><i>Exact Path</i> <i>Soar to Success</i> <i>Read Naturally</i></p> <p>Savvas myView</p>	<p>Standards Align System (SAS)</p> <p><i>Exact Path</i> <i>Soar to Success</i> <i>Read Naturally</i></p> <p>Savvas myView</p>	<p>Standards Align System (SAS)</p> <p><i>Exact Path</i> <i>Soar to Success</i> <i>Read Naturally</i></p> <p>Savvas myView</p>

Performance Tasks/Assessments	Performance Tasks/Assessments	Performance Tasks/Assessments	Performance Tasks/Assessments
<u>State Assessment</u> PSSA <u>District Assessment</u> -Dibels -DRA’s -Common District Assessment	<u>State Assessment</u> PSSA <u>District Assessment</u> -Dibels -DRA’s -Common District Assessment	<u>State Assessment</u> PSSA <u>District Assessment</u> -Dibels -DRA’s -Common District Assessment	

Oxford Area School District – English Language Arts Curriculum
Grade 4

Savvas myView Unit Assessments End of the year Benchmark	Savvas myView Unit Assessments End of the year Benchmark	Savvas myView Unit Assessments End of the year Benchmark	
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