

## Young Scholars of Western Pennsylvania Charter School

### 4th Language Arts YSWPCS

- Unit

Unit 1: Growing Up

Week

Week 1: "My  
Diary from Here to There"

PA Common Core Standards

CC.1.4.4.F

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

CC.1.3.4.B

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

CC.1.1.4.D

Know and apply grade level phonics and word analysis skills in decoding words.

Use combined knowledge of all

letter-sound  
correspondences,  
syllabication  
patterns, and  
morphology to  
read accurately  
unfamiliar  
multisyllabic  
words.

CC.1.1.4.E

Read with accuracy  
and fluency to  
support  
comprehension.

CC.1.3.4.F

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

CC.1.3.4.I

Determine or clarify  
the meaning of  
unknown and  
multiple-meaning  
words and phrases  
based on grade level  
reading and content,

choosing flexibly

from a range of

strategies and tools

CC.1.3.4.J

Acquire and use

accurately gradeappropriate

conversational,

general academic,

and domain-specific

words and phrases,

including those that

signal precise

actions, emotions, or

states of being and

that are basic to a particular topic.

CC.1.3.4.K

Read and

comprehend literary

fiction on grade level,

reading

independently and

proficiently.

PA Eligible Content

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

**E04.D.1.2.1** Use correct capitalization.

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

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.

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.

a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase, including words or phrases that allude to significant characters found in literature (e.g., *Herculean effort*).

b. Use common, grade Latin affixes and roots as clues to the meaning of a word (e.g., *photograph*, *autograph*)

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

a. Explain the meaning of similes and metaphors in context.

b. Recognize and explain the meaning of common idioms, adages, and proverbs.

c. Demonstrate understanding of words by relating them to their antonyms and synonyms.

#### Common Core State Standards

RL.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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

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

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

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

RL.4.5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

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

### Comprehension Skills

Making inferences

### Vocabulary

opportunities

border

unions

strike

citizen

boycotts

### Spelling

sum, flat, plum, bell, grim, plot, namd. buff, dock, blot, odd, left, cash, mill, past, shelf, wealth, crunch, hint, build.

Challenge: heavy, shovel, sash, channel.

---

Grammar Focus

Sentences: Basics/Review

Daily Writing

Day 1: Write about a moment when your learned something new at school.

Day 2: Write about a moment when you received a compliment.

Day 3: Write about a moment when you were making something (a science project, a meal, a craft project).

Day 4: Write about a moment when you did something that was easy for you.

Assessment(s)

Weekly Reading Assessment

Spelling Test

English Quiz

---

New Column

- Unit

Unit 1: Growing Up

Week

Week 2 “The Adventures of Ali Baba Bernstein”

PA Common Core Standards

CC.1.4.4.F  
Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.  
CC.1.3.4.C  
Describe in depth a character, setting or event in a story or

drama, drawing on specific details in the text.

CC.1.3.4.F

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

CC.1.3.4.I

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

CC.1.3.4.J

Acquire and use accurately gradeappropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise

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

CC.1.3.4.K

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

CC.1.1.4.D

Know and apply  
grade level phonics  
and word analysis  
skills in decoding  
words.

Use combined  
knowledge of all  
letter-sound  
correspondences,  
syllabication  
patterns, and  
morphology to  
read accurately  
unfamiliar  
multisyllabic  
words.

CC.1.1.4.E

Read with accuracy

and fluency to  
support  
comprehension.

#### PA Eligible Content

**E04.D.1.2.1** Use correct capitalization.

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

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

**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.

a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase, including words or phrases that allude to significant characters found in literature (e.g.,

*Herculean effort*).

b. Use common, grade

Latin affixes and roots as clues to the meaning of a word (e.g.,

*photograph, autograph*

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

a. Explain the meaning of similes and metaphors in context.

- b. Recognize and explain the meaning of common idioms, adages, and proverbs.
- c. Demonstrate understanding of words by relating them to their antonyms and synonyms.

#### Common Core State Standards

RL.4.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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

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

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

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

RL.4.5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

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

#### Comprehension Skills

Character, setting, and plot.

#### Vocabulary

curious  
policy  
ranged  
temporary  
several  
frequently

### Spelling

pale, face, crate, clay, stray, cane, slate, today, ball, rail, break, ache, drain, faint, flame, claim, steak, eight, mane, graze.

Challenge words: neighbor, railway, maintain, garage

### Grammar Focus

Subjects and Predicates: Simple and Compound

### Daily Writing

Day 1: Write about a moment when you got dressed up.

Day 2: Write about a moment when you played with a friend.

Day 3: Write about a moment of action as though it were happening in slow-motion.

Day 4: Write about a moment when you were getting ready this morning.

### Assessment(s)

Weekly reading assessment

Spelling test

English Quiz

### New Column

---

- Unit

Unit 1: Growing up

---

Week

Week 3

“Kid  
Reporters at Work”

PA Common Core Standards

CC.1.4.4.F

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

CC.1.3.4.D

Compare and contrast an event or topic told from two different points of view.

CC.1.1.4.D

Know and apply grade level phonics and word analysis skills in decoding words.

Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar

multisyllabic

words.

CC.1.1.4.E

Read with accuracy

and fluency to

support

comprehension.

CC.1.2.4.J

Acquire and use

accurately gradeappropriate

conversational,

general academic,

and domain-specific

words and phrases,

including those that

signal precise

actions, emotions,

or states of being

and that are basic to

a particular topic.

CC.1.2.4.K

Determine or clarify

the meaning of

unknown and

multiple-meaning

words and phrases

based on grade level

reading and content,

choosing flexibly

from a range of  
strategies and tools.

CC.1.2.4.L

Read and  
comprehend  
literary non-fiction  
and informational  
text on grade level,  
reading  
independently and  
proficiently.

#### PA Eligible Content

**E04.D.1.2.1** Use correct capitalization.

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

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

being and that are basic to a  
particular topic.

CC1.2.4.K Determine or clarify the meaning of  
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.

a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

b. Use common, grade

Latin affixes and roots as clues to the meaning of a word (e.g.,

*photograph, autograph*

c. Determine the meaning of general academic and domain phrases used in a text.

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

a. Explain the meaning of similes and metaphors in context.

b. Recognize and explain the meaning of common idioms, adages, and proverbs.

c. Demonstrate understanding of words by relating them to their antonyms and synonyms.

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

being and that are basic to a particular topic.

CC1.2.4.K Determine or clarify the meaning of 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.

a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

b. Use common, grade Latin affixes and roots as clues to the meaning of a word (e.g., *photograph*, *autograph*)

c. Determine the meaning of general academic and domain phrases used in a text.

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

a. Explain the meaning of similes and metaphors in context.

b. Recognize and explain the meaning of common idioms, adages, and proverbs.

c. Demonstrate understanding of words by relating them to their antonyms and synonyms.

#### Common Core State Standards

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

RI.4.10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. RI.4.6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

## Comprehension Skills

Compare and contrast

## Vocabulary

identified

enterprising

persistence

venture

## Spelling

beam, tea, chief, squeak, three, week, sleek, heal, tease, thief, deal, please, leak, league, reef, deed, feet, breathe, speech, wheeze

Challenge Words: freedom, appeal, beliefs, crease

## Grammar Focus

Simple and compound sentences

## Daily Writing

For this week: Read each student's writer's notebook, select two of the strongest entries from recent student writing and flag each of them with a sticky note. Explain that you have posted a sticky note on two pieces you thought were strong. The student's job is to reread them and choose one of the pieces for you to give an individual Revision Assignment. Give the student a basis for choosing the entry, and post the criteria.

For example:

Choose a piece in which you've really used some great detail

Choose a piece that you think will make someone laugh (gasp, cringe, etc.).

After deciding on a piece write a big check mark on the sticky note attached to the entry that you want me to read.

Assessment(s)

Weekly Reading Assesment

English Quiz

Spelling Test

New Column

---

- Unit

Unit 1: Growing Up

Week

Week 4

"The  
Astronaut and the Onion"

PA Common Core Standards

CC.1.4.4.F

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

CC.1.3.4.C

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

CC.1.1.4.D

Know and apply

grade level phonics

and word analysis

skills in decoding

words.

Use combined  
 knowledge of all  
 letter-sound  
 correspondences,  
 syllabication  
 patterns, and  
 morphology to  
 read accurately  
 unfamiliar  
 multisyllabic  
 words.

CC.1.1.4.E

Read with accuracy  
 and fluency to  
 support  
 comprehension.

#### PA Eligible Content

**E04.D.1.2.1** Use correct capitalization.

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

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

**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.

a. Use context (e.g., definitions, examples, or

restatements in text) as a clue to the meaning of a word or phrase, including words or phrases that allude to significant characters found in literature (e.g., *Herculean effort*).

b. Use common, grade

Latin affixes and roots as clues to the meaning of a word (e.g., *photograph, autograph*)

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

a. Explain the meaning of similes and metaphors in context.

b. Recognize and explain the meaning of common idioms, adages, and proverbs.

c. Demonstrate understanding of words by relating them to their antonyms and synonyms.

#### Common Core State Standards

RL.4.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., *wildlife, conservation, andendangered* when discussing animal preservation).

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

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

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

RL.4.5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

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

### Comprehension Skills

Character

### Vocabulary

endless

realistic

display

sensible

protested

paralyzed

### Spelling

file, drive, kite, pies, die, wipe, inside, height, pride, spy, sigh, shy, prime, sly, pry, climb, minding, fright, twice, slight.

Challenge Words: highway, wildlife, disqualify, spider.

### Grammar Focus

Complex Sentences: Independent and Dependent clauses.

### Daily Writing

Day 1: Write about an item you lost. How would you describe it so that someone would know it is yours if they found it?

Day 2: Write about your favorite piece of playground equipment (ball, jump rope, monkey bars). Describe exactly what it looks like and how you use it.

Day 3: Write about one tool you would use in art class (paintbrush, watercolors). Describe exactly how the tool looks.

Day 4: Write about your favorite school supply (ruler, eraser, glue, compass). Describe how it looks and why it is your favorite.

Assessment(s)

Weekly Reading Assessment

English Quiz

Spelling Test

New Column

---

- Unit

Unit 1: Growing Up

Week

Week 5 “Because of Winn-Dixie”

PA Common Core Standards

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

CC.1.3.4.F  
Determine the meaning of words and phrases as they are used in grade level text, including figurative language.

CC.1.3.4.I

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

CC.1.3.4.J

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

CC.1.3.4.K

Read and comprehend literary fiction on grade level, reading independently and

proficiently.

CC.1.1.4.D

Know and apply  
grade level phonics  
and word analysis  
skills in decoding  
words.

Use combined  
knowledge of all  
letter-sound  
correspondences,  
syllabication  
patterns, and  
morphology to  
read accurately  
unfamiliar  
multisyllabic  
words.

CC.1.1.4.E

Read with accuracy  
and fluency to  
support  
comprehension.

PA Eligible Content

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

**E04.D.1.2.1** Use correct capitalization.

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

**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.

a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase, including words or phrases that allude to significant characters found in literature (e.g., *Herculean effort*).

b. Use common, grade Latin affixes and roots as clues to the meaning of a word (e.g., *photograph*, *autograph*)

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

a. Explain the meaning of similes and metaphors in context.

b. Recognize and explain the meaning of common idioms, adages, and proverbs.

c. Demonstrate understanding of words by relating them to their antonyms and synonyms.

Common Core State Standards

L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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

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

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

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

RL.4.5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

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

### Comprehension Skills

Sequence

### Vocabulary

peculiar

aware

positive

selecting

consisted

advanced

### Spelling

goal, mole, stone, stove, chose, shawdow, fold, flow, mold, toll, groan, stole, foam, mows, roasting, lower, sole, blown, bolt, quote.

Challenge words: coaster, motor, allowed, explore.

Grammar Focus

Run on sentences

Daily Writing

Day 1: Write about a moment when you were in a place that you thought was beautiful.

Day 2: Write about a moment when you were someplace crowded.

Day 3: Write about a moment when you were at a park.

Day 4: Write about a moment when your were in a place that was very noisy.

Assessment(s)

Weekly Reading Assessment

English Quiz

Spelling Test

New Column

- Unit

Unit 2: Making a Difference

Week

Week 1: "My Brother Martin"

PA Common Core Standards

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

CC.1.3.4.D  
 Compare and contrast an event or

topic told from two different points of view.

CC.1.3.4.F

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

CC.1.3.4.I

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

CC.1.3.4.J

Acquire and use accurately gradeappropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise

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

CC.1.3.4.K

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

CC.1.1.4.D

Know and apply  
grade level phonics  
and word analysis  
skills in decoding  
words.

Use combined  
knowledge of all  
letter-sound  
correspondences,  
syllabication  
patterns, and  
morphology to  
read accurately  
unfamiliar  
multisyllabic  
words.

CC.1.1.4.E

Read with accuracy

and fluency to  
support  
comprehension.

#### PA Eligible Content

**E04.D.1.2.1** Use correct capitalization.

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

**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.

a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase, including words or phrases that allude to significant characters found in literature (e.g., *Herculean effort*).

b. Use common, grade Latin affixes and roots as clues to the meaning of a word (e.g., *photograph*, *autograph*)

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

a. Explain the meaning of similes and metaphors in context.

b. Recognize and explain the meaning of common idioms, adages, and proverbs.

c. Demonstrate understanding of words by relating them to their antonyms and

synonyms.

### Common Core State Standards

L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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

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

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

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

RL.4.5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

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

### Comprehension Skills

Author's purpose

### Vocabulary

unfair

ancestors

numerous

avoided

injustice

Spelling

unblock, unload, relearn, rewind, incorrect, overheat, preplan, unborn, unlock, resell, imperfect, illegal, subway, supersize, unchain, recall, rewash, indirect, overact, premix.

Challenge words: interact, transmit, preoccupied, impatient.

Grammar Focus

Common and proper nouns.

Daily Writing

Day 1: Write about a moment when you tasted something and hated it.

Day 2: Write about a moment when you tasted something and thought it was delicious.

Day 3: Write about a moment from your favorite vacation or from a visit to a favorite place.

Day 4: Write about a moment when you felt very cold.

Assessment(s)

Weekly Reading Assessment

English Quiz

Spelling Test

New Column

---

- Unit

Unit 2: Making a Difference

Week

Week 2: "Mighty Jack"

## PA Common Core Standards

CC.1.4.4.F

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

CC.1.3.4.D

Compare and contrast an event or topic told from two different points of view.

CC.1.1.4.D

Know and apply grade level phonics and word analysis skills in decoding words.

Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words.

CC.1.1.4.E

Read with accuracy

and fluency to  
support  
comprehension.

CC.1.3.4.F

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

CC.1.3.4.I

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

CC.1.3.4.J

Acquire and use  
accurately gradeappropriate  
conversational,  
general academic,  
and domain-specific  
words and phrases,  
including those that

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

CC.1.3.4.K

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

#### PA Eligible Content

**E04.D.1.2.1** Use correct capitalization.

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

**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.

a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase, including words or phrases that allude to significant characters found in literature (e.g., *Herculean effort*).

b. Use common, grade Latin affixes and roots as clues to the meaning of a word (e.g., *photograph*, *autograph*

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

- a. Explain the meaning of similes and metaphors in context.
- b. Recognize and explain the meaning of common idioms, adages, and proverbs.
- c. Demonstrate understanding of words by relating them to their antonyms and synonyms.

#### Common Core State Standards

**L.4.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**L.4.3.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**L.4.4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

**L.4.5.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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

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

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

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

**RL.4.5.** Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

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

#### Comprehension Skills

Author's purpose

Vocabulary

legendary

muttered

gaped

snickering

insult

flinched

Spelling

choose, kitchen, touch, chance, sketched, ketchup, snatch, stretching, pitcher, chef, rush, thirty, northern, graph, whole, fifth, headphone, whirl, width.

Challenge Words: theater, company, chemical, whether.

Grammar Focus

Singular and Plural Nouns

Daily Writing

Day 1: Write about what you do to play your favorite game.

Day 2: Write about a time when you were surprised.

Day 3: Write about what you do when your parents say you have clean your room.

Day 4: Write about what you do at your favorite outdoor place

Assessment(s)

Weekly Reading Assessment

English Quiz

Spelling Test

New Column

- Unit

Unit 2: Making a Difference

Week

Week 3: "Making a Splash:

PA Common Core Standards

CC.1.2.4.J

Acquire and use

accurately gradeappropriate

conversational,

general academic,

and domain-specific

words and phrases,

including those that

signal precise

actions, emotions,

or states of being

and that are basic to

a particular topic.

CC.1.2.4.K

Determine or clarify

the meaning of

unknown and

multiple-meaning

words and phrases

based on grade level

reading and content,  
choosing flexibly  
from a range of  
strategies and tools.

CC.1.2.4.L

Read and  
comprehend  
literary non-fiction  
and informational  
text on grade level,  
reading  
independently and  
proficiently.

CC.1.1.4.D

Know and apply  
grade level phonics  
and word analysis  
skills in decoding  
words.

Use combined  
knowledge of all  
letter-sound  
correspondences,  
syllabication  
patterns, and  
morphology to  
read accurately  
unfamiliar  
multisyllabic

words.

CC.1.1.4.E

Read with accuracy

and fluency to

support

comprehension.

#### PA Eligible Content

**E04.D.1.2.1** Use correct capitalization.

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

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

**E04.B-C.3.1.3** Interpret text features (e.g., h

charts, timelines, diagrams) and/or make

connections between text and

features.

being and that are basic to a

particular topic.

CC1.2.4.K Determine or clarify the meaning of

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.

a. Use context (e.g., definitions, examples, or

restatements in text) as a clue to the

meaning of a word or phrase.

b. Use common, grade

Latin affixes and roots as clues to the

meaning of a word (e.g.,

*photograph, autograph*

c. Determine the meaning of general academic and domain phrases used in a text.

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

a. Explain the meaning of similes and metaphors in context.

b. Recognize and explain the meaning of common idioms, adages, and proverbs.

c. Demonstrate understanding of words by relating them to their antonyms and synonyms.

**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.

a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase, including words or phrases that allude to significant characters found in literature (e.g., *Herculean effort*).

b. Use common, grade Latin affixes and roots as clues to the meaning of a word (e.g.,

*photograph, autograph*

**E04.A-V.4.1.2** Demonstrate understanding of figurative language,

word relationships, and nuances in word meanings.

a. Explain the meaning of similes and

metaphors in context.

b. Recognize and explain the meaning of

common idioms, adages, and proverbs.

c. Demonstrate understanding of words by

relating them to their antonyms and

synonyms.

#### Common Core State Standards

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

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

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

#### Comprehension Skills

Main idea and details

#### Vocabulary

similar

challenges

designed

achieved

varied

Spelling

shred, through, sprout, sprawl, split, throb, throat, shrink, screw, shrimp, screech, straighten, sprang, shriek, splashing, straps, strand, script, thrill, throne.

Challenge Words: threaten, strictly, scrimmage, straightedge.

Grammar Focus

Irregular Plural Nouns

Daily Writing

Same procedure from week 3 for each unit. \*See unit 1 week 3.

Assessment(s)

Weekly Reading Assessment  
English Quiz  
Spelling Test

New Column

---

- Unit

Unit 2: Making a Difference

Week

Week 4: "Wild Horses"

PA Common Core Standards

CC.1.4.4.F  
Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.  
CC.1.3.4.F

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

CC.1.3.4.I

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

CC.1.3.4.J

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

CC.1.3.4.K

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

CC.1.1.4.D

Know and apply grade level phonics and word analysis skills in decoding words.

Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words.

CC.1.1.4.E

Read with accuracy and fluency to support comprehension.

## PA Eligible Content

**E04.D.1.2.1** Use correct capitalization.

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

**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.

a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase, including words or phrases that allude to significant characters found in literature (e.g., *Herculean effort*).

b. Use common, grade Latin affixes and roots as clues to the meaning of a word (e.g., *photograph*, *autograph*).

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

a. Explain the meaning of similes and metaphors in context.

b. Recognize and explain the meaning of common idioms, adages, and proverbs.

c. Demonstrate understanding of words by relating them to their antonyms and synonyms.

L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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

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

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

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

RL.4.5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

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

### Comprehension Skills

Cause and Effect

### Vocabulary

descendants

sanctuary

threatened

emerge

fragile

habitat

### Spelling

door, dart, fort, morning, carpet, ford, core, cord, spark, award, smart, charge, worn, argue, stormy, bore, guard, ward, warp, backyard.

Challenge Words: charcoal, forecast, majority, pillar.

Grammar Focus

Possessive Nouns

Daily Writing

Day 1: Write about a moment when you were trying to get somewhere quickly.

Day 2: Write about a moment when you were very tired but you were trying to stay awake.

Day 3: Write about a moment when you were waiting for someone or something.

Day 4: Write about a moment when you were riding a bike up or down a steep hill.

Assessment(s)

"

New Column

• Unit

Unit 2: Making a Difference

Week

Week 5: Mystic Horses

PA Common Core Standards

CC.1.4.4.F

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

CC.1.3.4.F

Determine the

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

CC.1.3.4.I

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

CC.1.3.4.J

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

CC.1.3.4.K

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

CC.1.1.4.D

Know and apply grade level phonics and word analysis skills in decoding words.

Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words.

CC.1.1.4.E

Read with accuracy and fluency to support comprehension.

## PA Eligible Content

**E04.D.1.2.1** Use correct capitalization.

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

**E04.D.1.2.1** Use correct capitalization.

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

**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.

a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase, including words or phrases that allude to significant characters found in literature (e.g., *Herculean effort*).

b. Use common, grade Latin affixes and roots as clues to the meaning of a word (e.g., *photograph*, *autograph*)

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

a. Explain the meaning of similes and metaphors in context.

b. Recognize and explain the meaning of common idioms, adages, and proverbs.

c. Demonstrate understanding of words by relating them to their antonyms and synonyms.

## Common Core State Standards

L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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

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

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

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

RL.4.5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

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

## Comprehension Skills

Sequence

## Vocabulary

sores

loosened

mysterious

amazement

midst

responsibility

## Spelling

sickly, hardly, quickly, slowly, carefully, wonderful, beautiful, graceful, spoonful, darkness, shapeless, ageless, illness, goodness, spotless, painless, weakness, darkest, clearest, thoughtful.

Challenge Words: brilliantly, straightest, deceitful, motionless.

Grammar Focus

Plurals and Possessives

Daily Writing

Day 1: Write about a moment when you were excited.

Day 2: Write about a moment when you were late for school.

Day 3: Write about a moment when you were doing a chore or task.

Day 4: Write about a moment when you were fixing a meal.

Assessment(s)

"

New Column

Unit

Unit 3: The Power of Words

Week

Week 1: "When I Went to the Library"

PA Common Core Standards

CC.1.4.4.F

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

CC.1.3.4.F

Determine the

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

CC.1.3.4.I

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

CC.1.3.4.J

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

CC.1.3.4.K

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

CC.1.1.4.D

Know and apply grade level phonics and word analysis skills in decoding words.

Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words.

CC.1.1.4.E

Read with accuracy and fluency to support comprehension.

## PA Eligible Content

**E04.D.1.2.1** Use correct capitalization.

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

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.

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.

a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase, including words or phrases that allude to significant characters found in literature (e.g., Herculean effort).

b. Use common, grade Latin affixes and roots as clues to the meaning of a word (e.g., photograph, autograph)

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

a. Explain the meaning of similes and metaphors in context.

b. Recognize and explain the meaning of common idioms, adages, and proverbs.

c. Demonstrate understanding of words by relating them to their antonyms and synonyms.

## Common Core State Standards

**L.4.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**L.4.3.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**L.4.4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

**L.4.5.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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

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

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

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

RL.4.5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

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

### Comprehension Skills

#### Making Inferences

### Vocabulary

apologize

genuine

harmless

ambulance

slithered

weekdays

### Spelling

dirty, purse, birth, curl, curve, curb, person, shirt, worse, hurl, twirl, swirl, herb, turkey, turnip, purpose, blurred, sternly, serpent, pearl.

Challenge Words: spurt, legally, further, swiftly

### Grammar Focus

#### Action Verbs

### Daily Writing

Day 1: Write about a book you enjoyed reading.

Day 2: Write about someone you think is a good friend.

Day 3: Write about a time you thought something was unfair.

Day 4: Write about a restaurant where you like to eat.

Assessment(s)

"

New Column

---

- Unit

Unit 3: The Power of Words

Week

Week 2: "Dear Mrs. LaRue"

PA Common Core Standards

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

CC.1.3.4.F  
Determine the meaning of words and phrases as they are used in grade level text, including figurative language.

CC.1.3.4.I  
Determine or clarify the meaning of unknown and multiple-meaning words and phrases

based on grade level  
reading and content,  
choosing flexibly  
from a range of  
strategies and tools

CC.1.3.4.J

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

CC.1.3.4.K

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

CC.1.1.4.D

Know and apply  
grade level phonics  
and word analysis  
skills in decoding

words.

Use combined

knowledge of all

letter-sound

correspondences,

syllabication

patterns, and

morphology to

read accurately

unfamiliar

multisyllabic

words.

CC.1.1.4.E

Read with accuracy

and fluency to

support

comprehension.

PA Eligible Content

**E04.D.1.2.1** Use correct capitalization.

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

**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.

a. Use context (e.g., definitions, examples, or

restatements in text) as a clue to the

meaning of a word or phrase, including

words or phrases that allude to significant

characters found in literature (e.g.,

*Herculean effort*).

b. Use common, grade

Latin affixes and roots as clues to the

meaning of a word (e.g.,

*photograph, autograph*

**E04.A-V.4.1.2** Demonstrate understanding of figurative language,

word relationships, and nuances in word meanings.

a. Explain the meaning of similes and

metaphors in context.

b. Recognize and explain the meaning of

common idioms, adages, and proverbs.

c. Demonstrate understanding of words by

relating them to their antonyms and

synonyms.

#### Common Core State Standards

L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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

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

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

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

RL.4.5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

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

Comprehension Skills

Drawing Conclusions

Vocabulary

appreciated

misunderstood

desperate

endured

obedience

Spelling

hour, lambs, knew, wrench, kneel, thumbs, honest, answer, honesty, plumber, honor, known, combs, wrapper, knives, doubt, knead, wriggle, heir, wrinkle.

Challenge Words: knuckles, wrestle, general, and ceremony.

Grammar Focus

Verb Tenses

Daily Writing

Day 1: Write about something you would like to buy.

Day 2: Write about something you think people should do each day.

Day 3: Write about something you think people should do each day.

Day 4: Write about a book you would recommend to other students.

Assessment(s)

"

New Column

- Unit

Unit 3: The Power of Words

Week

Week 3: "Words Add Up to Success"

PA Common Core Standards

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

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

CC.1.2.4.K  
Determine or clarify the meaning of

unknown and  
multiple-meaning  
words and phrases  
based on grade level  
reading and content,  
choosing flexibly  
from a range of  
strategies and tools.

CC.1.2.4.L

Read and  
comprehend  
literary non-fiction  
and informational  
text on grade level,  
reading  
independently and  
proficiently.

CC.1.1.4.D

Know and apply  
grade level phonics  
and word analysis  
skills in decoding  
words.

Use combined  
knowledge of all  
letter-sound  
correspondences,  
syllabication  
patterns, and

morphology to

read accurately

unfamiliar

multisyllabic

words.

CC.1.1.4.E

Read with accuracy

and fluency to

support

comprehension.

#### PA Eligible Content

**E04.D.1.2.1** Use correct capitalization.

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

**E04.B-C.3.1.3** Interpret text features (e.g., h

charts, timelines, diagrams) and/or make

connections between text and

features.

being and that are basic to a

particular topic.

CC1.2.4.K Determine or clarify the meaning of

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.

a. Use context (e.g., definitions, examples, or

restatements in text) as a clue to the

meaning of a word or phrase.

b. Use common, grade

Latin affixes and roots as clues to the meaning of a word (e.g., *photograph, autograph*)

c. Determine the meaning of general academic and domain-specific phrases used in a text.

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

a. Explain the meaning of similes and metaphors in context.

b. Recognize and explain the meaning of common idioms, adages, and proverbs.

c. Demonstrate understanding of words by relating them to their antonyms and synonyms.

#### Common Core State Standards

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

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

#### Comprehension Skills

Fact and Opinion

#### Vocabulary

dismiss, motivate, interact, conceived, definition.

#### Spelling

center, once scene, germs, spice, bridge, badge, circus, cement, glance, strange, police, certain, orange, ounce, ginger, wedge, arrange, sponge, village.

Challenge Words: acute, manager, examine, conditioner.

Grammar Focus

Main and Helping Verbs

Daily Writing

Same as unit 1 week 3 but with some changes.

Changes: Choose a piece in which you've expressed an opinion that you want to share with others. Choose a piece that you think will convince your audience to think or believe as you do. After deciding on a piece, write a big check mark on the self-stick note attached to the entry that you want me to read.

Assessment(s)

"

New Column

Unit

Unit 3: The Power of Words

Week

Week 4: "Ranita, The Princess Frog"

PA Common Core Standards

CC.1.4.4.F  
Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.  
CC.1.3.4.A  
Determine a theme of a text from details in the text; summarize the text.

## CC.1.3.4.F

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

## CC.1.3.4.I

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

## CC.1.3.4.J

Acquire and use accurately gradeappropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and

that are basic to a particular topic.

CC.1.3.4.K

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

CC.1.1.4.D

Know and apply grade level phonics and word analysis skills in decoding words.

Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words.

CC.1.1.4.E

Read with accuracy and fluency to support

comprehension.

#### PA Eligible Content

**E04.D.1.2.1** Use correct capitalization.

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

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

**E04.A-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.

a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase, including words or phrases that allude to significant characters found in literature (e.g., *Herculean effort*).

b. Use common, grade Latin affixes and roots as clues to the meaning of a word (e.g., *photograph*, *autograph*)

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

a. Explain the meaning of similes and metaphors in context.

b. Recognize and explain the meaning of common idioms, adages, and proverbs.

c. Demonstrate understanding of words by relating them to their antonyms and synonyms.

## Common Core State Standards

L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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

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

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

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

RL.4.5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

RL.4.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.  
RL.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.

## Comprehension Skills

Theme

## Vocabulary

selfish

cranky

commotion

exasperated

speciality

famished

Spelling

clams, mints, props, arches, dresses, parents, caves, glasses, hobbies, engines, couches, arrows, enemies, babies, ranches, patches, mistakes, supplies, mosses, armies.

Challenge Words: batteries, pollutes, raspberries, compasses.

Grammar Focus

Linking Verbs

Daily Writing

Day 1: Write about a person you think is a good friend.

Day 2: Write about a food you think everyone should try.

Day 3: Write about an activity you like to do.

Day 4: Write about your favorite place to spend time with your friends.

Assessment(s)

"

New Column

Unit

Unit 3: The Power of Words

Week

Week 5: "Me and Uncle Romie"

PA Common Core Standards

CC.1.4.4.F  
Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.  
CC.1.3.4.C  
Describe in depth a

character, setting or event in a story or drama, drawing on specific details in the text.

CC.1.3.4.F

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

CC.1.3.4.I

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

CC.1.3.4.J

Acquire and use accurately gradeappropriate conversational, general academic, and domain-specific words and phrases, including those that

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

CC.1.3.4.K

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

CC.1.1.4.D

Know and apply  
grade level phonics  
and word analysis  
skills in decoding  
words.

Use combined  
knowledge of all  
letter-sound  
correspondences,  
syllabication  
patterns, and  
morphology to  
read accurately  
unfamiliar  
multisyllabic  
words.

CC.1.1.4.E

Read with accuracy  
and fluency to  
support  
comprehension.

#### PA Eligible Content

**E04.D.1.2.1** Use correct capitalization.

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

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

**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.

a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase, including words or phrases that allude to significant characters found in literature (e.g., *Herculean effort*).

b. Use common, grade Latin affixes and roots as clues to the meaning of a word (e.g., *photograph*, *autograph*).

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

a. Explain the meaning of similes and metaphors in context.

b. Recognize and explain the meaning of

common idioms, adages, and proverbs.

c. Demonstrate understanding of words by relating them to their antonyms and synonyms.

#### Common Core State Standards

RL.4.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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

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

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

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

RL.4.5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

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

#### Comprehension Skills

Character, setting, and plot.

#### Vocabulary

skyscrapers

collage

barbecue  
glorious  
strutting  
swarms

Spelling

fishbowl, lookout, backyard, desktop, campfire, overhead, waterproof, grandparent, railroad, snowstorm, loudspeaker, bookcase, bedroom, blindfold, newborn, bedspread, yourself, overdo, clothesline, undertake.

Challenge Words: overboard, supernatural, undercover, subdivision.

Grammar Focus

Irregular Verbs

Daily Writing

Day 1: Write about a time you convinced someone to try something new.

Day 2: Write about a time you convinced your parents to let you do something.

Day 3: Write about a time you convinced someone to see a movie with you.

Day 4: Write about a time you convinced your teacher to let the class do something fun.

Assessment(s)

"

New Column

• Unit

Unit 4: Working Together

Week

Week 1: "The Cricket in Times Square"

PA Common Core Standards

CC.1.4.4.F  
Demonstrate a grade

appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

CC.1.3.4.A

Determine a theme of a text from details in the text; summarize the text.

CC.1.3.4.F

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

CC.1.3.4.I

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

CC.1.3.4.J

Acquire and use accurately gradeappropriate conversational,

general academic,  
and domain-specific  
words and phrases,  
including those that  
signal precise  
actions, emotions, or  
states of being and  
that are basic to a particular topic.

CC.1.3.4.K

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

CC.1.1.4.D

Know and apply  
grade level phonics  
and word analysis  
skills in decoding  
words.

Use combined  
knowledge of all  
letter-sound  
correspondences,  
syllabication  
patterns, and  
morphology to  
read accurately

unfamiliar

multisyllabic

words.

CC.1.1.4.E

Read with accuracy

and fluency to

support

comprehension.

#### PA Eligible Content

**E04.D.1.2.1** Use correct capitalization.

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

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

**E04.A-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.

a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase, including words or phrases that allude to significant characters found in literature (e.g., *Herculean effort*).

b. Use common, grade Latin affixes and roots as clues to the meaning of a word (e.g., *photograph*, *autograph*)

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

- a. Explain the meaning of similes and metaphors in context.
- b. Recognize and explain the meaning of common idioms, adages, and proverbs.
- c. Demonstrate understanding of words by relating them to their antonyms and synonyms.

#### Common Core State Standards

RL.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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

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

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

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

RL.4.5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

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

#### Comprehension Skills

Theme

#### Vocabulary

eavesdropping

acquaintance

route

jumble

scornfully

logical

Spelling

tasted, ripping, forced, flipping, tapped, flipped, scared, flagged, ripped, skipped, tapping, saved, skipping, scaring, flagging, discussed, saving, tasting, forcing, discussing.

Challenge Words: outwitted, underscoring, outwitting, outscored.

Grammar Focus

Pronouns and Antecedents

Daily Writing

Day 1: Write about a moment when your argued with someone

Day 2: Write about a moment when you explained something new to someone.

Day 3: Write about a moment when you met someone new.

Day 4: Write about a moment when you talked with your best friend.

Assessment(s)

"

New Column

- Unit

Unit 4: Working Together

Week

Week 2: "The Life and Times of the Ant"

## PA Common Core Standards

## CC.1.4.4.F

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

## CC.1.3.4.F

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

## CC.1.3.4.I

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

## CC.1.3.4.J

Acquire and use accurately gradeappropriate conversational, general academic,

and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.

CC.1.3.4.K

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

CC.1.1.4.D

Know and apply grade level phonics and word analysis skills in decoding words.

Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar

multisyllabic

words.

CC.1.1.4.E

Read with accuracy

and fluency to

support

comprehension.

#### PA Eligible Content

**E04.D.1.2.1** Use correct capitalization.

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

**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.

a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase, including words or phrases that allude to significant characters found in literature (e.g.,

*Herculean effort*).

b. Use common, grade

Latin affixes and roots as clues to the

meaning of a word (e.g.,

*photograph, autograph*

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

a. Explain the meaning of similes and metaphors in context.

- b. Recognize and explain the meaning of common idioms, adages, and proverbs.
- c. Demonstrate understanding of words by relating them to their antonyms and synonyms.

#### Common Core State Standards

- L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
- L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., *wildlife*, *conservation*, *endangered* when discussing animal preservation).
- RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding words.
- RF.4.4. Read with sufficient accuracy and fluency to support comprehension.
- RL.4.4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).
- RL.4.5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
- RL.4.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

#### Comprehension Skills

Description

Vocabulary

investigates, solitary, territory, communication, nutrients, prehistoric

Spelling

funnier, families, pennies, worried, replied, varied, marries, carries, easily, silliest, jumpier, emptier, merrier, applied, cozily, sorriest, prettily, lazier, happiest, dizziest.

Challenge Words: handily, factories, accordingly, libraries.

Grammar Focus

Types of Pronouns

Daily Writing

Day 1: Write about a moment when you went somewhere exciting with a friend.

Day 2: Write about a moment when you were angry.

Day 3: Write about a moment when someone helped you with something new.

Day 4: Write about a moment when you made a new friend.

Assessment(s)

"

New Column

• Unit

Unit 4: Working Together

Week

Week 3: Time for Kids: "The Power of Oil"

PA Common Core Standards

CC.1.4.4.F

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

CC.1.2.4.H

Explain how an author uses reasons and evidence to

support particular points in a text.

CC.1.2.4.J

Acquire and use

accurately gradeappropriate

conversational,

general academic,

and domain-specific

words and phrases,

including those that

signal precise

actions, emotions,

or states of being

and that are basic to

a particular topic.

CC.1.2.4.K

Determine or clarify

the meaning of

unknown and

multiple-meaning

words and phrases

based on grade level

reading and content,

choosing flexibly

from a range of

strategies and tools.

CC.1.2.4.L

Read and

comprehend

literary non-fiction  
and informational  
text on grade level,  
reading  
independently and  
proficiently.

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

CC.1.1.4.D

Know and apply  
grade level phonics  
and word analysis  
skills in decoding  
words.

Use combined  
knowledge of all  
letter-sound  
correspondences,  
syllabication  
patterns, and  
morphology to  
read accurately  
unfamiliar  
multisyllabic  
words.

CC.1.1.4.E

Read with accuracy

and fluency to  
support  
comprehension.

#### PA Eligible Content

**E04.D.1.1.8** Ensure subject-verb and pronoun agreement.\*

**E04.D.1.2.1** Use correct capitalization.

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

**E04.B-C.3.1.1** Explain how an author uses reasons and to support particular points in a text.

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

being and that are basic to a  
particular topic.

**CC1.2.4.K** Determine or clarify the meaning of  
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.

a. Use context (e.g., definitions, examples, or  
restatements in text) as a clue to the  
meaning of a word or phrase.

b. Use common, grade  
Latin affixes and roots as clues to the  
meaning of a word (e.g.,  
*photograph, autograph*

c. Determine the meaning of general academic and domain phrases used in a text.

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

a. Explain the meaning of similes and metaphors in context.

b. Recognize and explain the meaning of common idioms, adages, and proverbs.

c. Demonstrate understanding of words by relating them to their antonyms and synonyms.

#### Common Core State Standards

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

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

#### Comprehension Skills

Author's Purpose

#### Vocabulary

electrical, globe, fuels, decayed

#### Spelling

zoom, tunes, brooks, you'll, wool, mood, suits, crew, spool, stool, cookie, food, used, grew, group, stoop, move, stew, huge, should.

Challenge Words: crooked, juicy,. humorous, gloomy

#### Grammar Focus

Pronoun-verb agreement

Daily Writing

Same as unit 1, week 3. However, with some changes.

Changes: Choose a piece in which you've developed an interesting story with plenty of action. Choose a piece that you think will make someone laugh (gasp, cringe, feel sad, etc.) After deciding on a piece, write a big check mark on the sticky note attached to the entry that you want me to read.

Assessment(s)

"

New Column

Unit

Unit 4: Working Together

Week

Week 4: "Ima and the Great Texas Ostrich Race"

PA Common Core Standards

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

CC.1.3.4.F  
Determine the meaning of words and phrases as they are used in grade level text, including figurative language.

CC.1.3.4.I

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

CC.1.3.4.J

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

CC.1.3.4.K

Read and comprehend literary fiction on grade level, reading independently and

proficiently.

CC.1.1.4.D

Know and apply  
grade level phonics  
and word analysis  
skills in decoding  
words.

Use combined  
knowledge of all  
letter-sound  
correspondences,  
syllabication  
patterns, and  
morphology to  
read accurately  
unfamiliar  
multisyllabic  
words.

CC.1.1.4.E

Read with accuracy  
and fluency to  
support  
comprehension.

PA Eligible Content

**E04.D.1.2.1** Use correct capitalization.

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

**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.

a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase, including words or phrases that allude to significant characters found in literature (e.g., *Herculean effort*).

b. Use common, grade Latin affixes and roots as clues to the meaning of a word (e.g., *photograph*, *autograph*)

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

a. Explain the meaning of similes and metaphors in context.

b. Recognize and explain the meaning of common idioms, adages, and proverbs.

c. Demonstrate understanding of words by relating them to their antonyms and synonyms.

#### Common Core State Standards

L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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

RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding words.  
 RF.4.4. Read with sufficient accuracy and fluency to support comprehension.  
 RL.4.4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).  
 RL.4.5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.  
 RL.4.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Comprehension Skills

Draw conclusions

Vocabulary

anticipation, enormous, encouraged, slender, released, glanced.

Spelling

flower, voices, tower, mound, cowboy, gown, frown, south, howling, annoy, noises, pound, hound, pouch, thousand, wound, grouch, cough, grown, voyage.

Challenge Words: drought, downtown, pronounce, coward

Grammar Focus

Possessive Pronouns

Daily Writing

Day 1: Write about your favorite storybook character.

Day 2: Write about a person you find funny.

Day 3: Write about a person you admire.

Day 4: Write about a person in your neighborhood.

Assessment(s)

"

New Column

- Unit

Unit 4: Working Together

Week

Week 5: "My Brother's Flying Machine"

PA Common Core Standards

CC.1.4.4.F

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

CC.1.3.4.D

Compare and contrast an event or topic told from two different points of view.

CC.1.3.4.F

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

CC.1.3.4.I

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content,

choosing flexibly

from a range of

strategies and tools

CC.1.3.4.J

Acquire and use

accurately gradeappropriate

conversational,

general academic,

and domain-specific

words and phrases,

including those that

signal precise

actions, emotions, or

states of being and

that are basic to a particular topic.

CC.1.3.4.K

Read and

comprehend literary

fiction on grade level,

reading

independently and

proficiently.

CC.1.1.4.D

Know and apply

grade level phonics

and word analysis

skills in decoding

words.

Use combined

knowledge of all

letter-sound

correspondences,

syllabication

patterns, and

morphology to

read accurately

unfamiliar

multisyllabic

words.

CC.1.1.4.E

Read with accuracy

and fluency to

support

comprehension.

#### PA Eligible Content

**E04.D.1.2.1** Use correct capitalization.

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

**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.

a. Use context (e.g., definitions, examples, or

restatements in text) as a clue to the

meaning of a word or phrase, including

words or phrases that allude to significant

characters found in literature (e.g.,

*Herculean effort*).

b. Use common, grade

Latin affixes and roots as clues to the meaning of a word (e.g., *photograph, autograph*)

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

a. Explain the meaning of similes and metaphors in context.

b. Recognize and explain the meaning of common idioms, adages, and proverbs.

c. Demonstrate understanding of words by relating them to their antonyms and synonyms.

#### Common Core State Standards

L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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

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

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

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

RL.4.5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

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

Comprehension Skills

Author's perspective

Vocabulary

assembled, unstable, applauded, headlines, hoisting, assured

Spelling

walker, chalk, laws, stalk, bald, caught, drawn, halt, strawberry, fought, caller, half, straw, small, thought, talking, awe, shawl, false, squall.

Challenge Words: wallpaper, awkward, waltz, aroma.

Grammar Focus

Pronouns and Homophones

Daily Writing

Day 1: Write about a moment when you gave a presentation to the class.

Day 2: Write about a moment when you went someplace new.

Day 3: Write about a moment when you celebrated something special.

Day 4: Write about a moment when you had a good time at a school function.

Assessment(s)

"

New Column

• Unit

Unit 5: Habitats

Week

Week 1: "A Walk in the Desert"

## PA Common Core Standards

## CC.1.4.4.F

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

## CC.1.3.4.F

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

## CC.1.3.4.I

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

## CC.1.3.4.J

Acquire and use accurately gradeappropriate conversational,

general academic,  
and domain-specific  
words and phrases,  
including those that  
signal precise  
actions, emotions, or  
states of being and  
that are basic to a particular topic.

CC.1.3.4.K

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

CC.1.1.4.D

Know and apply  
grade level phonics  
and word analysis  
skills in decoding  
words.

Use combined  
knowledge of all  
letter-sound  
correspondences,  
syllabication  
patterns, and  
morphology to  
read accurately

unfamiliar

multisyllabic

words.

CC.1.1.4.E

Read with accuracy

and fluency to

support

comprehension.

#### PA Eligible Content

**E04.D.1.1.4** Order adjectives within sentences according to conventional patterns (e.g., *smaller than a red small bag*).

**E04.D.1.2.1** Use correct capitalization.

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

**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.

a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase, including words or phrases that allude to significant characters found in literature (e.g., *Herculean effort*).

b. Use common, grade-appropriate Latin affixes and roots as clues to the meaning of a word (e.g., *photograph*, *autograph*).

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

- a. Explain the meaning of similes and metaphors in context.
- b. Recognize and explain the meaning of common idioms, adages, and proverbs.
- c. Demonstrate understanding of words by relating them to their antonyms and synonyms.

#### Common Core State Standards

L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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

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

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

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

RL.4.5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

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

#### Comprehension Skills

Main Idea and Details

#### Vocabulary

shimmer, eerie, lurk, climate, silken, lumbering

Spelling

dinner, blanket, willow, plastic, welcome, summer, dipper, foggy, thriller, ticket, swallow, picket, witness, slender, nodded, planner, member, fossil, rumbles, blossom.

Challenge Words: cupboard, sincerely, pummel, friendly

Grammar Focus

Adjectives

Daily Writing

Day 1: Describe a time when you made a mess.

Day 2: Write about a moment when you tasted something delicious.

Day 3: Write a letter to a friend. Tell about a moment when you saw something amazing.

Day 4: Write a letter to a friend. Tell about a moment that made you laugh.

Assessment(s)

"

New Column

- Unit

Unit 5: Habitats

Week

Week 2: "Roadrunner's Dance"

PA Common Core Standards

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

## CC.1.3.4.F

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

## CC.1.3.4.I

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

## CC.1.3.4.J

Acquire and use accurately gradeappropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and

that are basic to a particular topic.

CC.1.3.4.K

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

CC.1.1.4.D

Know and apply grade level phonics and word analysis skills in decoding words.

Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words.

CC.1.1.4.E

Read with accuracy and fluency to support

comprehension.

PA Eligible Content

**E04.D.1.2.1** Use correct capitalization.

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

**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.

a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase, including words or phrases that allude to significant characters found in literature (e.g., *Herculean effort*).

b. Use common, grade Latin affixes and roots as clues to the meaning of a word (e.g., *photograph*, *autograph*)

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

a. Explain the meaning of similes and metaphors in context.

b. Recognize and explain the meaning of common idioms, adages, and proverbs.

c. Demonstrate understanding of words by relating them to their antonyms and synonyms.

Common Core State Standards

L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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

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

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

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

RL.4.5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

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

### Comprehension Skills

Problem and Solution

### Vocabulary

interfere

awkward

proclaimed

agile

guardian

convinced

### Spelling

river, level, never, talent, radar, limit, diver, finish, famous, spoken, cabin, wiper, habit, bison, cider, stolen, promise, razor, pity, easel.

Challenge Words: enlighten, allowable, sequence, vivid.

Grammar Focus

Articles

Daily Writing

Day 1: Write about the ways you and your best friends are alike and different.

Day 2: Write about two sports you like to watch or play. Tell how they are alike and different.

Day 3: Write about two classes you enjoy in school. Tell how they are alike and different.

Day 4: Write a letter to a friend. Tell how your two favorite books are alike and different.

Assessment(s)

"

New Column

Unit

Unit 5 Habitats

Week

Week 3: Time for Kids: "Animals Come Home to Our National Parks"

PA Common Core Standards

CC.1.4.4.F

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

CC.1.2.4.J

Acquire and use

accurately gradeappropriate

CC.1.2.4.A

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

conversational,

general academic,

and domain-specific

words and phrases,

including those that

signal precise

actions, emotions,

or states of being

and that are basic to

a particular topic.

CC.1.2.4.K

Determine or clarify

the meaning of

unknown and

multiple-meaning

words and phrases

based on grade level

reading and content,

choosing flexibly

from a range of

strategies and tools.

CC.1.2.4.L

Read and

comprehend

literary non-fiction  
and informational  
text on grade level,  
reading  
independently and  
proficiently.

CC.1.2.4.J

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

CC.1.2.4.K

Determine or clarify  
the meaning of  
unknown and  
multiple-meaning  
words and phrases  
based on grade level  
reading and content,  
choosing flexibly  
from a range of

strategies and tools.

CC.1.2.4.L

Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.

CC.1.1.4.D

Know and apply grade level phonics and word analysis skills in decoding words.

Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words.

CC.1.1.4.E

Read with accuracy

and fluency to  
support  
comprehension.

#### PA Eligible Content

**E04.D.1.1.4** Order adjectives within sentences according to conventional patterns (e.g., *smaller than a red bag*).

**E04.D.1.2.1** Use correct capitalization.

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

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

being and that are basic to a particular topic.

**CC1.2.4.K** Determine or clarify the meaning of 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.

a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

b. Use common, grade

Latin affixes and roots as clues to the meaning of a word (e.g.,

*photograph, autograph*)

c. Determine the meaning of general academic and domain

phrases used in a text.

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

a. Explain the meaning of similes and

metaphors in context.

b. Recognize and explain the meaning of

common idioms, adages, and proverbs.

c. Demonstrate understanding of words by

relating them to their antonyms and

synonyms.

#### Common Core State Standards

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

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

#### Comprehension Skills

Main Idea and Details

#### Vocabulary

roamed, relocated, completed, journey, natural

#### Spelling

airfare, staircase, between, persuade, discount, compound, beneath, sleepless, oatmeal, eighteen, baboon, mermaid, trainer, repeat, approach, afloat, defeat, reveal, increase, domain.

Challenge Words: employee, reindeer, counselor, bargain

#### Grammar Focus

Adjectives and Compare

#### Daily Writing

Same as unit 1, week 1.

Changes: Choose a piece in which you've talked about how two things are alike or different. Choose a piece that you think that audience for your letter will be interested in reading. After deciding on a piece write a big check mark on the sticky note attached to the entry and you want me to read.

Assessment(s)

"

New Column

- Unit

Unit 5: Habitats

Week

Week 4: "At Home in the Coral Reef"

PA Common Core Standards

CC.1.4.4.F

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

CC.1.3.4.D

Compare and contrast an event or topic told from two different points of view.

CC.1.3.4.F

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

figurative language.

CC.1.3.4.I

Determine or clarify

the meaning of

unknown and

multiple-meaning

words and phrases

based on grade level

reading and content,

choosing flexibly

from a range of

strategies and tools

CC.1.3.4.J

Acquire and use

accurately gradeappropriate

conversational,

general academic,

and domain-specific

words and phrases,

including those that

signal precise

actions, emotions, or

states of being and

that are basic to a particular topic.

CC.1.3.4.K

Read and

comprehend literary

fiction on grade level,

reading

independently and  
proficiently.

CC.1.1.4.D

Know and apply  
grade level phonics  
and word analysis  
skills in decoding  
words.

Use combined  
knowledge of all  
letter-sound  
correspondences,  
syllabication  
patterns, and  
morphology to  
read accurately  
unfamiliar  
multisyllabic  
words.

CC.1.1.4.E

Read with accuracy  
and fluency to  
support  
comprehension.

PA Eligible Content

**E04.D.1.2.1** Use correct capitalization.

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

**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.

a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase, including words or phrases that allude to significant characters found in literature (e.g., *Herculean effort*).

b. Use common, grade Latin affixes and roots as clues to the meaning of a word (e.g., *photograph*, *autograph*)

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

a. Explain the meaning of similes and metaphors in context.

b. Recognize and explain the meaning of common idioms, adages, and proverbs.

c. Demonstrate understanding of words by relating them to their antonyms and synonyms.

#### Common Core State Standards

L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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

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

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

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

RL.4.5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

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

#### Comprehension Skills

Compare and Contrast

#### Vocabulary

reef, partnership, current, eventually, brittle, suburbs

#### Spelling

grocer, pepper, barber, grader, polar, tanker, singer, enter, odor, collar, zipper, powder, danger, cheddar, popular, harbor, anchor, elevator, daughter, victor.

Challenge Words: conductor, waiter, leather, survivor.

#### Grammar Focus

Comparing with *more* and *most*

#### Daily Writing

Day 1: Write to compare two computer or board games.

Day 2: Write about two different ways to get to school.

Day 3: Write to compare two kinds of animals.

Day 4: Write a letter to friend that compares two movies you like.

---

Assessment(s)

"

New Column

---

- Unit

Unit 5: Habitats

Week

Week 5: "Adelina's Whales"

PA Common Core Standards

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

CC.1.3.4.F  
Determine the meaning of words and phrases as they are used in grade level text, including figurative language.

CC.1.3.4.I  
Determine or clarify the meaning of unknown and multiple-meaning words and phrases

based on grade level  
reading and content,  
choosing flexibly  
from a range of  
strategies and tools

CC.1.3.4.J

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

CC.1.3.4.K

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

CC.1.1.4.D

Know and apply  
grade level phonics  
and word analysis  
skills in decoding

words.

Use combined

knowledge of all

letter-sound

correspondences,

syllabication

patterns, and

morphology to

read accurately

unfamiliar

multisyllabic

words.

CC.1.1.4.E

Read with accuracy

and fluency to

support

comprehension.

PA Eligible Content

**E04.D.1.2.1** Use correct capitalization.

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

**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.

a. Use context (e.g., definitions, examples, or

restatements in text) as a clue to the

meaning of a word or phrase, including

words or phrases that allude to significant

characters found in literature (e.g.,

*Herculean effort*).

b. Use common, grade

Latin affixes and roots as clues to the

meaning of a word (e.g.,

*photograph, autograph*

**E04.A-V.4.1.2** Demonstrate understanding of figurative language,

word relationships, and nuances in word meanings.

a. Explain the meaning of similes and

metaphors in context.

b. Recognize and explain the meaning of

common idioms, adages, and proverbs.

c. Demonstrate understanding of words by

relating them to their antonyms and

synonyms.

#### Common Core State Standards

L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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

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

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

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

RL.4.5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

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

### Comprehension Skills

Sequence

### Vocabulary

rumbling

unique

encounter

dove

massive

tangles

### Spelling

uncle, turtle, total, pencil, oral, pebble, channel, local, paddle, pupil, symbol, medal, bubble, settle, vessel, bugle, pedal, special, ankle, docile.

Challenge Words: animal, snorkel, chisel, quarrel

### Grammar Focus

Comparing with *good* and *bad*

### Daily Writing

Day 1: Write about your neighborhood for a friend and for a town meeting.

Day 2: Write about celebration you took part in for the local paper and for your young cousin.

Day 3: Write about something you learned from a class or family trip for a classmate and for the school principal.

Day 4: Write about a time when you saw something unusual or amazing for a child and an adult.

### Assessment(s)

"

New Column

- Unit

Unit 6: Problem Solving

Week

Week 1: "Leah's Pony"

PA Common Core Standards

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

CC.1.3.4.F  
Determine the meaning of words and phrases as they are used in grade level text, including figurative language.

CC.1.3.4.I  
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content,

choosing flexibly

from a range of

strategies and tools

CC.1.3.4.J

Acquire and use

accurately gradeappropriate

conversational,

general academic,

and domain-specific

words and phrases,

including those that

signal precise

actions, emotions, or

states of being and

that are basic to a particular topic.

CC.1.3.4.K

Read and

comprehend literary

fiction on grade level,

reading

independently and

proficiently.

CC.1.1.4.D

Know and apply

grade level phonics

and word analysis

skills in decoding

words.

Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words.

CC.1.1.4.E

Read with accuracy and fluency to support comprehension.

#### PA Eligible Content

**E04.D.1.2.1** Use correct capitalization.

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

**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.

a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase, including words or phrases that allude to significant

characters found in literature (e.g.,

*Herculean effort*).

b. Use common, grade

Latin affixes and roots as clues to the

meaning of a word (e.g.,

*photograph, autograph*

**E04.A-V.4.1.2** Demonstrate understanding of figurative language,

word relationships, and nuances in word meanings.

a. Explain the meaning of similes and

metaphors in context.

b. Recognize and explain the meaning of

common idioms, adages, and proverbs.

c. Demonstrate understanding of words by

relating them to their antonyms and

synonyms.

#### Common Core State Standards

L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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

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

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

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

RL.4.5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

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

Comprehension Skills

Problem and Solution

Vocabulary

items, clustered, overflowing, sturdy, glistened, bidding

Spelling

robin, button, bacon, reason, cotton, sunken, eleven, cousin, woven, raisin, wagon, muffin, widen, wooden, ridden, common, proven, often, penguin, skeleton.

Challenge Words: violin, explanation, vitamin, imagination

Grammar Focus

Contractions & Negatives

Daily Writing

Day 1: Write about a moment when you got a special gift.

Day 2: Write about a moment when you learned something interesting.

Day 3: Write about a moment when you looked up at the sky.

Day 4: Write about a moment when you visited a special place.

Assessment(s)

"

New Column

• Unit

Unit 6: Problem Solving

Week

Week 2: "The Gold Rush Game"

PA Common Core Standards

CC.1.4.4.F

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

CC.1.3.4.F

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

CC.1.3.4.I

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

CC.1.3.4.J

Acquire and use

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

CC.1.3.4.K

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

CC.1.1.4.D

Know and apply  
grade level phonics  
and word analysis  
skills in decoding  
words.

Use combined  
knowledge of all  
letter-sound  
correspondences,  
syllabication  
patterns, and

morphology to

read accurately

unfamiliar

multisyllabic

words.

CC.1.1.4.E

Read with accuracy

and fluency to

support

comprehension.

#### PA Eligible Content

**E04.D.1.1.5 Form and use prepositional phrases.** **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.

a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase, including words or phrases that allude to significant characters found in literature (e.g., *Herculean effort*).

b. Use common, grade Latin affixes and roots as clues to the meaning of a word (e.g., *photograph*, *autograph*)

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

a. Explain the meaning of similes and

metaphors in context.

b. Recognize and explain the meaning of

common idioms, adages, and proverbs.

c. Demonstrate understanding of words by

relating them to their antonyms and

synonyms.

### Common Core State Standards

L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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

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

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

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

RL.4.5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

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

### Comprehension Skills

Cause and effect

### Vocabulary

reference, disappoint, circular, outstretched, conducted, annoyed.

---

Spelling

root, tale, wade tail, prince, dough, moose, prints, we've, weave, whose, who's, route, boulder, bolder, weighed, patience, patients, doe, mousse.

Challenge Words: straight, strait, bizarre, bazaar

Grammar Focus

Prepositions

Daily Writing

Day 1: Write about a moment when you explored something new.

Day 2: Write about your favorite animal.

Day 3: Write about something you learned at school last week.

Day 4: Write about an activity that you love to do.

Assessment(s)

"

---

New Column

- Unit

Unit 6: Problem Solving

Week

Week 3: Time for Kids: "Taking the Lead"

PA Common Core Standards

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

CC.1.2.4.J

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

CC.1.2.4.K

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

CC.1.2.4.L

Read and comprehend literary non-fiction and informational text on grade level,

reading  
independently and  
proficiently.

CC.1.1.4.D

Know and apply  
grade level phonics  
and word analysis  
skills in decoding  
words.

Use combined  
knowledge of all  
letter-sound  
correspondences,  
syllabication  
patterns, and  
morphology to  
read accurately  
unfamiliar  
multisyllabic  
words.

CC.1.1.4.E

Read with accuracy  
and fluency to  
support  
comprehension.

PA Eligible Content

**E04.D.1.2.1** Use correct capitalization.

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

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

being and that are basic to a  
particular topic.

**CC1.2.4.K** Determine or clarify the meaning of  
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.

a. Use context (e.g., definitions, examples, or  
restatements in text) as a clue to the  
meaning of a word or phrase.

b. Use common, grade  
Latin affixes and roots as clues to the  
meaning of a word (e.g.,  
*photograph, autograph*

c. Determine the meaning of general  
academic and domain  
phrases used in a text.

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

a. Explain the meaning of similes and  
metaphors in context.

b. Recognize and explain the meaning of  
common idioms, adages, and proverbs.

c. Demonstrate understanding of words by relating them to their antonyms and synonyms.

Common Core State Standards

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

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

Comprehension Skills

Fact and Opinion

Vocabulary

decades, active, transform, volunteer, violated

Spelling

discourage, disappoint disbelief, distrust, disloyal, misplace, mislabel, mislead, misstep, misnumber, nonfat, nonfiction, nonsense, nonstop, unable, unplug, uncertain, uncomfortable, uncover, unclean.

Challenge Words: mishap, unravel, disapproval, unpredictable

Grammar Focus

interjections

Daily Writing

Same as unit 1, week 3. Changes: Choose a piece with topic you'd like to learn more about by doing research. Choose a piece with a topic that readers will enjoy learning about. After deciding on a piece, write a big check mark on the self-stick note attached to the entry that you want me to read.

Assessment(s)

"

New Column

- Unit

Unit 6: Problem Solving

Week

Week 4: "Snowflake Bentley"

PA Common Core Standards

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

CC.1.3.4.F  
Determine the meaning of words and phrases as they are used in grade level text, including figurative language.

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

from a range of strategies and tools

CC.1.3.4.J

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

CC.1.3.4.K

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

CC.1.1.4.D

Know and apply grade level phonics and word analysis skills in decoding words.

Use combined knowledge of all

letter-sound  
correspondences,  
syllabication  
patterns, and  
morphology to  
read accurately  
unfamiliar  
multisyllabic  
words.

CC.1.1.4.E

Read with accuracy  
and fluency to  
support  
comprehension.

#### PA Eligible Content

**E04.D.1.2.1** Use correct capitalization.

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

**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.

a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase, including words or phrases that allude to significant characters found in literature (e.g., *Herculean effort*).

b. Use common, grade

Latin affixes and roots as clues to the

meaning of a word (e.g.,

*photograph, autograph*

**E04.A-V.4.1.2** Demonstrate understanding of figurative language,

word relationships, and nuances in word meanings.

a. Explain the meaning of similes and

metaphors in context.

b. Recognize and explain the meaning of

common idioms, adages, and proverbs.

c. Demonstrate understanding of words by

relating them to their antonyms and

synonyms.

#### Common Core State Standards

L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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

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

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

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

RL.4.5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

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

Comprehension Skills

Drawing Conclusions

Vocabulary

technique, foolishness, inspire, evaporate, magnify, annual

Spelling

spotless, sunny, furry, really, hairy, barely, tasteless, handful, lifeless, illness, hopefully, happiness, goodness, sorrowful, gently, sickness, joyfully, aimless, breathless, certainly

Challenge Words: superbly, successful, accordingly, doubtful

Grammar Focus

Reviewing all parts of speech

Daily Writing

Day 1: Write about a moment when one thing happened to you as a result of something else.

Day 2: Write about a moment when you got caught outside in bad weather.

Day 3: Write about a moment when you explained something to a friend.

Day 4: Write about a moment when something unexpected happened to you.

Assessment(s)

"

New Column

• Unit

Unit 6: Problem Solving

Week

Week 5: "How Ben Franklin Stole the Lightning"

## PA Common Core Standards

## CC.1.4.4.F

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

## CC.1.3.4.F

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

## CC.1.3.4.I

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

## CC.1.3.4.J

Acquire and use accurately gradeappropriate conversational, general academic,

and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.

CC.1.3.4.K

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

CC.1.1.4.D

Know and apply grade level phonics and word analysis skills in decoding words.

Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar

multisyllabic

words.

CC.1.1.4.E

Read with accuracy

and fluency to

support

comprehension.

#### PA Eligible Content

**E04.D.1.2.1** Use correct capitalization.

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

**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.

a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase, including words or phrases that allude to significant characters found in literature (e.g.,

*Herculean effort*).

b. Use common, grade

Latin affixes and roots as clues to the

meaning of a word (e.g.,

*photograph, autograph*

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

a. Explain the meaning of similes and metaphors in context.

- b. Recognize and explain the meaning of common idioms, adages, and proverbs.
- c. Demonstrate understanding of words by relating them to their antonyms and synonyms.

#### Common Core State Standards

- L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
- L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., *wildlife*, *conservation*, *endangered* when discussing animal preservation).
- RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding words.
- RF.4.4. Read with sufficient accuracy and fluency to support comprehension.
- RL.4.4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).
- RL.4.5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
- RL.4.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

#### Comprehension Skills

Author's Perspective

#### Vocabulary

hilarious, mischief, independence, came in handy, dizzy, nowadays

#### Spelling

unchanged, unnamed, restate, reverse, unfrequent, invisible, prepaid, displease, action, establishment, oversized, prejudice, interstate, intersect, deflated, semiweekly, happily, kindness, finally, fearful

Challenge Words: transplant, superhuman, biology, preventable

Grammar Focus

Reviewing parts of speech

Daily Writing

Day 1: Write about a moment when you discovered something that surprised you or interested you about any topic.

Day 2: Write about a moment when you watched a sports game.

Day 3: Write about a moment when you shared information about your favorite athlete or entertainer.

Day 4: Write about a moment when you told a friend about something you learned in school or on the news.

Assessment(s)

"

New Column

---