



POCONO MOUNTAIN SCHOOL DISTRICT

English Language Arts Common Core Standards Grade 4

Common Core Alignment

READING STANDARDS - LITERATURE

Key Ideas and Details

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. [RL.4.1]

Unit	1	2	3	4	5	6	7	8
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Determine a theme of a story, drama, or poem from details in the text; summarize the text. [RL.4.2]

Unit	1	2	3	4	5	6	7	8
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Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). [RL.4.3]

Unit	1	2	3	4	5	6	7	8
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Craft and Structure

Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean). [RL.4.4]

Unit	1	2	3	4	5	6	7	8
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Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text. [RL.4.5]

Unit	1	2	3	4	5	6	7	8
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Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third- person narrations. [RL.4.6]

Unit	1	2	3	4	5	6	7	8
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Integration of Knowledge and Ideas

Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text. [RL.4.7]

Unit	1	2	3	4	5	6	7	8

(Not applicable to literature) [RL.4.8]

Unit	1	2	3	4	5	6	7	8

Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures. [RL.4.9]

Unit	1	2	3	4	5	6	7	8

Range of Reading and Level of Text Complexity

By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the Grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. [RL.4.10]

Unit	1	2	3	4	5	6	7	8

READING STANDARDS - INFORMATIONAL TEXT

Key Ideas and Details

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. [RI.4.1]

Unit	1	2	3	4	5	6	7	8

Determine the main idea of a text and explain how it is supported by key details; summarize the text. [RI.4.2]

Unit	1	2	3	4	5	6	7	8

Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. [RI.4.3]

Unit	1	2	3	4	5	6	7	8

Craft and Structure

Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a Grade 4 topic or subject area. [RI.4.4]

Unit	1	2	3	4	5	6	7	8

Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. [RI.4.5]

Unit	1	2	3	4	5	6	7	8

Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. [RI.4.6]

Unit	1	2	3	4	5	6	7	8

Integration of Knowledge and Ideas

Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. [RI.4.7]

Unit	1	2	3	4	5	6	7	8

Explain how an author uses reasons and evidence to support particular points in a text. [RI.4.8]

Unit	1	2	3	4	5	6	7	8

Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. [RI.4.9]

Unit	1	2	3	4	5	6	7	8

Range of Reading and Level of Text Complexity

By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the Grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. [RI.4.10]

Unit	1	2	3	4	5	6	7	8

READING STANDARDS - FOUNDATIONAL SKILLS

Phonics and Word Recognition

Know and apply grade-level phonics and word analysis skills in decoding words. [RF.4.3]

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Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. [RF.4.3a]

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Fluency

Read with sufficient accuracy and fluency to support comprehension. [RF.4.4]

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Read grade-level text with purpose and understanding. [RF.4.4a]

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Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. [RF.4.4b]

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Use context to confirm or self-correct word recognition and understanding, rereading as necessary. [RF.4.4c]

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WRITING STANDARDS

Text Types and Purposes

Write opinion pieces on topics or texts, supporting a point of view with reasons and information. [W.4.1]

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Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. [W.4.1a]

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Provide reasons that are supported by facts and details. [W.4.1b]

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Link opinion and reasons using words and phrases (e.g., *for instance*, *in order to*, *in addition*). [W.4.1c]

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Provide a concluding statement or section related to the opinion presented. [W.4.1d]

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Write informative/explanatory texts to examine a topic and convey ideas and information clearly. [W.4.2]

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Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. [W.4.2a]

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Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. [W.4.2b]

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Link ideas within categories of information using words and phrases (e.g., *another*, *for example*, *also*, *because*). [W.4.2c]

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Use precise language and domain-specific vocabulary to inform about or explain the topic. [W.4.2d]

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Provide a concluding statement or section related to the information or explanation presented. [W.4.2e]

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Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. [W.4.3]

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Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. **[W.4.3a]**

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Use dialogue and description to develop experiences and events or show the responses of characters to situations. **[W.4.3b]**

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Use a variety of transitional words and phrases to manage the sequence of events. **[W.4.3c]**

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Use concrete words and phrases and sensory details to convey experiences and events precisely. **[W.4.3d]**

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Provide a conclusion that follows from the narrated experiences or events. **[W.4.3e]**

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Production and Distribution of Writing

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) **[W.4.4]**

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With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including Grade 4.) **[W.4.5]**

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With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. **[W.4.6]**

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Research to Build and Present Knowledge

Conduct short research projects that build knowledge through investigation of different aspects of a topic. [W.4.7]

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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. [W.4.8]

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Draw evidence from literary or informational texts to support analysis, reflection, and research. [W.4.9]

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Apply Grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions]"). [W.4.9a]

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Apply Grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text"). [W.4.9b]

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Range of Writing

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. [W.4.10]

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SPEAKING AND LISTENING STANDARDS

Comprehension and Collaboration

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 4 topics and texts, building on others' ideas and expressing their own clearly. **[SL.4.1]**

Unit	1	2	3	4	5	6	7	8
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Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. **[SL.4.1a]**

Unit	1	2	3	4	5	6	7	8
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Follow agreed-upon rules for discussions and carry out assigned roles. **[SL.4.1b]**

Unit	1	2	3	4	5	6	7	8
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Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. **[SL.4.1c]**

Unit	1	2	3	4	5	6	7	8
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Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. **[SL.4.1d]**

Unit	1	2	3	4	5	6	7	8
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Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. **[SL.4.2]**

Unit	1	2	3	4	5	6	7	8
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Identify the reasons and evidence a speaker provides to support particular points. **[SL.4.3]**

Unit	1	2	3	4	5	6	7	8
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Presentation of Knowledge and Ideas

Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. **[SL.4.4]**

Unit	1	2	3	4	5	6	7	8
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Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. [SL.4.5]

Unit	1	2	3	4	5	6	7	8
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Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See Grade 4 Language standards 1 here for specific expectations.) [SL.4.6]

Unit	1	2	3	4	5	6	7	8
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LANGUAGE STANDARDS

Conventions of Standard English

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. [L.4.1]

Unit	1	2	3	4	5	6	7	8
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Use relative pronouns (*who*, *whose*, *whom*, *which*, *that*) and relative adverbs (*where*, *when*, *why*). [L.4.1a]

Unit	1	2	3	4	5	6	7	8
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Form and use the progressive (e.g., *I was walking*; *I am walking*; *I will be walking*) verb tenses. [L.4.1b]

Unit	1	2	3	4	5	6	7	8
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Use modal auxiliaries (e.g., *can*, *may*, *must*) to convey various conditions. [L.4.1c]

Unit	1	2	3	4	5	6	7	8
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Order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*). [L.4.1d]

Unit	1	2	3	4	5	6	7	8
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Form and use prepositional phrases. [L.4.1e]

Unit	1	2	3	4	5	6	7	8
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Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. [L.4.1f]

Unit	1	2	3	4	5	6	7	8
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Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>). [L.4.1g]									
Unit	1	2	3	4	5	6	7	8	
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. [L.4.2]									
Unit	1	2	3	4	5	6	7	8	
Use correct capitalization. [L.4.2a]									
Unit	1	2	3	4	5	6	7	8	
Use commas and quotation marks to mark direct speech and quotations from a text. [L.4.2b]									
Unit	1	2	3	4	5	6	7	8	
Use a comma before a coordinating conjunction in a compound sentence. [L.4.2c]									
Unit	1	2	3	4	5	6	7	8	
Spell grade-appropriate words correctly, consulting references as needed. [L.4.2d]									
Unit	1	2	3	4	5	6	7	8	

Knowledge of Language									
Use knowledge of language and its conventions when writing, speaking, reading, or listening. [L.4.3]									
Unit	1	2	3	4	5	6	7	8	
Choose words and phrases to convey ideas precisely. [L.4.3a]									
Unit	1	2	3	4	5	6	7	8	
Choose punctuation for effect. [L.4.3b]									
Unit	1	2	3	4	5	6	7	8	
Differentiate between contexts that call for formal English (e.g. presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). [L.4.3c]									
Unit	1	2	3	4	5	6	7	8	

Vocabulary Acquisition and Use

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. [L.4.4]

Unit	1	2	3	4	5	6	7	8
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Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. [L.4.4a]

Unit	1	2	3	4	5	6	7	8
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Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph*, *photograph*, *autograph*). [L.4.4b]

Unit	1	2	3	4	5	6	7	8
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Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. [L.4.4c]

Unit	1	2	3	4	5	6	7	8
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Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. [L.4.5]

Unit	1	2	3	4	5	6	7	8
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Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context. [L.4.5a]

Unit	1	2	3	4	5	6	7	8
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Recognize and explain the meaning of common idioms, adages, and proverbs. [L.4.5b]

Unit	1	2	3	4	5	6	7	8
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Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). [L.4.5c]

Unit	1	2	3	4	5	6	7	8
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Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., *quizzed*, *whined*, *stammered*) and that are basic to a particular topic (e.g., *wildlife*, *conservation*, and *endangered* when discussing animal preservation). [L.4.6]

Unit	1	2	3	4	5	6	7	8
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Grade 4 Curriculum Map

Unit 1: Personal Narratives

<p>Unit Summary</p> <p>This unit examines the genre of personal narratives, which consists of works of nonfiction written by a first person narrator involved in the events being described. Students read five personal narratives, identifying the elements of the genre and, throughout the unit, using these elements in writing a variety of their own personal narratives. These elements include events proceeding in a logical sequence, dialogue that shows character, vivid descriptive language, characters with defining traits, sensory details, figurative language, and writing strong introductions and conclusions. Students also take a Beginning-of-Year assessment to evaluate their preparedness for Grade 4 instruction.</p>				<p>Overall Learning Outcomes</p> <ul style="list-style-type: none"> • Identify features of personal narrative genre <ul style="list-style-type: none"> • Identify literary devices in Personal Narratives including similes and metaphors, dialogue, transition words, sensory details, and point of view • Demonstrate understanding of cause and effect • Develop proficiency with cursive handwriting • Beginning-of-the-Year Assessment 			
<p>Anchor Text: Personal Narratives Text Type: Informational Lexile: 800L</p>				<p>Big Ideas</p> <ul style="list-style-type: none"> • Writers of personal narratives incorporate a variety of literary elements and an intentional point of view into their writing. • Students can increase their literal comprehension and ability to make text-based inferences through critical and close reading. • Personal narratives are a genre that students can use to create a sense of meaning out of their life's experiences. 			
Standards Instructed				Standards Assessed			
Reading	Writing	Speaking & Listening	Language	Reading	Writing	Speaking & Listening	Language
RI.4.1 RI.4.2 RI.4.3 RI.4.4 RI.4.5 RI.4.6 RI.4.7 RI.4.8 RI.4.9 RI.4.10	W.4.1 W.4.3 W.4.3a W.4.3b W.4.3c W.4.3d W.4.3e W.4.4 W.4.5 W.4.8 W.4.9 W.4.10	SL.4.1 SL.4.1b SL.4.1c SL.4.2 SL.4.3 SL.4.4	L.4.1 L.4.2 L.2.b L.4.3a L.4.4 L.4.4c L.4.5a L.4.5c L.4.6	RI.4.1 RI.4.2 RI.4.5 RI.4.6	W.4.1 W.4.3 W.4.3a W.4.3b W.4.3c W.4.3 W.4.3a W.4.3b W.4.3c W.4.3e W.4.4 W.4.5 W.4.8 W.4.9	SL.4.1 SL.4.1c SL.4.2 SL.4.3 SL.4.4	L.4.2b L.4.3a L.4.5a L.4.6

Unit 2: Empires in the Middle Ages

Unit Summary The Empires in the Middle Ages unit covers the history of both the Middle Ages in Europe and the Islamic Medieval Empires. While part 1 deals primarily with the events of western Europe and the relationship between the Christian Church and the rulers of the region, the concurrent part 2 looks at events in another part of the world (particularly in what is now called the Middle East). Students practice taking notes from informational text, writing an informative, explanatory paragraph, and writing a persuasive paragraph. They describe the functions of and relationship between nouns and adjectives as well as between adverbs and verbs, form and use prepositional phrases, identify parts of speech, correctly use subject and predicate, and correct sentence fragments or run-on sentences by revising them into complete sentences. They practice writing the four different kinds of sentences and using the progressive verb tense. Students work with the prefixes un-, non-, and en-, the root words arch and graph, and the suffix -y.				Overall Learning Outcomes <ul style="list-style-type: none"> • Demonstrate understanding of key vocabulary • Write an informative paragraph using details from the text • Determine importance through note taking • Write an opinion piece with evidence to support that opinion • Utilize paraphrasing to create an explanatory paragraph • End-of-Unit Assessment 			
Anchor Text: Empires in the Middle Ages Text Type: Informational/Literary Lexile: 910L				Big Ideas <ul style="list-style-type: none"> • The decline and fall of the Roman Empire led to the Islamic Empire and the western European empire, influenced by the role of the Christian Church. • The Crusades were religious and political wars fought by both empires to gain control of The Holy Land. • Advances made in the fields of knowledge, philosophy, and science moved from Greek roots to Arabic to Latin cultures. • We must understand the past origins of these cultures in order to make sense of our current political climate. 			
Standards Instructed				Standards Assessed			
Reading	Writing	Speaking & Listening	Language	Reading	Writing	Speaking & Listening	Language
RL.4.2 RL.4.9 RL.4.10 RI.4.1 RI.4.2 RI.4.3 RI.4.4 RI.4.5 RI.4.7 RI.4.8 RI.4.10 RF.4.3 RF.4.3a RF.4.4 RF.4.4a RF.4.4b RF.4.4c	W.4.1 W.4.1a W.4.1c W.4.1d W.4.2 W.4.2a W.4.2b W.4.2c W.4.2d W.4.2e W.4.3 W.4.4 W.4.5 W.4.7 W.4.8 W.4.9 W.4.10	SL.4.1 SL.4.1a SL.4.1b SL.4.1c SL.4.1d SL.4.2 SL.4.3 SL.4.4 SL.4.5 SL.4.6	L.4.1 L.4.1b L.4.1e L.4.1f L.4.1g L.4.2a L.4.2b L.4.2d L.4.3 L.4.3a L.4.3c L.4.4 L.4.4a-c L.4.5b L.4.5c L.4.6	RL.4.2 RI.4.1 RI.4.3 RI.4.7 RF.4.3 RF.4.3a	W.4.1 W.4.1b W.4.1c W.4.2 W.4.3 W.4.8 W.4.9	SL.4.1	L.4.1 L.4.2 L.4.2b L.4.2d L.4.3 L.4.4 L.4.4b

Grade 4 Curriculum Map

Unit 3: Poetry

Unit Summary <p>This unit gives students tools and strategies for approaching poetry, training them in the methods and devices poets use and equipping them to read and interpret both formal and free verse poems. It gives them continual opportunities to create poems themselves, allowing them to practice what they have learned. The poems in this unit represent a wide variety of time periods, from Kshemendra's twelfth-century treatise on the responsibilities of poets to the work of living writers such as Harryette Mullen. The poets come from many backgrounds and nations; the poets included are European, Asian, African American, Native American, and Hispanic. The poems themselves are similarly diverse; some employ precise meter and rhyme schemes, while others use free verse. A key aspect of the Poetry unit is encouraging and equipping students to write original poems. This allows for creative and imaginative expression, but it also affords students the opportunity to implement the poetic devices they have learned in the reading components of each lesson. The writing portion of the unit allows students to apply their new poetry knowledge, further solidifying their understanding of the craft of poetry. Throughout this unit, students will practice using the poetic devices exemplified by each poem. They will compose rhymes, similes, and metaphors; use repetition, anaphora, and alliteration; and plan, draft, and revise several original poems inspired by the poems studied in this unit.</p>				Overall Learning Outcomes <ul style="list-style-type: none"> • Read text with the purpose of identifying details and evidence • Explore imaginative possibilities of figurative language • Identify and develop an understanding of poetic devices including rhyme, repetition, alliteration, meter, and tone • Explore and identify extended metaphors in text • Write original poems with colorful language and poetic devices 			
Anchor Text: Poetry Journal Text Type: Literary Lexile: N/A because poetry/verse				Big Ideas <ul style="list-style-type: none"> • This unit prepares students for complex texts, vocabulary, and form they will encounter in Grade 5. • Poetry need not be bound by formal constraints, but can be a free form, creative, imaginative vehicle for expression. • Poetry has been around for centuries, and it is a timeless, distinctive craft. 			
Standards Instructed				Standards Assessed			
Reading	Writing	Speaking & Listening	Language	Reading	Writing	Speaking & Listening	Language
RL.4.1 RL.4.2 RL.4.3 RL.4.4 RL.4.5 RL.4.6 RL.4.7 RL.4.10 RI.4.1 RI.4.3 RF.4.4 RF.4.4a-c	W.4.1 W.4.3 W.4.4 W.4.5 W.4.8 W.4.9 W.4.10	SL.4.1 SL.4.1b SL.4.1c SL.4.1d SL.4.2 SL.4.3 SL.4.4	L.4.1 L.4.2 L.4.2d L.4.3 L.4.3a L.4.4 L.4.4a L.4.4c L.4.5 L.4.5a L.4.6	RL.4.1 RL.4.2 RL.4.3 RL.4.4 RL.4.5 RL.4.6 RI.4.1	W.4.1 W.4.3 W.4.4 W.4.5 W.4.8 W.4.9	SL.4.1 SL.4.1b SL.4.2	L.4.3 L.4.5 L.4.5a L.4.6

Grade 4 Curriculum Map

Unit 4: Eureka! Student Inventor

Unit Summary <p>Eureka! Student Inventor Quest, a narrative-driven unit that immerses students in close reading adventures. Through them, students read complex literary and informational texts and consistently demonstrate their ability to find evidence and use it appropriately. Over the course of the Quest, students write routinely in opinion, informational, and narrative modes, adjusting style for the task and audience indicated. In Eureka! Student Inventor, students read a range of informational texts about inventors, inventions, and the process of creation. In addition to close readings, students analyze objects and situations in the world around them, identify problems, create evidence based solutions, and ultimately become inventors themselves. By routinely writing informational and opinion pieces, students practice research, observation, communication, and persuasion. They also engage in a range of collaborative discussions, sharing ideas and working in teams with defined roles and agreed-upon rules. Students read biographical articles about eight inventors, detailed histories of important inventions, and scientific explanations of simple machines. Comprehension and collaboration skills are developed throughout, as students establish rules for group work and work together on building, reading about, and presenting inventions. Students make oral presentations about their inventions and demonstrate how and what they have learned from their peers' presentations. Audio and video components, as well as teacher-read texts, give students opportunities to practice active listening.</p>				Overall Learning Outcomes <ul style="list-style-type: none"> • Read complex literary and informational text, find evidence, and use it appropriately • Write in opinion, informational, and narrative modes and adjust style for task and audience • Develop proficiency in research, observation, communication, and persuasion • Demonstrate understanding of key vocabulary 			
Anchor Text: Eureka! Files Text Type: Informational Lexile: 1100L				Big Ideas <ul style="list-style-type: none"> • Inventors go through a variety of steps in the creative process, often times resulting in an invention. <ul style="list-style-type: none"> • The creative process involves identifying problems and creating evidence-based solutions. • Inventors, and students playing the role of inventor, engage in collaborative discussions, share ideas, and often work in partnerships and teams. 			
Standards Instructed				Standards Assessed			
Reading	Writing	Speaking & Listening	Language	Reading	Writing	Speaking & Listening	Language
RL.4.1 RL.4.3 RI.4.1-5 RI.4.7 RI.4.9 RI.4.10 RF.4.3 RF.4.3a RF.4.4 RF.4.4a RF.4.4c	W.4.1 W.4.1a W.4.1b W.4.1d W.4.2 W.4.3 W.4.3a-c W.4.3e W.4.4 W.4.5 W.4.8 W.4.9 W.4.9a W.4.10	SL.4.1 SL.4.1a SL.4.1b SL.4.1c SL.4.1d SL.4.2 SL.4.3 SL.4.4 SL.4.5 SL.4.6	L.4.1 L.4.1f L.4.2 L.4.2a L.4.2d L.4.3 L.4.3a L.4.3c L.4.4 L.4.4a L.4.4c L.4.6	RI.4.3	W.4.1 W.4.1b W.4.2 W.4.2a W.4.2b W.4.4 W.4.9 W.4.10	SL.4.1 SL.4.1b SL.4.2 SL.4.4	

Grade 4 Curriculum Map

Unit 5: Geology

Unit Summary This unit focuses on the composition of the earth and the forces that change Earth's surface. Students learn about the theory of plate tectonics and how it explains the presence of volcanoes, mountains, underwater trenches, ridges, and other geological features. Students will also study geological processes like rock formation, weathering, and erosion in order to understand how the earth changes over time and why it looks the way it does. They review the stages of the writing process, examine and explain similes, draft an informational pamphlet about tsunamis, write a wiki entry about a specific volcano, and create a descriptive paragraph about a type of rock or item in the rock cycle, incorporating literary devices such as alliteration, personification, and simile. Students also work with the suffix -ly and the root word rupt and practice sequencing adjectives and proper use of commas and quotation marks. This unit includes a Mid-Year assessment to track student progress towards grade-level standards mastery.				Overall Learning Outcomes <ul style="list-style-type: none"> • Ability to reference bolded words in the glossary not directly addressed in lessons • Demonstrate understanding of key vocabulary • Examine and explain similes • Draft an informational pamphlet, write a wiki entry, and create a descriptive paragraph • Utilize literary devices including alliteration, personification, and simile • Mid-Year Assessment 			
Anchor Text: The Changing Earth Text Type: Informational/Literary Lexile: 900L				Big Ideas <ul style="list-style-type: none"> • Earth is composed of layers that, through heat and pressure, cause movements that result in geological features above and below the Earth's surface. • Tectonic plate theory explains how mountains, volcanoes, and trenches are created on land and under the sea. • Information about the rock cycle, weathering, and erosion explains how the earth is continually changing. 			
Standards Instructed				Standards Assessed			
Reading	Writing	Speaking & Listening	Language	Reading	Writing	Speaking & Listening	Language
RL.4.1 RL.4.2 RL.4.3 RL.4.4 RL.4.7 RL.4.9 RL.4.10 RI.4.1 RI.4.2 RI.4.3 RI.4.4 RI.4.5 RI.4.7 RI.4.8 RI.4.9 RI.4.10 RF.4.3 RF.4.3a RF.4.4 RF.4.4a-c	W.4.2 W.4.2a W.4.2b W.4.2d W.4.2e W.4.3 W.4.4 W.4.5 W.4.8 W.4.9 W.4.10	SL.4.1 SL.4.1d	L.4.1 L.4.1d L.4.1f L.4.2 L.4.2a L.4.2b L.4.2d L.4.3 L.4.3a L.4.4 L.4.4a L.4.4b L.4.4c L.4.5 L.4.5a L.4.5b L.4.5c L.4.6	RL.4.4 RI.4.1 RI.4.2 RI.4.3 RI.4.4	W.4.2 W.4.4 W.4.5 W.4.8 W.4.9		L.4.1 L.4.2 L.4.2d L.4.4 L.4.5

Grade 4 Curriculum Map

Unit 6: Contemporary Fiction: The House on Mango Street

Unit Summary This unit leads students into a deep dive on narrative literature and writing, using excerpts from The House on Mango Street as its anchor text. Throughout this unit, students read closely and analyze the text, then practice using literary elements they have explored in each vignette from the Reader—for example, the use of detailed descriptions, the building of aspiration as a theme, and the contrast between the protagonists' perceptions and the perceptions of others. The unit asks students to compose a multi-chapter narrative; they build their stories throughout several lessons devoted to planning, drafting, and revising their work. In addition, students practice opinion writing using evidence from the text.				Overall Learning Outcomes <ul style="list-style-type: none"> • Reading for details, dialogue, and action • Inferring character and theme in a text • Development of Core and Literary Vocabulary • Develop strength in writing narrative prose • Demonstrate proficiency in writing an opinion piece backed by clear evidence • Demonstrate success with literary devices including detailed descriptions, use of theme, and contrasting character perceptions. • End-of-Unit Assessment 			
Anchor Text: Writer's Journal with excerpts from The House on Mango Street Text Type: Literary Lexile: 800L				Big Ideas <ul style="list-style-type: none"> • Through close reading, a reader can discover several different layers of meaning in a text. • Narrative text can be similar to poetry, with short stories that contain imaginative and sometimes abstract use of language. • Narrative text can act as windows, revealing lives different from ours, or mirrors, reflecting characters with whom we can identify. 			
Standards Instructed				Standards Assessed			
Reading	Writing	Speaking & Listening	Language	Reading	Writing	Speaking & Listening	Language
RL.4.1 RL.4.2 RL.4.3 RL.4.4 RL.4.6 RL.4.10 RF.4.3 RF.4.3a RF.4.4 RF.4.4a RF.4.4b RF.4.4c	W.4.1 W.4.1a W.4.1b W.4.3 W.4.3a W.4.3b W.4.3d W.4.3e W.4.4 W.4.5 W.4.8 W.4.9 W.4.9a W.4.10	SL.4.1 SL.4.1a SL.4.1b SL.4.1c SL.4.1d SL.4.4	L.4.1 L.4.2 L.4.2d L.4.3 L.4.4 L.4.4a L.4.4c L.4.5 L.4.5a L.4.5b L.4.5c L.4.6	RL.4.1 RL.4.2 RL.4.3 RL.4.6	W.4.1 W.4.3 W.4.3a W.4.3b W.4.3e W.4.5 W.4.9 W.4.10		L.4.1a L.4.5a

Grade 4 Curriculum Map

Unit 7: American Revolution

Unit Summary This unit centers around the big idea that disagreements about principles of government led colonists in North America to seek independence from Great Britain. The causes, major figures, and consequences of the American Revolution provide a framework for understanding both what caused the thirteen colonies to break away and become an independent nation and what significant ideas and values were at the heart of the American Revolution. Students review the stages of the writing process, enact and record key information from vignettes corresponding to the causes of the American Revolution, and develop a five-paragraph cause and effect essay. Students learn the prefixes im- and in-, the suffixes -ible and -able, and the root word port. They also learn modal auxiliary verbs and continue developing their use of commas and quotation marks and employing correct subject-verb agreement.				Overall Learning Outcomes <ul style="list-style-type: none"> • Write a five-paragraph compare and contrast essay • Demonstrate understanding of key vocabulary <ul style="list-style-type: none"> • Develop proficiency of subject-verb agreement with both regular and irregular verbs • Deepen knowledge and understanding of prefixes and suffixes when added to root words • End-of-Unit Assessment 			
Anchor Text: The Road to Independence Text Type: Informational/Literary Lexile: 950L				Big Ideas <ul style="list-style-type: none"> • Disagreements about principles of government led colonists in North America to seek independence from Great Britain. • The causes, major figures, and consequences provide a framework for understanding the strive for independence. • There were significant ideas and values at the heart of the American Revolution. 			
Standards Instructed				Standards Assessed			
Reading	Writing	Speaking & Listening	Language	Reading	Writing	Speaking & Listening	Language
RL.4.1 RL.4.2 RL.4.3 RL.4.4 RL.4.5 RL.4.6 RL.4.7 RI.4.1 RI.4.2 RI.4.3 RI.4.4 RI.4.5 RI.4.6 RI.4.7 RI.4.8 RI.4.9 RI.4.10 RF.4.3 RF.4.3a RF.4.4 RF.4.4a RF.4.4b RF.4.4c	W.4.1 W.4.1a W.4.1b W.4.1c W.4.2 W.4.2a W.4.2b W.4.2c W.4.2d W.4.2e W.4.3b W.4.4 W.4.5 W.4.7 W.4.8 W.4.9 W.4.9a W.4.9b W.4.10	SL.4.1 SL.4.1a SL.4.1b SL.4.1c SL.4.1d SL.4.2 SL.4.3 SL.4.4 SL.4.5 SL.4.6	L.4.1 L.4.1a L.4.1c L.4.1f L.4.2 L.4.2a L.4.2b L.4.2d L.4.3 L.4.3a L.4.3c L.4.4a L.4.4b L.4.4c L.4.5 L.4.5a L.4.5b L.4.5c L.4.6	RL.4.3 RL.4.4 RL.4.10 RI.4.1 RI.4.2 RI.4.3 RI.4.4 RI.4.5 RI.4.9 RF.4.3 RF.4.4	W.4.2 W.4.2a W.4.2b W.4.2c W.4.2d W.4.2e W.4.4 W.4.5 W.4.9	SL.4.1 SL.4.4	L.4.1 L.4.1c L.4.2b L.4.2d L.4.4a L.4.4b L.4.5 L.4.5b L.4.6

Grade 4 Curriculum Map

Unit 8: Treasure Island

Unit Summary This unit examines the fiction genre through a classic novel, <i>Treasure Island</i> . Students focus on character development, setting, plot, and literary devices while reading an abridged version of Robert Louis Stevenson's popular adventure story. They also trace the development of plot, characters, and literary elements over the course of the novel and engage in an extended writing project while continuing to practice the various stages of the writing process. Students draft a character sketch, then write, publish, and share an original adventure story. Throughout these writing activities students focus on character development, dialogue, verb choice, and revision methods. Students learn relative pronouns, the suffixes -ful and -less and the root word bio. They also continue working with modal auxiliary verbs and coordinating conjunctions.				Overall Learning Outcomes <ul style="list-style-type: none"> • Identify and properly use modal auxiliary verbs, relative pronouns, and coordinating conjunctions • Demonstrate understanding of key vocabulary <ul style="list-style-type: none"> • Trace development of character, setting, plot, and literary devices in a longer work of fiction • Develop an adventure story using an introduction, problem or conflict, rising action, turning point or climax, and a resolution • End-of-the-Year Assessment 			
Anchor Text: <i>Treasure Island</i> Text Type: Informational/Literary Lexile: 770L				Big Ideas <ul style="list-style-type: none"> • This text is an abridged version of the original novel written by Robert Louis Stevenson in 1883 and provides exposure to literary classics. • There are several themes, including greed, adventure, duplicity, and bravery, throughout the text. • Sailing, the primary form of long-distance travel at the time, also included many challenges, including disease, piracy, and accurate navigation. 			
Standards Instructed				Standards Assessed			
Reading	Writing	Speaking & Listening	Language	Reading	Writing	Speaking & Listening	Language
RL.4.1 RL.4.2 RL.4.3 RL.4.4 RL.4.10 RF.4.3 RF.4.3a RF.4.4 RF.4.4a RF.4.4b RF.4.4c	W.4.3 W.4.3a W.4.3b W.4.3c W.4.3d W.4.3e W.4.4 W.4.5 W.4.6 W.4.8 W.4.9 W.4.10	SL.4.1 SL.4.1b SL.4.1c SL.4.2d SL.4.2 SL.4.6	L.4.1 L.4.1a L.4.1c L.4.1f L.4.1g L.4.2 L.4.2a L.4.2b L.4.2c L.4.2d L.4.3 L.4.3a L.4.3b L.4.3c L.4.4 L.4.4a L.4.4b L.4.4c L.4.5 L.4.5a-c L.4.6	RL.4.1 RL.4.3 RF.4.3	W.4.3 W.4.3a W.4.3e W.4.5 W.4.6	SL.4.1 SL.4.1c	L.4.1a L.4.1c L.4.2 L.4.2c L.4.3a L.4.4b L.4.4c L.4.5



Pocono Mountain School District Curriculum

Universal Design for Learning Guidelines

Grade 4

APPLICABLE TO ALL UNITS

I. Provide Multiple Means of Representation

1: Provide options for perception

- 1.1 Offer ways of customizing the display of information
- 1.2 Offer alternatives for auditory information
- 1.3 Offer alternatives for visual information

2: Provide options for language, mathematical expressions, and symbols

- 2.1 Clarify vocabulary and symbols
- 2.2 Clarify syntax and structure
- 2.3 Support decoding of text, mathematical notation, and symbols
- 2.4 Promote understanding across languages
- 2.5 Illustrate through multiple media

3: Provide options for comprehension

- 3.1 Activate or supply background knowledge
- 3.2 Highlight patterns, critical features, big ideas, and relationships
- 3.3 Guide information processing, visualization, and manipulation
- 3.4 Maximize transfer and generalization

Resourceful, knowledgeable learners

Instructional Tools & Strategies Implemented by Pocono Mountain School District:

- Class discussion
- Charts
- Differentiated instruction
- Integrated and assistive technology
- K/W/L Chart
- Mnemonic devices
- Modeling
- Online resources
- Outlines
- Read it, Write it, Link it
- Think alouds
- Think/Pair/Share
- Thinking Maps
- Writing/Picture starters

Please utilize the following links for more information:

[Reading Rockets](#)

[CAST](#)

[University of Florida Literacy Institute](#)



Pocono Mountain School District Curriculum

Universal Design for Learning Guidelines

Grade 4

APPLICABLE TO ALL UNITS

II. Provide Multiple Means of Action and Expression

4: Provide options for physical action

- 4.1 Vary the methods for response and navigation
- 4.2 Optimize access to tools and assistive technologies

5: Provide options for expression and communication

- 5.1 Use multiple media for communication
- 5.2 Use multiple tools for construction and composition
- 5.3 Build fluencies with graduated levels of support for practice and performance

6: Provide options for executive functions

- 6.1 Guide appropriate goal-setting
- 6.2 Support planning and strategy development
- 6.3 Facilitate managing information and resources
- 6.4 Enhance capacity for monitoring progress

Strategic, goal-directed learners

Instructional Tools & Strategies Implemented by Pocono Mountain School District:

- Class discussion
- Differentiated instruction
- Discussion questions
- Excerpts
- Guided questioning
- Integrated and assistive technology
- K/W/L Chart
- Mnemonic devices
- Modeling
- Online resources
- Outlines
- Read it, Write it, Link it
- Think alouds
- Think/Pair/Share
- Thinking Maps
- Writing/Picture starters

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Pocono Mountain School District Curriculum

Universal Design for Learning Guidelines

Grade 4

APPLICABLE TO ALL UNITS

III. Provide Multiple Means of Engagement

7: Provide options for recruiting interest

- 7.1 Optimize individual choice and autonomy
- 7.2 Optimize relevance, value, and authenticity
- 7.3 Minimize threats and distractions

8: Provide options for sustaining effort and persistence

- 8.1 Heighten salience of goals and objectives
- 8.2 Vary demands and resources to optimize challenge
- 8.3 Foster collaboration and community
- 8.4 Increase mastery-oriented feedback

9: Provide options for self-regulation

- 9.1 Promote expectations and beliefs that optimize motivation
- 9.2 Facilitate personal coping skills and strategies
- 9.3 Develop self-assessment and reflection

Purposeful, motivated learners

Instructional Tools & Strategies Implemented by Pocono Mountain School District:

- Anticipation Guide
- Class discussion
- Close Reading
- Cooperative Learning
- Differentiated instruction
- Discussion questions
- Guided questioning
- Integrated and assistive technology
- Online resources
- Read it, Write it, Link it
- Think alouds
- Think/Pair/Share
- Thinking Maps
- Writing/Picture starts

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