



**CC.1.2.4.A (Summarize) Determine the main idea of a text and explain how it is supported by key details; summarize the text.**

- **E04.B-K.1.1.2** Demonstrate the main idea of a text and explain how it is supported by key details; summarize the text.

**CC.1.2.4.C Explain events, procedures, ideas, or concepts in a text, including what happened and why, based on specific information in the text.**

- **E04.B-K.1.1.3** Explain events, procedures, ideas, steps, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

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

- **E04.B-V.4.1.1** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies (context clues, affixes/roots, academic/domain-specific vocabulary).
- **E04.B-V.4.1.2** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings (similes/metaphors, idioms, adages, proverbs, antonyms/synonyms).

**CC.1.2.4.G Interpret various presentations of information within a text or digital source and explain how the information contributes to an understanding of text in which it appears.**

- **E04.B-C.3.1.3** Interpret text features (e.g., headings, graphics, charts, timelines, diagrams) and/or make connections between text and the content of text features.

**CC.1.2.4.J Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those**

**Reading Literature Lesson Essential Questions:**

**LEQ:** How do good readers identify the main idea and supporting details of a fiction text? (1.3.4.A)

**LEQ:** How does a reader summarize a text? (1.3.4.A)

**LEQ:** How do good readers use details within a text to support what the text says explicitly and when drawing inferences from the text? (1.3.4.B)

**LEQ:** How do good readers describe a character, setting, or event based upon specific details in the text? (1.3.4.C)

**LEQ:** How does a good reader determine the meanings of unknown words and phrases? (1.3.4.J) (1.3.4.K)

**Text Dependent Analysis Lesson Essential Questions:**

**LEQ:** How does a good writer introduce, develop, and conclude a text-dependent analysis? (1.4.4.B) (1.4.4.C) (1.4.4.H) (1.4.4.J)

**LEQ:** How do writers link ideas with precise words and phrases? (1.4.4.D)

**LEQ:** How do good writers use information from the text to make inferences and support analysis? (1.4.4.I)

**Grammar/Informational Writing Lesson Essential Questions:**

**LEQ:** How does a good writer introduce a topic for an intended audience and purpose? (1.4.4.A)

**that signal precise actions, emotions, or states of being and that are basic to a particular topic.**

- **E04.B-V.4.1.1** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies (context clues, affixes/roots, academic/domain-specific vocabulary).
- **E04.B-V.4.1.2** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings (similes/metaphors, idioms, adages, proverbs, synonyms/antonyms).

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

- **E04.B-V.4.1.1** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies (context clues, affixes/roots, academic/domain-specific vocabulary).

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

**Reading Literature:**

**CC.1.3.4.A (Summarize) Determine a theme of a text from details in the text; summarize the text.**

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

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

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

**LEQ:** How does a good writer conclude a topic for an intended audience and purpose? (1.4.4.B)

**LEQ:** How does a good writer develop and support a topic? (1.4.4.C)

**LEQ:** How do writers link ideas with precise words and phrases? (1.4.4.D) (1.4.4.E)

**LEQ:** How do good writers craft complete, grammatically correct sentences? (1.4.4.F)

**Speaking and Listening Lesson Essential Questions:**

**LEQ:** How do speakers use the conventions of standard English to engage in effective communication? (1.5.4.G)

**LEQ:** How do speakers differentiate between formal and informal English? (1.5.4.E)

**LEQ:** How do presenters use audio and visuals to communicate information? (1.5.4.F)

**CC.1.3.4.C Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.**

- **E04.A-K.1.1.3** Describe in depth a character, setting, or event in a story, drama, or poem, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

**CC.1.3.4.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.**

- **E04.A-V.4.1.1** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies (context clues, roots/affixes).

**CC.1.3.4.J Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.**

- **E04.A-V.4.1.1** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies (context clues, roots/affixes).
- **E04.A-V.4.1.2** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings (similes/metaphors, idioms, adages, proverbs, synonyms/antonyms).

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

#### **Text Dependent Analysis**

**CC.1.4.4.B Identify and introduce the topic clearly.**

- **E04.C.1.2.1** Introduce a topic for the intended audience and group related information in paragraphs and/or sections to support the writer's purpose.

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

**CC.1.4.4.C Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension.**

- **E04.C.1.2.2** Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- **E04.E.1.1.2** Provide reasons that are supported by facts and details.

**CC.1.4.4.D Group related information in paragraphs and sections, linking ideas within categories of information using words and phrases; provide a concluding statement or section; include formatting when useful to aiding comprehension.**

- **E04.C.1.2.1** Introduce a topic for the intended audience and group related information in paragraphs and/or sections to support the writer’s purpose.
- **E04.C.1.2.3** Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
- **E04.C.1.2.5** Provide a concluding statement or section related to the information or explanation presented.
- **E04.E.1.1.1** Introduce text(s) for the intended audience, state an opinion, and/or topic, establish a situation, and create an organizational structure in which related ideas are logically grouped to support the writer’s purpose.
- **E04.E.1.1.3** Link ideas within categories of information using words and phrases (e.g. another, for example, also, because).
- **E04.E.1.1.5** Provide a concluding statement or section related to the analysis presented.

**CC.1.4.4.E Use precise language and domain-specific vocabulary to inform about or explain the topic.**

- **E04.C.1.2.4** Use precise language and domain-specific vocabulary to inform about or explain the topic.
- **E04.D.2.1.1** Choose words or phrases to convey ideas precisely.
- **E04.D.2.1.3** Choose punctuation for effect.
- **E04.E.1.1.4** Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events.

**CC.1.4.4.H Introduce the topic and state an opinion on the topic.**

- **E04.C.1.1.1** Use a variety of transitional words and phrases to manage the sequence of events.
- **E04.E.1.1.1** Introduce text(s) for the intended audience, state an opinion, and/or topic, establish a situation, and create an organizational structure in which related ideas are logically grouped to support the writer’s purpose.

**CC.1.4.4.I Provide reasons that are supported by facts and details.**

- **E04.C.1.1.2** Provide reasons that are supported by facts and details.
- **E04.E.1.1.2** Develop the analysis using a variety of evidence from text(s) to support claims, opinions, ideas, and inferences.

**CC.1.4.4.J Create an organizational structure that includes related ideas grouped to support the writer’s purpose; link opinion and reasons using words, phrases, and clauses; provide a concluding statement or section related to the opinion.**

- **E04.C.1.1.1** Use a variety of transitional words and phrases to manage the sequence of events.
- **E04.C.1.1.3** Link an opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
- **E04.C.1.1.4** Provide a concluding statement or section related to the opinion presented.
- **E04.E.1.1.1** Introduce text(s) for the intended audience, state an opinion, and/or topic, establish a situation, and create an organizational structure in which related ideas are logically grouped to support the writer’s purpose.

- **E04.E.1.1.3** Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
- **E04.E.1.1.5** Provide a concluding statement or section related to the analysis presented.

**CC.1.4.4.K**

- **E04.D.2.1.1** Choose words and phrases to convey ideas precisely.
- **E04.D.2.1.3** Choose words and phrases for effect.
- **E04.E.1.1.4** Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events.

**CC.1.4.4.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.**

- **E04.E.1.1.1** Introduce text(s) for the intended audience, state an opinion, and/or topic, establish a situation, and create an organizational structure in which related ideas are logically grouped to support the writer’s purpose.
- **E04.E.1.1.2** Develop the analysis using a variety of evidence from text(s) to support claims, opinions, ideas, and inferences.
- **E04.E.1.1.3** Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
- **E04.E.1.1.4** Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events.
- **E04.E.1.1.5** Provide a concluding statement or section related to the analysis presented.

**Writing**

**Grammar/Informational Writing**

**CC.1.4.4.A Write informative/explanatory texts to examine a topic and convey ideas and information clearly.**

**CC.1.4.4.B Identify and introduce the topic clearly.**

- **E04.C.1.2.1** Introduce a topic for the intended audience and group related information in paragraphs and/or sections to support the writer's purpose.
- **E04.E.1.1.1** Introduce text(s) for the intended audience, state an opinion, and/or topic, establish a situation, and create an organizational structure in which related ideas are logically grouped to support the writer's purpose.

**CC.1.4.4.C Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension.**

- **E04.C.1.2.2** Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- **E04.E.1.1.2** Provide reasons that are supported by facts and details.

**CC.1.4.4.D Group related information in paragraphs and sections, linking ideas within categories of information using words and phrases; provide a concluding statement or section; include formatting when useful to aiding comprehension.**

- **E04.C.1.2.1** Introduce a topic for the intended audience and group related information in paragraphs and/or sections to support the writer's purpose.
- **E04.C.1.2.3** Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
- **E04.C.1.2.5** Provide a concluding statement or section related to the information or explanation presented.
- **E04.E.1.1.1** Introduce text(s) for the intended audience, state an opinion, and/or topic, establish a situation, and create an organizational structure in which related ideas are logically grouped to support the writer's purpose.

- **E04.E.1.1.3** Link ideas within categories of information using words and phrases (e.g. another, for example, also, because).
- **E04.E.1.1.5** Provide a concluding statement or section related to the analysis presented.

**CC.1.4.4.E Use precise language and domain-specific vocabulary to inform about or explain the topic.**

- **E04.C.1.2.4** Use precise language and domain-specific vocabulary to inform about or explain the topic.
- **E04.D.2.1.1** Choose words or phrases to convey ideas precisely.
- **E04.D.2.1.3** Choose punctuation for effect.
- **E04.E.1.1.4** Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events.

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

- **E04.D.1.1.5** Form and use prepositional phrases.
- **E04.D.1.1.6** Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.
- **E04.D.1.1.7** Correctly use frequently confused words (e.g., to, too, two; there, their, they're).
- **E04.D.1.2.1** Use correct capitalization.
- **E04.D.1.2.3** Use a comma before a coordinating conjunction in a compound sentence.
- **E04.D.1.2.4** Spell grade-appropriate words correctly.

**CC.1.4.4.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.**

**CC.1.4.4.X Write routinely over extended time frames (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.**

**Speaking and Listening**

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| <p><b>CC.1.5.4.A Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others' ideas and expressing their own clearly.</b></p> <p><b>CC.1.5.4.B Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</b></p> <p><b>CC.1.5.4.C Identify the reasons and evidence a speaker provides to support particular points.</b></p> <p><b>CC.1.5.4.D Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant descriptive details to support main ideas or themes; speak clearly with adequate volume, appropriate pacing, and clear pronunciation.</b></p> <p><b>CC.1.5.4.E Differentiate between contexts that require formal English versus informal situations.</b></p> <p><b>CC.1.5.4.F Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</b></p> <p><b>CC.1.5.4.G Demonstrate command of the conventions of standard English when speaking, based on Grade 4 level and content.</b></p> |   |   |
| <p><u>SOCIAL STUDIES</u></p> <p><b>Pennsylvania:</b><br/> <b>8.1.4.A</b> Identify and describe how geography and climate have influenced continuity and change over time.</p> <p><b>8.1.4.B</b> Distinguish between fact and opinion from multiple points of view, and primary sources as related to historical events.</p>  | <p><u>SOCIAL STUDIES</u></p> <p><b>Pennsylvania</b><br/> <b>EQ: What makes Pennsylvania special?</b></p> <p><b>Lesson Essential Questions:</b></p> <p><b>LEQ:</b> How has geography and climate influenced Pennsylvania's population over time? (8.1.4.A)</p> | <p><u>SOCIAL STUDIES</u></p> <p>Natural resources<br/> Economy<br/> Culture<br/> Climate<br/> Continuity<br/> Change<br/> Artifacts<br/> Rights</p> |

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| <p><b>8.1.4.C</b> Identify a specific research topic and develop questions relating to the research topic.</p> <p><b>8.2.4.A</b> Differentiate common characteristics of the social, political, cultural, and economic groups from Pennsylvania.</p> <p><b>8.2.4.B</b> Locate historical documents, artifacts, and places critical to Pennsylvania history.</p> <p><b>8.2.4.C</b> Explain how continuity and change in Pennsylvania history have influenced personal development and identity.</p> <p><b>8.2.4.D</b> Distinguish between conflict and cooperation among groups and organizations that impacted the history and development of Pennsylvania</p> <p><b>Civics and Government</b></p> <p><b>5.1.4.A</b> Examine school rules and consequences.</p> <p><b>5.1.4.F</b> Identify state symbols, national symbols, and national holidays.</p> <p><b>5.2.4.A</b> Identify individual rights and needs and the rights and needs of others in the classroom, school and community.</p> <p><b>5.2.4.B</b> Describe the sources of conflict and disagreement and different ways conflict can be resolved.</p> <p><b>5.2.4.D</b> Describe how citizens participate in school and community activities.</p> | <p><b>LEQ:</b> How do readers distinguish between fact and opinion within historical texts and primary resources? (8.1.4.B)</p> <p><b>LEQ:</b> How do readers develop questions to better understand a topic? (8.1.4.C)</p> <p><b>LEQ:</b> How are common characteristics differentiated among the social, political, cultural, and economic groups in Pennsylvania? (8.2.4.A)</p> <p><b>LEQ:</b> How do learners identify the locations of documents, artifacts, and places critical to Pennsylvania history? (8.2.4.B)</p> <p><b>LEQ:</b> How has Pennsylvania’s history influenced an individual’s personal development and identity? (8.2.4.C)</p> <p><b>LEQ:</b> How has conflict and cooperation between various groups of people impacted Pennsylvania’s history? (8.2.4.D)</p> <p><b>Civics and Government</b><br/> <b>EQ: How do people work together to form a strong community?</b></p> <p><b>Lesson Essential Questions:</b></p> <p><b>LEQ:</b> How do rules and consequences help ensure a positive classroom climate? (5.1.4.A)</p> <p><b>LEQ:</b> What are the state symbols? (5.1.4.F)</p> <p><b>LEQ:</b> How can we effectively resolve a conflict? (5.2.4.B)</p> <p><b>LEQ:</b> What can you do to contribute to our classroom and school community? (5.2.4.D)</p> | <p>Conflict resolution<br/> Citizenship<br/> Civic responsibility</p> |
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| <p><u>SCIENCE</u></p> <p><b>Life Science</b></p> <p><b>Next Generation Life Science Standards:</b></p> <p><b>*The use of scientific inquiry will help ensure that students develop a deep understanding of science content, processes, knowledge and understanding of scientific ideas, and the work of scientists; therefore, inquiry is embedded as a strand throughout all content areas.</b></p> <p><b>3.1.3.A1</b> Describe the characteristics of living things that help to identify and classify them.</p> <p><b>3.1.4.A1</b> Classify plants and animals according to the physical characteristics that they share.</p> <p><b>3.1.4.A2</b> Describe the different resources that plants and animals need to live.</p> <p><b>3.1.4.A3</b> Identify differences in the life cycles of plants and animals.</p> <p><b>3.1.4.A5</b> Describe common functions living things share to help them function in a specific environment.</p> <p><b>3.1.4.A8</b> Construct and interpret models and diagrams of various animal and plant life cycles.</p> <p><b>3.1.4.B1</b> Describe features that are observable in both parents and their offspring.</p> <p><b>3.1.4.B2</b> Recognize that reproduction is necessary for the continuation of life.</p> <p><b>3.1.4.B5</b> Identify observable patterns in the physical characteristics of plants or groups of animals.</p> | <p><u>SCIENCE</u></p> <p><b>Life Science</b></p> <p><b>EQ: How do living and nonliving components in a system interact for survival?</b></p> <p><b>Next Generation Life Science Lesson Essential Questions:</b></p> <p><b>LEQ:</b> How do organisms live, grow, respond to their environment, and reproduce?</p> <p><b>LEQ:</b> How and why do organisms interact with their environment and what are the effects of these interactions?</p> <p><b>LEQ:</b> How can there be so many similarities among organisms yet so many different kinds of plants, animals, and microorganisms?</p> | <p><u>SCIENCE</u></p> <p>Life cycle<br/>Seed<br/>Stem<br/>Pistil<br/>Stamen<br/>Leaf<br/>Flower<br/>Producer<br/>Root<br/>Classification<br/>Adaptations<br/>Characteristics<br/>Camouflage<br/>Environment<br/>Mimicry<br/>Living organism<br/>Fossils</p> |
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| <p><b>3.1.4.C1</b> Identify different characteristics of plants and animals that help some populations survive and reproduce in greater numbers. Describe how environmental changes can cause extinction in plants and animals.</p> <p><b>3.1.4.C2</b> Describe plant and animal adaptations that are important to survival.</p> <p><b>3.1.4.C3</b> Compare fossils to one another and to currently living organisms according to their anatomical similarities and differences.</p> <p><b>4.1.4.A</b> Explain how living things are dependent upon other living and nonliving things for survival. Explain what happens to an organism when its food supply, access to water, shelter or space is changed. Identify similarities and differences between living organisms, ranging from single-celled to multicellular organisms through the use of microscopes, video, and other media.</p> <p><b>4.2.4.C</b> Explain how freshwater organisms are adapted to their environment. Explain the life cycles of organisms in a freshwater environment.</p> <p><b>4.5.4.C</b> Describe how human activities affect the environment.</p> |  |  |
| <b>Month(s):</b> October to January  | <b>Quarter 2</b>   |  |
| <b>Pennsylvania, Civics and Government, and Physical Science</b>   |  |  |
| <u><b>Standard/Eligible Content</b></u>  | <u><b>Essential Questions &amp; Lesson Essential Question</b></u>    | <u><b>Vocabulary</b></u>   |
| <u>ELA</u><br><b>Foundational Skills:</b>  | <u>ELA</u><br><b>Foundational Skills Lesson Essential Questions:</b> | <u>ELA</u><br>Inference<br>Text structure<br>Figurative language |

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| <p><b>CC.1.1.4.D Know and apply grade-level phonics and word analysis skills in decoding words.</b></p> <ul style="list-style-type: none"> <li>Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words.</li> </ul> <p><b>CC.1.1.4.E Read with accuracy and fluency to support comprehension.</b></p> <ul style="list-style-type: none"> <li>Read on-level text with purpose and understanding.</li> <li>Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</li> <li>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul> <p><b>Reading Informational Text</b></p> <p><b>CC.1.2.4.B Refer to details and examples in text to support what the text says explicitly and make inferences.</b></p> <ul style="list-style-type: none"> <li><b>E04.B-K.1.1.1</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</li> </ul> <p><b>CC.1.2.4.D Compare and contrast an event or topic told from two different points of view (firsthand, secondhand).</b></p> <ul style="list-style-type: none"> <li><b>E04.B-C.2.1.1</b> Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</li> </ul> <p><b>CC.1.2.4.E Use text structure to interpret information (chronology, comparison, cause/effect, problem/solution, description) .</b></p> <ul style="list-style-type: none"> <li><b>E04.B-C.2.1.2</b> Describe the overall structure of events, ideas, concepts, or information and text features in a text or part of a text.</li> </ul> <p><b>CC.1.2.4.F Determine the meaning of words and phrases as they are used in grade-level text, including figurative language.</b></p> | <p><b>LEQ:</b> How do good readers recognize words? (1.1.4.D)</p> <p><b>LEQ:</b> How do good readers use fluency to support comprehension? (1.1.4.E)</p> <p><b>Reading Informational Text Lesson Essential Questions:</b></p> <p><b>LEQ:</b> How do readers extract meaning and draw inferences from a text? (1.2.4.B)</p> <p><b>LEQ:</b> How does an author support points using reasons and evidence? (1.2.4.H)</p> <p><b>LEQ:</b> How do readers extract meaning from the author’s language? (1.2.4.F)</p> <p><b>LEQ:</b> How is text structure used to interpret information? (1.2.4.E)</p> <p><b>LEQ:</b> How do readers use information from two texts on the same topic to show understanding? (1.2.4.D) (1.2.4.I)</p> <p><b>LEQ:</b> How does a good reader determine the meanings of unknown words and phrases? (1.2.4.J) (1.2.4.K)</p> <p><b>Reading Literature Lesson Essential Questions:</b></p> <p><b>LEQ:</b> How does a reader determine the theme of a text? (1.3.4.A)</p> <p><b>LEQ:</b> How do good readers extract meaning and draw inferences from a text? (1.3.4.B)</p> <p><b>LEQ:</b> How does a reader compare and contrast two different points of view? (1.3.4.D)</p> | <p>Author’s point of view<br/> Theme<br/> Evidence<br/> Analysis<br/> Opinion<br/> Facts<br/> Details<br/> Pronouns<br/> Subject-verb agreement<br/> Relative adverbs</p> |
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| <ul style="list-style-type: none"> <li>• <b>E04.B-V.4.1.1</b> 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 (context clues, affixes/roots, academic/domain-specific vocabulary).</li> <li>• <b>E04.B-V.4.1.2</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings (similes/metaphors, idioms adages, proverbs, antonyms/synonyms).</li> </ul> <p><b>CC.1.2.4.H Explain how an author uses reasons and evidence to support particular points in a text.</b></p> <ul style="list-style-type: none"> <li>• <b>E04.B-C.3.1.1</b> Explain how an author uses reasons and evidence to support particular points in a text.</li> </ul> <p><b>CC.1.2.4.I Integrate information from two texts on the same topic to demonstrate understanding of that topic.</b></p> <ul style="list-style-type: none"> <li>• <b>E04.B-C.3.1.2</b> Integrate information from two texts on the same topic in order to demonstrate subject knowledge.</li> </ul> <p><b>CC.1.2.4.J Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.</b></p> <ul style="list-style-type: none"> <li>• <b>E04.B-V.4.1.1</b> 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 (context clues, affixes/roots, academic/domain-specific vocabulary).</li> <li>• <b>E04.B-V.4.1.2</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings (similes/metaphors, idioms, adages, proverbs, synonyms/antonyms).</li> </ul> <p><b>CC.1.2.4.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.</b></p> | <p><b>LEQ:</b> How does a good reader determine the meanings of unknown words and phrases? (1.3.4.I) (1.3.4.J)</p> <p><b>LEQ:</b> How does a reader use aspects of the text to identify the mood of a story? (1.3.3.G)</p> <p><b>Text Dependent Analysis Lesson Essential Questions:</b></p> <p><b>LEQ:</b> How does a good writer introduce, develop, and conclude a text-dependent analysis? (1.4.4.B) (1.4.4.C) (1.4.4.H) (1.4.4.J)</p> <p><b>LEQ:</b> How do writers link ideas with precise words and phrases? (1.4.4.D)</p> <p><b>LEQ:</b> How do good writers use information from the text to make inferences and support analysis? (1.4.4.I)</p> <p><b>Grammar/Opinion Writing Lesson Essential Questions:</b></p> <p><b>LEQ:</b> How do writers state an opinion in order to introduce an effective opinion writing piece? (1.4.4.H)</p> <p><b>LEQ:</b> How does a good writer use facts and details to effectively support his opinion? (1.4.4.I)</p> <p><b>LEQ:</b> How is an opinion writing piece organized? (1.4.4.J)</p> <p><b>LEQ:</b> How do writers link ideas with precise words and phrases? (1.4.4.K)</p> |  |
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- **E04.B-V.4.1.1** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies (context clues, affixes/roots, academic/domain-specific vocabulary).

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

*Reading Literature*

**CC.1.3.4.A Determine the central message, lesson, or moral in literary text; explain how it is conveyed in text.**

**CC.1.3.4.A (Theme) Determine a theme of a text from details in the text; summarize the text.**

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

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

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

**CC.1.3.4.D Compare and contrast an event or topic told from two different points of view.**

- **E04.A-C.2.1.1** Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

**CC.1.3.3.G Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).**

**CC.1.3.4.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.**

**LEQ:** How do writers use relative pronouns and relative adverbs? (1.4.4.L)

**LEQ:** How do writers form and use progressive verb tenses? (1.4.4.L)

**LEQ:** How do writers use modal auxiliaries to convey various conditions? (1.4.4.L)

**LEQ:** How do good writers ensure subject-verb agreement within their writing pieces? (1.4.4.L)

**LEQ:** How do good writers ensure pronoun-antecedent agreement within their writing pieces? (1.4.4.L)

**LEQ:** How do writers use quotation marks and commas to mark direct speech within a writing piece? (1.4.4.L)

**Speaking and Listening Lesson Essential Questions:**

**LEQ:** How do speakers use the conventions of standard English to engage in effective communication? (1.5.4.G)

**LEQ:** How do speakers differentiate between formal and informal English? (1.5.4.E)

**LEQ:** How do presenters use audio and visuals to communicate information? (1.5.4.F)

- **E04.A-V.4.1.1** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies (context clues, roots/affixes).

**CC.1.3.4.J Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.**

- **E04.A-V.4.1.1** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies (context clues, roots/affixes).
- **E04.A-V.4.1.2** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings (similes/metaphors, idioms, adages, proverbs, synonyms/antonyms).

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

***Text Dependent Analysis***

**CC.1.4.4.B Identify and introduce the topic clearly.**

- **E04.C.1.2.1** Introduce a topic for the intended audience and group related information in paragraphs and/or sections to support the writer's purpose.
- **E04.E.1.1.1** Introduce text(s) for the intended audience, state an opinion, and/or topic, establish a situation, and create an organizational structure in which related ideas are logically grouped to support the writer's purpose.

**CC.1.4.4.C Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension.**

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

- **E04.E.1.1.2** Provide reasons that are supported by facts and details.

**CC.1.4.4.D Group related information in paragraphs and sections, linking ideas within categories of information using words and phrases; provide a concluding statement or section; include formatting when useful to aiding comprehension.**

- **E04.C.1.2.1** Introduce a topic for the intended audience and group related information in paragraphs and/or sections to support the writer's purpose.
- **E04.C.1.2.3** Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
- **E04.C.1.2.5** Provide a concluding statement or section related to the information or explanation presented.
- **E04.E.1.1.1** Introduce text(s) for the intended audience, state an opinion, and/or topic, establish a situation, and create an organizational structure in which related ideas are logically grouped to support the writer's purpose.
- **E04.E.1.1.3** Link ideas within categories of information using words and phrases (e.g. another, for example, also, because).
- **E04.E.1.1.5** Provide a concluding statement or section related to the analysis presented.

**CC.1.4.4.E Use precise language and domain-specific vocabulary to inform about or explain the topic.**

- **E04.C.1.2.4** Use precise language and domain-specific vocabulary to inform about or explain the topic.
- **E04.D.2.1.1** Choose words or phrases to convey ideas precisely.
- **E04.D.2.1.3** Choose punctuation for effect.
- **E04.E.1.1.4** Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events.

**CC.1.4.4.H Introduce the topic and state an opinion on the topic.**

- **E04.C.1.1.1** Use a variety of transitional words and phrases to manage the sequence of events.

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

**CC.1.4.4.I**

- **E04.C.1.1.2** Provide reasons that are supported by facts and details.
- **E04.E.1.1.2** Develop the analysis using a variety of evidence from text(s) to support claims, opinions, ideas, and inferences.

**CC.1.4.4.J Create an organizational structure that includes related ideas grouped to support the writer's purpose; link opinion and reasons using words, phrases, and clauses; provide a concluding statement or section related to the opinion.**

- **E04.C.1.1.1** Use a variety of transitional words and phrases to manage the sequence of events.
- **E04.C.1.1.3** Link an opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
- **E04.C.1.1.4** Provide a concluding statement or section related to the opinion presented.
- **E04.E.1.1.1** Introduce text(s) for the intended audience, state an opinion, and/or topic, establish a situation, and create an organizational structure in which related ideas are logically grouped to support the writer's purpose.
- **E04.E.1.1.3** Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
- **E04.E.1.1.5** Provide a concluding statement or section related to the analysis presented.

**CC.1.4.4.K**

- **E04.D.2.1.1** Choose words and phrases to convey ideas precisely.
- **E04.D.2.1.3** Choose words and phrases for effect.
- **E04.E.1.1.4** Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events.

**CC.1.4.4.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.**

- **E04.E.1.1.1** Introduce text(s) for the intended audience, state an opinion, and/or topic, establish a situation, and create an organizational structure in which related ideas are logically grouped to support the writer's purpose.
- **E04.E.1.1.2** Develop the analysis using a variety of evidence from text(s) to support claims, opinions, ideas, and inferences.
- **E04.E.1.1.3** Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
- **E04.E.1.1.4** Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events.
- **E04.E.1.1.5** Provide a concluding statement or section related to the analysis presented.

**Writing**

**Grammar/Opinion Writing**

**CC.1.4.4.G Write opinion pieces on topics or texts.**

**CC.1.4.4.H Introduce the topic and state an opinion on the topic.**

- **E04.C.1.1.1** Use a variety of transitional words and phrases to manage the sequence of events.
- **E04.E.1.1.1** Introduce text(s) for the intended audience, state an opinion, and/or topic, establish a situation, and create an organizational structure in which related ideas are logically grouped to support the writer's purpose.

**CC.1.4.4.I Provide reasons that are supported by facts and details.**

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

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

**CC.1.4.4.J Create an organizational structure that includes related ideas grouped to support the writer's purpose; link opinion and reasons using words, phrases, and clauses; provide a concluding statement or section related to the opinion.**

- **E04.C.1.1.1** Use a variety of transitional words and phrases to manage the sequence of events.
- **E04.C.1.1.3** Link an opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
- **E04.C.1.1.4** Provide a concluding statement or section related to the opinion presented.
- **E04.E.1.1.1** Introduce text(s) for the intended audience, state an opinion, and/or topic, establish a situation, and create an organizational structure in which related ideas are logically grouped to support the writer's purpose.
- **E04.E.1.1.3** Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
- **E04.E.1.1.5** Provide a concluding statement or section related to the analysis presented.

**CC.1.4.4.K Choose words and phrases to convey ideas precisely.**

- **E04.D.2.1.1** Choose words or phrases to convey ideas precisely.
- **E04.D.2.1.3** Choose punctuation for effect.
- **E04.E.1.1.4** Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events.

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

- **E04.D.1.1.1** Use relative pronouns (e.g., *who*, *whose*, *whom*, *which*, *that*) and relative adverbs (e.g., *where*, *when*, *why*).

- **E04.D.1.1.2** Form and use the progressive verb tenses (e.g., *I was walking, I am walking, I will be walking*).
- **E04.D.1.1.3** Use modal auxiliaries (e.g., *can, may, must*) to convey various conditions.
- **E04.D.1.1.8** (Subject-Verb Agreement) Ensure subject-verb and pronoun-antecedent agreement.
- **E04.D.1.1.8** (Pronoun-Antecedent Agreement) Ensure subject-verb and pronoun-antecedent agreement.
- **E04.D.1.2.2** Use commas and quotation marks to mark direct speech and quotations from a text.
- **E04.D.1.2.4** Spell grade-appropriate words correctly.

**CC.1.4.4.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.**

**CC.1.4.4.U With guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.**

**CC.1.4.4.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.**

#### **Speaking and Listening**

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

**CC.1.5.4.B Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.**

**CC.1.5.4.C Identify the reasons and evidence a speaker provides to support particular points.**

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| <p><b>CC.1.5.4.D Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant descriptive details to support main ideas or themes; speak clearly with adequate volume, appropriate pacing, and clear pronunciation.</b></p> <p><b>CC.1.5.4.E Differentiate between contexts that require formal English versus informal situations.</b></p> <p><b>CC.1.5.4.F Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</b></p> <p><b>CC.1.5.4.G Demonstrate command of the conventions of standard English when speaking, based on Grade 4 level and content.</b></p> |  |   |
| <p><u>SOCIAL STUDIES</u></p> <p><b>Pennsylvania</b></p> <p><b>8.1.4.A</b> Identify and describe how geography and climate have influenced continuity and change over time.</p> <p><b>8.1.4.B</b> Distinguish between fact and opinion from multiple points of view, and primary sources as related to historical events.</p> <p><b>8.1.4.C</b> Identify a specific research topic and develop questions relating to the research topic.</p> <p><b>8.2.4.A</b> Differentiate common characteristics of the social, political, cultural, and economic groups from Pennsylvania.</p> <p><b>8.2.4.B</b> Locate historical documents, artifacts, and places critical to Pennsylvania history.</p>                 | <p><u>SOCIAL STUDIES</u></p> <p><b>Pennsylvania</b><br/><b>EQ: What makes Pennsylvania special?</b></p> <p><b>Pennsylvania Lesson Essential Questions:</b></p> <p><b>LEQ:</b> How has geography and climate influenced Pennsylvania’s population over time? (8.1.4.A)</p> <p><b>LEQ:</b> How do readers distinguish between fact and opinion within historical texts and primary resources? (8.1.4.B)</p> <p><b>LEQ:</b> How do readers develop questions to better understand a topic? (8.1.4.C)</p> <p><b>LEQ:</b> How are common characteristics differentiated among the social, political, cultural, and economic groups in Pennsylvania? (8.2.4.A)</p> | <p><u>SOCIAL STUDIES</u></p> <p>Natural resources<br/>Economy<br/>Culture<br/>Climate<br/>Liberty/freedom<br/>Democracy<br/>Justice<br/>Equality<br/>Public service<br/>Judicial<br/>Executive<br/>Legislative<br/>Local government<br/>State government<br/>Federal government<br/>Election<br/>Electoral college<br/>Voting process</p> |

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| <p><b>8.2.4.C</b> Explain how continuity and change in Pennsylvania history have influenced personal development and identity.</p> <p><b>8.2.4.D</b> Distinguish between conflict and cooperation among groups and organizations that impacted the history and development of Pennsylvania</p> <p><b>Civics and Government</b></p> <p><b>5.1.4.B</b> Explain the rules and laws for the classroom, school, community, and state.</p> <p><b>5.1.4.C</b> Explain the principles and ideals shaping local and state government (liberty/freedom, democracy, justice, equality).</p> <p><b>5.1.4.D</b> Identify key ideas about government found in significant documents: Declaration of Independence, United States Constitution, Bill of Rights, Pennsylvania Constitution.</p> <p><b>5.2.4.C</b> Describe the roles of leadership and public service in school, community, state, and nation.</p> <p><b>5.3.4.A</b> Identify the roles of the three branches of government.</p> <p><b>5.3.4.B</b> Describe how the elected representative bodies function in making local and state laws.</p> <p><b>5.3.4.C</b> Identify the services performed by local and state governments.</p> <p><b>5.3.4.D</b> Identify positions of authority at the local, state, and national level.</p> <p><b>5.3.4.E</b> Explain the voting process.</p> <p><b>5.3.4.F</b> Explain how different perspectives can lead to conflict.</p> | <p><b>LEQ:</b> How do learners identify the locations of documents, artifacts, and places critical to Pennsylvania history? (8.2.4.B)</p> <p><b>LEQ:</b> How has Pennsylvania’s history influenced an individual’s personal development and identity? (8.2.4.C)</p> <p><b>LEQ:</b> How has conflict and cooperation between various groups of people impacted Pennsylvania’s history? (8.2.4.D)</p> <p><b>Civics and Government</b><br/> <b>EQ: How do people work together to form a strong community?</b></p> <p><b>Lesson Essential Questions:</b></p> <p><b>LEQ:</b> What are the rules and laws of the classroom, school, community and state? (5.1.4.B)</p> <p><b>LEQ:</b> What are the ideas and principles that form local government? (5.1.4.C)</p> <p><b>LEQ:</b> What are the main ideas about government found in important documents? (5.1.4.D)</p> <p><b>LEQ:</b> What are the roles of the three branches of government? (5.3.4.A)</p> <p><b>LEQ:</b> How does the government and leaders in the government help in making local and state laws? (5.3.4.B)</p> <p><b>LEQ:</b> What do local and state governments do for the public? (5.3.4.C)</p> <p><b>LEQ:</b> Who are the leaders at the local and state, and national level? (5.3.4.D)</p> |  |
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| <p><b>5.3.4.G</b> Identify individuals' interests and explain ways to influence others.</p>  | <p><b>LEQ:</b> How can we explain the voting process? (5.3.4.E)</p> <p><b>LEQ:</b> How can different people's attitudes and points of view lead to conflict? (5.3.4.F)</p> <p><b>LEQ:</b> How are people influenced by the wants or needs of others? (5.3.4.G)</p>   |   |
| <p><u>SCIENCE</u></p> <p><b>Physical Science</b></p> <p><b>Next Generation Physical Science Standards:</b></p> <p><b>*The use of scientific inquiry will help ensure that students develop a deep understanding of science content, processes, knowledge and understanding of scientific ideas, and the work of scientists; therefore, inquiry is embedded as a strand throughout all content areas.</b></p> <p><b>3.2.3.B1 Explain how movement can be described in many ways.</b></p> <p><b>3.2.3.B2 Explore energy's ability to cause motion or create change. Explore how energy can be found in moving objects, light, sound, and heat.</b></p> <p><b>3.2.3.B4 Identify and classify objects and materials that are conductors or insulators of electricity. Identify and classify objects and materials as magnetic or non-magnetic.</b></p> <p><b>3.2.3.B5 Recognize that light travels in a straight line until it strikes an object or travels from one material to another.</b></p> <p><b>3.2.3.B6 Recognize that light from the sun is an important source of energy for living and nonliving</b></p> | <p><u>SCIENCE</u></p> <p><b>Next Generation Physical Science Lesson Essential Questions:</b></p> <p><b>LEQ:</b> How can one explain the structure, properties, and interactions of matter?</p> <p><b>LEQ:</b> How can one explain and predict interactions between objects within systems?</p> <p><b>LEQ:</b> How is energy transferred and conserved?</p> <p><b>LEQ:</b> How are waves used to transfer energy and information?</p> | <p><u>SCIENCE</u></p> <p>Movement<br/>Energy<br/>Conductors<br/>Insulators<br/>Magnetic<br/>Non-magnetic<br/>Byproduct<br/>Electrical circuits<br/>Light<br/>Reflected<br/>Refracted<br/>Absorbed</p> |

**systems and some source of energy is needed for all organisms to stay alive and grow.**

**3.2.4.B1 Explain how an object's change in motion can be observed and measured.**

**3.2.4.B2 Identify types of energy and their ability to be stored and changed from one form to another.**

**3.2.4.B4 Apply knowledge of basic electrical circuits to the design and construction of simple direct current circuits. Compare and contrast series and parallel circuits. Demonstrate that magnets have poles that repel and attract each other.**

**3.2.4.B5 Demonstrate how vibrating objects make sound and sound can make things vibrate. Demonstrate how light can be reflected, refracted, or absorbed by an object.**

**3.2.4.B6 Give examples of how energy can be transformed from one form to another.**

**3.2.5.B3 Demonstrate how heat energy is usually a byproduct of an energy transformation.**

**3.2.5.B4 Demonstrate how electrical circuits provide a means of transferring electrical energy when heat, light, sound, and chemical changes are produced. Demonstrate how electromagnets can be made and used.**

**3.4.4.B1 Describe how technology affects humans in various ways.**

**3.4.4.B3 Explain why new technologies are developed and old ones are improved in terms of needs and wants.**

**3.4.7.C1 Describe how design, as a creative planning process, leads to useful products and systems.**

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| <p><b>3.4.7.C2 Explain how modeling, testing, evaluating, and modifying are used to transform ideas into practical solutions.</b></p> <p><b>3.4.7.C3 Describe how troubleshooting as a problem-solving method may identify the cause of a malfunction in a technological system.</b></p>  |   |  |
| <p><b>Month(s): January to March</b></p>  | <p><b>Quarter 3</b></p>   |  |
| <p><b>United States Regions and Earth and Space Science</b></p>   |   |  |
| <p><b><u>Standard/Eligible Content</u></b></p>  | <p><b><u>Essential Questions &amp; Lesson Essential Question</u></b></p>  | <p><b><u>Vocabulary</u></b></p>  |
| <p>ELA</p> <p><b>Reading Foundational Skills Standards:</b></p> <p><b>CC.1.1.4.D Know and apply grade-level phonics and word analysis skills in decoding words.</b></p> <ul style="list-style-type: none"> <li>Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words.</li> </ul> <p><b>CC.1.1.4.E Read with accuracy and fluency to support comprehension.</b></p> <ul style="list-style-type: none"> <li>Read on-level text with purpose and understanding.</li> <li>Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</li> <li>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul> <p><b>Reading Informational Text</b></p> <p><b>CC.1.2.4.F Determine the meaning of words and phrases as they are used in grade-level text, including figurative language.</b></p> | <p><u>ELA</u></p> <p><b>Foundational Skills Lesson Essential Questions:</b></p> <p><b>LEQ:</b> How do good readers recognize words? (1.1.4.D)</p> <p><b>LEQ:</b> How do good readers use fluency to support comprehension? (1.1.4.E)</p> <p><b>Reading Informational Text Lesson Essential Questions:</b></p> <p><b>LEQ:</b> How does a good reader determine the meanings of unknown words and phrases? (1.2.4.F) (1.2.4.J) (1.2.4.K)</p> <p><b>Reading Literature Lesson Essential Questions:</b></p> | <p><u>ELA</u></p> <p>Figurative language<br/>Explicit information<br/>Inference<br/>Theme<br/>Word choice<br/>Analysis<br/>Narrative<br/>Sequence<br/>Dialogue</p> |

- **E04.B-V.4.1.1** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies (context clues, affixes/roots, academic/domain-specific vocabulary).
- **E04.B-V.4.1.2** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings (similes/metaphors, idioms adages, proverbs, antonyms/synonyms).

**CC.1.2.4.J Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.**

- **E04.B-V.4.1.1** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies (context clues, affixes/roots, academic/domain-specific vocabulary).
- **E04.B-V.4.1.2** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings (similes/metaphors, idioms, adages, proverbs, synonyms/antonyms).

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

- **E04.B-V.4.1.1** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies (context clues, affixes/roots, academic/domain-specific vocabulary).

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

**Reading Literature**

**LEQ:** How do good readers use details within a text to support what the text says explicitly and when drawing inferences from the text? (1.3.4.B)

**LEQ:** How do readers explain the differences between poetry, drama, and prose? (1.3.4.E)

**LEQ:** How does a good reader determine the meanings of unknown words and phrases? (1.3.4.F) (1.3.4.I) (1.3.4.J)

**LEQ:** How does a reader compare and contrast literary themes, topics, and patterns of events? (1.3.4.H)

**Text Dependent Analysis Lesson Essential Questions:**

**LEQ:** How does a good writer introduce, develop, and conclude a text-dependent analysis? (1.4.4.B) (1.4.4.C) (1.4.4.H) (1.4.4.J)

**LEQ:** How do writers link ideas with precise words and phrases? (1.4.4.D)

**LEQ:** How do good writers use information from the text to make inferences and support analysis? (1.4.4.I)

**Grammar/Narrative Writing Lesson Essential Questions:**

**LEQ:** How do writers introduce a character? (1.4.4.N)

**LEQ:** How does a writer sequentially organize events to support his/her purpose for writing? (1.4.4.O)

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| <p><b>CC.1.3.4.B Cite relevant details from text to support what the text says explicitly and make inferences.</b></p> <ul style="list-style-type: none"> <li>• <b>E04.A-K.1.1.1</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</li> </ul> <p><b>CC.1.3.4.E Explain major differences between poems, drama, and prose and refer to the structural elements of each when writing or speaking about a text.</b></p> <p><b>CC.1.3.4.F Determine the meaning of words and phrases as they are used in grade-level text, including figurative language.</b></p> <ul style="list-style-type: none"> <li>• <b>E04.A-V.4.1.1</b> 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 (context clues, roots/affixes).</li> <li>• <b>E04.A-V.4.1.2</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings (similes/metaphors, idioms, adages, proverbs, synonyms/antonyms).</li> </ul> <p><b>CC.1.3.4.H Compare and contrast similar themes, topics, and patterns of events in literature, including texts from different cultures.</b></p> <ul style="list-style-type: none"> <li>• <b>E04.A-C.3.1.1</b> 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.</li> </ul> <p><b>CC.1.3.4.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.</b></p> <ul style="list-style-type: none"> <li>• <b>E04.A-V.4.1.1</b> 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 (context clues, roots/affixes).</li> </ul> | <p><b>LEQ:</b> How do writers develop characters through dialogue and description? (1.4.4.O)</p> <p><b>LEQ:</b> How do writers conclude a narrative passage? (1.4.4.P)</p> <p><b>LEQ:</b> How do writers use transitional words and phrases to link events? (1.4.4.P)</p> <p><b>LEQ:</b> How do writers use concrete words and phrases and sensory details to convey experiences and events? (1.4.4.Q)</p> <p><b>LEQ:</b> How do writers use commas and quotation marks to direct speech and quotations within a narrative? (1.4.4.R)</p> <p><b>LEQ:</b> How do writers order adjectives within a sentence? (1.4.4.R)</p> <p><b>LEQ:</b> How do writers strengthen their writing with planning, revising, and editing? (1.4.4.T)</p> <p><b>LEQ:</b> How do writers complete a writing piece within a specific time frame? (1.4.4.X)</p> <p><b>Speaking and Listening Lesson Essential Questions:</b></p> <p><b>LEQ:</b> How do speakers use the conventions of standard English to engage in effective communication? (1.5.4.G)</p> <p><b>LEQ:</b> How do speakers differentiate between formal and informal English? (1.5.4.E)</p> <p><b>LEQ:</b> How do presenters use audio and visuals to communicate information? (1.5.4.F)</p> |  |
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**CC.1.3.4.J Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.**

- **E04.A-V.4.1.1** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies (context clues, roots/affixes).
- **E04.A-V.4.1.2** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings (similes/metaphors, idioms, adages, proverbs, synonyms/antonyms).

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

#### **Text Dependent Analysis**

**CC.1.4.4.B Identify and introduce the topic clearly.**

- **E04.C.1.2.1** Introduce a topic for the intended audience and group related information in paragraphs and/or sections to support the writer's purpose.
- **E04.E.1.1.1** Introduce text(s) for the intended audience, state an opinion, and/or topic, establish a situation, and create an organizational structure in which related ideas are logically grouped to support the writer's purpose.

**CC.1.4.4.C Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension.**

- **E04.C.1.2.2** Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- **E04.E.1.1.2** Provide reasons that are supported by facts and details.

**CC.1.4.4.D Group related information in paragraphs and sections, linking ideas within categories of information using words and phrases; provide a**

**concluding statement or section; include formatting when useful to aiding comprehension.**

- **E04.C.1.2.1** Introduce a topic for the intended audience and group related information in paragraphs and/or sections to support the writer's purpose.
- **E04.C.1.2.3** Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
- **E04.C.1.2.5** Provide a concluding statement or section related to the information or explanation presented.
- **E04.E.1.1.1** Introduce text(s) for the intended audience, state an opinion, and/or topic, establish a situation, and create an organizational structure in which related ideas are logically grouped to support the writer's purpose.
- **E04.E.1.1.3** Link ideas within categories of information using words and phrases (e.g. another, for example, also, because).
- **E04.E.1.1.5** Provide a concluding statement or section related to the analysis presented.

**CC.1.4.4.E Use precise language and domain-specific vocabulary to inform about or explain the topic.**

- **E04.C.1.2.4** Use precise language and domain-specific vocabulary to inform about or explain the topic.
- **E04.D.2.1.1** Choose words or phrases to convey ideas precisely.
- **E04.D.2.1.3** Choose punctuation for effect.
- **E04.E.1.1.4** Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events.

**CC.1.4.4.H Introduce the topic and state an opinion on the topic.**

- **E04.C.1.1.1** Use a variety of transitional words and phrases to manage the sequence of events.
- **E04.E.1.1.1** Introduce text(s) for the intended audience, state an opinion, and/or topic, establish a situation, and create an organizational structure in which related ideas are logically grouped to support the writer's purpose.

**CC.1.4.4.I**

- **E04.C.1.1.2** Provide reasons that are supported by facts and details.
- **E04.E.1.1.2** Develop the analysis using a variety of evidence from text(s) to support claims, opinions, ideas, and inferences.

**CC.1.4.4.J Create an organizational structure that includes related ideas grouped to support the writer’s purpose; link opinion and reasons using words, phrases, and clauses; provide a concluding statement or section related to the opinion.**

- **E04.C.1.1.1** Use a variety of transitional words and phrases to manage the sequence of events.
- **E04.C.1.1.3** Link an opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
- **E04.C.1.1.4** Provide a concluding statement or section related to the opinion presented.
- **E04.E.1.1.1** Introduce text(s) for the intended audience, state an opinion, and/or topic, establish a situation, and create an organizational structure in which related ideas are logically grouped to support the writer’s purpose.
- **E04.E.1.1.3** Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
- **E04.E.1.1.5** Provide a concluding statement or section related to the analysis presented.

**CC.1.4.4.K**

- **E04.D.2.1.1** Choose words and phrases to convey ideas precisely.
- **E04.D.2.1.3** Choose words and phrases for effect.
- **E04.E.1.1.4** Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events.

**CC.1.4.4.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.**

- **E04.E.1.1.1** Introduce text(s) for the intended audience, state an opinion, and/or topic, establish a situation, and

create an organizational structure in which related ideas are logically grouped to support the writer's purpose.

- **E04.E.1.1.2** Develop the analysis using a variety of evidence from text(s) to support claims, opinions, ideas, and inferences.
- **E04.E.1.1.3** Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
- **E04.E.1.1.4** Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events.
- **E04.E.1.1.5** Provide a concluding statement or section related to the analysis presented.

## **Writing**

### **Grammar/Narrative Writing**

**CC.1.4.4.M Write narratives to develop real or imagined experiences or events.**

**CC.1.4.4.N Orient the reader by establishing a situation and introducing a narrator and/or characters.**

- **E04.C.1.3.1** Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally to support the writer's purpose.

**CC.1.4.4.O Use dialogue and descriptions to develop experiences and events or show the responses of characters to situations; use concrete words and phrases and sensory details to convey experiences and events precisely.**

- **E04.C.1.3.2** Use narrative techniques such as dialogue and description to develop experiences and events or to show the responses of characters to situations.
- **E04.C.1.3.4** Use concrete words and phrases and sensory details to convey experiences and events precisely.

**CC.1.4.4.P Organize an event sequence that unfolds naturally, using a variety of transitional words and phrases to manage the sequence of events; provide a conclusion that follows from the narrated experiences and events.**

- **E04.C.1.3.1** Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally to support the writer's purpose.
- **E04.C.1.3.3** Use a variety of transitional words and phrases to manage the sequence of events.
- **E04.C.1.3.5** Provide a conclusion that follows from the narrated experiences or events.

**CC.1.4.4.Q Choose words and phrases to convey ideas precisely.**

- **E04.C.1.3.4** Use concrete words and phrases and sensory details to convey experiences and events precisely.
- **E04.D.2.1.1** Choose words and phrases to convey ideas precisely.
- **E04.D.2.1.3** Choose words and phrases for effect.
- **E04.E.1.1.4** Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which related ideas are logically grouped to support the writer's purpose.

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

- **E04D.1.1.4** Order adjectives within sentences according to conventional patterns
- **E04.D.1.2.2** Use commas and quotation marks to direct speech and quotations from a text.
- **E04.D.1.2.4** Spell grade-appropriate words correctly.

**CC.1.4.4.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning.**

**CC.1.4.4.U** With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

**CC.1.4.4.X** Write routinely over extended 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.

#### **Speaking and Listening**

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

**CC.1.5.4.B** Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**CC.1.5.4.C** Identify the reasons and evidence a speaker provides to support particular points.

**CC.1.5.4.D** Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant descriptive details to support main ideas or themes; speak clearly with adequate volume, appropriate pacing, and clear pronunciation.

**CC.1.5.4.E** Differentiate between contexts that require formal English versus informal situations.

**CC.1.5.4.F** Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

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| <p><b>CC.1.5.4.G Demonstrate command of the conventions of standard English when speaking, based on Grade 4 level and content.</b></p>   |  |  |
| <p><u>SOCIAL STUDIES</u></p> <p><b>United States Regions</b></p> <p><b>7.1.4.A</b> Describe how common geographic tools are used to organize and interpret information about people, places, and environment.</p> <p><b>7.1.4 B</b> Describe and locate places and regions as defined by physical and human features.</p> <p><b>7.2.4.A</b> Identify the physical characteristics of places and regions.</p> <p><b>7.2.4.B</b> Identify the basic physical processes that affect the physical characteristics of places and regions.</p> <p><b>7.3.4.A</b> Identify the human characteristics of places and regions using the following criteria: population, culture, settlement, economic activities, political activities.</p> <p><b>7.4.4.A</b> Identify the effect of the physical systems on people within a community.</p> <p><b>7.4.4.B</b> Identify the effect of people on the physical systems within a community.</p> <p><b>8.3.4.A</b> Differentiate common characteristics of the social, political, cultural, and economic groups in United States history.</p> <p><b>8.3.4.B</b> Locate historical documents, artifacts, and places critical to United States history.</p> | <p><u>SOCIAL STUDIES</u></p> <p><b>United States Regions</b><br/> <b>EQ: How do physical and human features contribute to the unique characteristics of each region of the United States?</b></p> <p><b>Lesson Essential Questions:</b></p> <p><b>LEQ:</b> What are the common geographic tools? How are they used to find information about people, places, and the environment? (7.1.4.A)</p> <p><b>LEQ:</b> How are places and regions defined by physical and human features? (7.1.4.B)</p> <p><b>LEQ:</b> What is a physical system? How do these systems affect the people in the community? (7.4.4.A)</p> <p><b>LEQ:</b> How do people affect the physical systems in a community? (7.4.4.B)</p> <p><b>LEQ:</b> What are the differences between the social, political, cultural, and economic groups in the US? (8.3.4.A)</p> <p><b>LEQ:</b> What are the historical documents and places that are important to US history? (8.3.4.B)</p> <p><b>LEQ:</b> How has continuity and change in the United States affected groups of people and communities? (8.3.4.C)</p> <p><b>LEQ:</b> How have differences and similarities among groups affected the history and development of</p> | <p><u>SOCIAL STUDIES</u></p> <p>Regions<br/> Land forms<br/> Canyons<br/> Mesas<br/> Deltas<br/> Land marks<br/> Culture<br/> Settlement<br/> Economy<br/> Politics<br/> Community<br/> Artifacts<br/> Continuity and change<br/> Conflict<br/> Cooperation<br/> Map scale<br/> Map key<br/> Compass rose<br/> Map grid<br/> Longitude<br/> Latitude</p> |

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| <p><b>8.3.4.C</b> Explain how continuity and change in U.S. history have influenced personal development and identity.</p> <p><b>8.3.4.D</b> Distinguish between conflict and cooperation among groups and organizations that impacted the history and development of the United States.</p> <p><b>8.4.4.A</b> Differentiate common characteristics of the social, political, cultural, and economic groups in world history.</p> <p><b>8.4.4.B</b> Locate historical documents, artifacts, and sites, which are critical to world history.</p> <p><b>8.4.4.C</b> Explain how continuity and change in world history have influenced personal development and identity.</p> <p><b>8.4.4.D</b> Distinguish between conflict and cooperation among groups and organizations that impacted development of the history of the world.</p> | <p>the United States? (8.3.4.D)</p> <p><b>LEQ:</b> What are the differences between the social, political, cultural, and economic groups in the world? (8.4.4.A)</p> <p><b>LEQ:</b> How are historical documents and places important to world history? (8.4.4.B)</p> <p><b>LEQ:</b> How has continuity and change in the world affected groups of people and communities? (8.4.4.C)</p> <p><b>LEQ:</b> How have differences and similarities among groups affected world history? (8.4.4.D)</p> |   |
| <p>SCIENCE</p> <p><b>Earth and Space Science</b></p> <p><b>Next Generation Earth and Space Science Standards:</b></p> <p><b>*The use of scientific inquiry will help ensure that students develop a deep understanding of science content, processes, knowledge and understanding of scientific ideas, and the work of scientists; therefore, inquiry is embedded as a strand throughout all content areas.</b></p> <p><b>3.3.3.A1</b> Explain and give examples of the ways in which soil is formed.</p> <p><b>3.3.4.A1</b> Describe basic landforms. Identify the layers of the earth. Recognize that the surface of the earth changes due to slow processes and rapid processes.</p>  | <p><u>SCIENCE</u></p> <p><b>Next Generation Earth and Space Science Lesson Essential Questions:</b></p> <p><b>LEQ:</b> How and why is Earth constantly changing?</p> <p><b>LEQ:</b> How do Earth's processes and human activities affect each other?</p>   | <p><u>SCIENCE</u></p> <p>Landforms<br/>Erosion<br/>Constructive erosion<br/>Sediment<br/>Fossils<br/>Lithospheric plates<br/>Resources<br/>Waste stream</p> |

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| <p><b>3.3.5.A1 Describe how landforms are the result of a combination of destructive forces such as erosion and constructive erosion, deposition of sediment, etc.</b></p> <p><b>3.3.4.A3 Recognize that fossils provide evidence about the plants and animals that lived long ago and the nature of the environment at that time.</b></p> <p><b>3.3.5.A3 Explain how geological processes observed today such as erosion, movement of lithospheric plates, and changes in the composition of the atmosphere are similar to those in the past.</b></p> <p><b>4.3.4.A Identify ways humans depend on natural resources for survival. Identify resources used to provide humans with energy, food, employment, housing, and water.</b></p> <p><b>4.4.4.C Use scientific inquiry to investigate the composition of various soils.</b></p> <p><b>4.5.4.D Describe a waste stream. Identify sources of waste derived from the use of natural resources. Identify those items that can be recycled and those that cannot. Describe how everyday activities may affect the environment.</b></p> |   |  |
| <p><b>Month(s): March to May</b></p>   | <p><b>Quarter 4</b></p>   |  |
| <p><b>Economics and Earth and Space Science</b></p>  |   |  |
| <p><b><u>Standard/ Eligible Content</u></b></p>  | <p><b><u>Essential Questions &amp; Lesson Essential Question</u></b></p>        | <p><b><u>Vocabulary</u></b></p>                                  |
| <p><u>ELA</u></p> <p><b>Foundational Skills</b></p>  | <p><u>ELA</u></p> <p><b>Foundational Skills Lesson Essential Questions:</b></p> | <p><u>ELA</u></p> <p>Main idea<br/>Key details<br/>Summarize</p> |

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| <p><b>CC.1.1.4.D Know and apply grade-level phonics and word analysis skills in decoding words.</b></p> <ul style="list-style-type: none"> <li>Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words.</li> </ul> <p><b>CC.1.1.4.E Read with accuracy and fluency to support comprehension.</b></p> <ul style="list-style-type: none"> <li>Read on-level text with purpose and understanding.</li> <li>Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</li> <li>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul> <p><b>Reading Informational Text</b></p> <p><b>CC.1.2.4.A (Main Idea) Determine the main idea of a text and explain how it is supported by key details; summarize the text.</b></p> <ul style="list-style-type: none"> <li><b>E04.B-K.1.1.2</b> Demonstrate the main idea of a text and explain how it is supported by key details; summarize the text.</li> </ul> <p><b>CC.1.2.4.A (Summarize) Determine the main idea of a text and explain how it is supported by key details; summarize the text.</b></p> <ul style="list-style-type: none"> <li><b>E04.B-K.1.1.2</b> Demonstrate the main idea of a text and explain how it is supported by key details; summarize the text.</li> </ul> <p><b>CC.1.2.4.B Refer to details and examples in text to support what the text says explicitly and make inferences.</b></p> <ul style="list-style-type: none"> <li><b>E04.B-K.1.1.1</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</li> </ul> <p><b>CC.1.2.4.C Explain events, procedures, ideas, or concepts in a text, including what happened and why, based on specific information in the text.</b></p> | <p><b>LEQ:</b> How do good readers recognize words? (1.1.4.D)</p> <p><b>LEQ:</b> How do good readers use fluency to support comprehension? (1.1.4.E)</p> <p><b>Reading Informational Text Essential Questions:</b></p> <p><b>LEQ:</b> How do good readers identify the main idea and supporting details of a nonfiction text? (1.2.4.A)</p> <p><b>LEQ:</b> How do good readers explain events in order to summarize a text? (1.2.4.A)</p> <p><b>LEQ:</b> How do readers extract meaning and draw inferences from a text? (1.2.4.B)</p> <p><b>LEQ:</b> How does a reader compare and contrast two different points of view? (1.2.4.D)</p> <p><b>LEQ:</b> How is text structure used to interpret information? (1.2.4.E)</p> <p><b>LEQ:</b> How does a good reader determine the meanings of unknown words and phrases? (1.2.4.J) (1.2.4.K)</p> <p><b>LEQ:</b> How do good readers use text features to comprehend a nonfiction text? (1.2.4.G)</p> <p><b>LEQ:</b> How do readers extract meaning from the author’s language? (1.2.4.F)</p> <p><b>LEQ:</b> How do readers use information from two texts on the same topic to show information? (1.2.4.D) (1.2.4.I)</p> <p><b>LEQ:</b> How does an author support points using reasons and evidence? (1.2.4.H)</p> | <p>Explicit<br/>Inference<br/>Text structure<br/>Literary nonfiction<br/>Informational text<br/>Text features<br/>Literature<br/>Figurative language<br/>Literary elements<br/>Point of view</p> |
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- **E04.B-K.1.1.3** Explain events, procedures, ideas, steps, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

**CC.1.2.4.D Compare and contrast an event or topic told from two different points of view (firsthand, secondhand).**

- **E04.B-C.2.1.1** Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

**CC.1.2.4.E Use text structure to interpret information (chronology, comparison, cause/effect, problem/solution, description) .**

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

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

- **E04.B-V.4.1.1** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies (context clues, affixes/roots, academic/domain-specific vocabulary).
- **E04.B-V.4.1.2** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings (similes/metaphors, idioms adages, proverbs, antonyms/synonyms).

**CC.1.2.4.G Interpret various presentations of information within a text or digital source and explain how the information contributes to an understanding of text in which it appears.**

- **E04.B-C.3.1.3** Interpret text features (e.g., headings, graphics, charts, timelines, diagrams) and/or make connections between text and the content of text features.

**Reading Literature Lesson Essential Questions:**

**LEQ:** How do good readers use details within a text to support what the text says explicitly and when drawing inferences from a text? (1.3.4.B)

**LEQ:** How do readers make connections between texts? (1.3.4.G)

**LEQ:** How does a good reader determine the meanings of unknown words and phrases? (1.3.4.I) (1.3.4.J)

**Grammar/Research Writing Lesson Essential Questions:**

**LEQ:** How do good writers craft complete, grammatically correct sentences? (1.4.4.R)

**LEQ:** How do writers strengthen their writing with planning, revising, and editing? (1.4.4.T)

**LEQ:** How do writers use appropriate technology within the writing process? (1.4.4.U)

**LEQ:** How do writers research and identify relevant information to develop a topic? (1.4.4.V) (1.4.4.W)

**LEQ:** How do writers complete a writing piece within a specific time frame? (1.4.4.X)

**Speaking and Listening Lesson Essential Questions:**

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| <p><b>CC.1.2.4.H Explain how an author uses reasons and evidence to support particular points in a text.</b></p> <ul style="list-style-type: none"><li>• <b>E04.B-C.3.1.1</b> Explain how an author uses reasons and evidence to support particular points in a text.</li></ul> <p><b>CC.1.2.4.I Integrate information from two texts on the same topic to demonstrate understanding of that topic.</b></p> <ul style="list-style-type: none"><li>• <b>E04.B-C.3.1.2</b> Integrate information from two texts on the same topic in order to demonstrate subject knowledge.</li></ul> <p><b>CC.1.2.4.J Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.</b></p> <ul style="list-style-type: none"><li>• <b>E04.B-V.4.1.1</b> 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 (context clues, affixes/roots, academic/domain-specific vocabulary).</li><li>• <b>E04.B-V.4.1.2</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings (similes/metaphors, idioms, adages, proverbs, synonyms/antonyms).</li></ul> <p><b>CC.1.2.4.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.</b></p> <ul style="list-style-type: none"><li>• <b>E04.B-V.4.1.1</b> 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 (context clues, affixes/roots, academic/domain-specific vocabulary).</li></ul> <p><b>CC.1.2.4.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.</b></p> | <p><b>LEQ:</b> How do speakers use the conventions of standard English to engage in effective communication? (1.5.4.G)</p> <p><b>LEQ:</b> How do speakers differentiate between formal and informal English? (1.5.4.E)</p> <p><b>LEQ:</b> How do presenters use audio and visuals to communicate information? (1.5.4.F)</p> |  |
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## Reading Literature

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

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

### **CC.1.3.4.G Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.**

### **CC.1.3.4.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.**

- **E04.A-V.4.1.1** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies (context clues, roots/affixes).

### **CC.1.3.4.J Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.**

- **E04.A-V.4.1.1** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies (context clues, roots/affixes).
- **E04.A-V.4.1.2** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings (similes/metaphors, idioms, adages, proverbs, synonyms/antonyms).

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

## **Writing**

### **Grammar/Research**

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

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

**CC.1.4.4.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning.**

**CC.1.4.4.U With guidance and support, use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.**

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

**CC.1.4.4.W Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.**

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

### **Speaking and Listening**

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

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| <p><b>CC.1.5.4.B</b> Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p><b>CC.1.5.4.C</b> Identify the reasons and evidence a speaker provides to support particular points.</p> <p><b>CC.1.5.4.D</b> Report on a topic or text, tell a story, or recount an experience in an organized , using appropriate facts and relevant descriptive details to support main ideas or themes; speak clearly with adequate volume, appropriate pacing, and clear pronunciation.</p> <p><b>CC.1.5.4.E</b> Differentiate between contexts that require formal English versus informal situations.</p> <p><b>CC.1.5.4.F</b> Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p> <p><b>CC.1.5.4.G</b> Demonstrate command of the conventions of standard English when speaking, based on Grade 4 level and content.</p> |  |  |
| <p><u>SOCIAL STUDIES</u></p> <p><b>Economics</b></p> <p><b>6.1.4.A</b> Identify scarcity of resources in a local community.</p> <p><b>6.1.4.B</b> Recognize the difference between basic needs and wants. Explain the role of producers in making goods and providing services.</p> <p><b>6.1.4.C</b> Illustrate what individuals or organizations give up when making a choice.</p> <p><b>6.1.4.D</b> Explain what influences the choices people make.</p> <p><b>6.2.4.A</b> Explain how a product moves from production to consumption.</p>   | <p><u>SOCIAL STUDIES</u></p> <p><b>Economics</b></p> <p><b>EQ: What role does an economic system play in society?</b></p> <p><b>Lesson Essential Questions:</b></p> <p><b>LEQ:</b> How do the components of an economic system determine what, how, and for whom to produce goods and services? (6.2.4.A)</p> <p><b>LEQ:</b> How do the roles of buyers and sellers determine the price of products? (6.2.4.D)</p> | <p><u>SOCIAL STUDIES</u></p> <p>Needs<br/>Wants<br/>Producers<br/>Consumers<br/>Product<br/>Production<br/>Consumption<br/>Competition<br/>Advertisement<br/>Tax</p> |

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| <p><b>6.2.4.B</b> Determine how sellers compete with one another.</p> <p><b>6.2.4.C</b> Differentiate between monetary and non-monetary incentives in advertising.</p> <p><b>6.2.4.D</b> Explain the role of buyers and sellers in determining prices of products.</p> <p><b>6.2.4.E</b> Explain why local businesses open and close.</p> <p><b>6.2.4.F</b> Describe the role of a private economic institution in the local community.</p> <p><b>6.2.4.G</b> Explain the three basic questions all economic systems must answer. What to produce? How? For whom?</p> <p><b>6.3.4.A</b> Explain how government responds to social needs by providing public goods and services.</p> <p><b>6.3.4.B</b> Describe the impact of government involvement in state and national economic activities.</p> <p><b>6.3.4.C</b> Explore ways in which tax revenues are used in local community.</p> <p><b>6.4.4.A</b> List and explain factors that promote specialization and division of labor.</p> <p><b>6.5.4.B</b> Identify the requirements for different careers and occupations.</p> <p><b>6.5.4.G</b> Compare different ways people save.</p> <p><b>6.5.4.H</b> Examine the basic operation of the banking system.</p> | <p><b>LEQ:</b> What does government do to help state and national economic systems? (6.3.4.B)</p> <p><b>LEQ:</b> How does the money raised by taxes help the community? (6.3.4.C)</p> <p><b>LEQ:</b> What is specialization and why does it happen? (6.4.4.A)</p> <p><b>LEQ:</b> What are the basic needs for a job or a career? (6.5.4.B)</p> <p><b>LEQ:</b> What are the basic operations of the banking system and how do they affect the community? (6.5.4.H)</p> |                       |
| <p><u>SCIENCE</u></p>  | <p><u>SCIENCE</u></p>   | <p><u>SCIENCE</u></p> |

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| <p><b>Earth and Space Science</b></p> <p><b>Next Generation Earth and Space Science Standards:</b></p> <p><b>*The use of scientific inquiry will help ensure that students develop a deep understanding of science content, processes, knowledge and understanding of scientific ideas, and the work of scientists; therefore, inquiry is embedded as a strand throughout all content areas.</b></p> <p><b>3.3.4.B1:</b></p> <ul style="list-style-type: none"> <li>• Identify planets in our solar system and their basic characteristics.</li> <li>• Describe the earth's place in the solar system that includes the sun (a star), planets, and many moons.</li> <li>• Recognize that the universe contains many billions of galaxies and that each galaxy contains many billions of stars.</li> </ul> <p><b>3.3.4.B2</b> Identify major lunar phases.</p> | <p><b>LEQ:</b> What is the universe, and what is Earth's place in it?</p> | <p>Planet<br/>Orbit<br/>Solar system<br/>Inner planets<br/>Atmosphere<br/>Outer planets<br/>Gas giants<br/>Telescope<br/>Satellite<br/>Phase<br/>New moon<br/>Crescent moon<br/>Quarter moon<br/>Gibbous moon<br/>Full moon<br/>Tides</p> |
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