

Springfield School District - Integrated Elementary Curriculum

Grade - 4 Unit - 1		Essential Question - <i>How do variables impact outcomes?</i>	
	<p>Reading Focus: CC.1.3 Reading Literature Students read and respond to works of literature - with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.</p> <p>CC.1.4.4.S Writing in Response to Text Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.</p>	<p>Writing Focus: CC.1.4 Writing (Poetry, Narrative) Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</p>	<p>Content Area Focus: Community (RC), Scientific Process, Variables</p>
1	<p>Instructional Focus: CC.1.3.4.A Determine a theme of a text from details in the text; summarize the text.</p> <p>CC.1.3.4.B Refer to details and examples in text to support what the text says explicitly and make inferences.</p> <p>Eligible Content: Eo4.A-K.1.1 .2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p>Eo4.B-K.1.1.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>Resources/Lessons: The Keeping Quilt The Juice Box Bully The Best Part of Me Peppe the Lamplighter Peppe - Graphic Organizer</p>	<p>Instructional Focus: CC.1.4.4.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>Eligible Content: Eo4.D.1.2.4 Spell grade-appropriate words correctly.</p> <p>Eo4.D.1.2.1 Use correct capitalization.</p> <p>1-Writing is a tool for deepening your understanding about what you read. ---Task: write in response to reading</p> <p>2-Writing is a tool for understanding what you learn, observe, and do. ---Task: Reflective writing content area instruction-creating class rules/norms</p> <p>3-Writing is a tool for sharing information about yourself and your learning with others in your classroom community. ---Task: write Bio Poem and Best Part of Me</p> <p>Resources/Lessons: The Keeping Quilt - Bio poem The Juice Box Bully - Classroom Rules The Best Part of Me - Poem Peppe the Lamplighter - Goal setting - Hopes and Dreams and Growth Mindset Optional - Peppe the Lamplighter- written response Promise for Family - write an appropriate conclusion that follows a narrated experiences or events</p>	<p>Instructional Focus: 5.1.4.A. Examine school rules and consequences.</p> <p>5.1.4.B. Explain rules and laws for the classroom, school, community, and state.</p> <p>5.2.4.A. Identify individual rights and needs and the rights and needs of others in the classroom, school, and community.</p> <p>5.2.4.D. Describe how citizens participate in school and community activities</p> <p>Resources/Lessons: The Keeping Quilt The Juice Box Bully The Best Part of Me Peppe the Lamplighter Peppe - Graphic Organizer</p>

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	Reading Focus: <i>CC.1.3 Reading Literature</i> <i>CC.1.4.4.S Writing in Response to Literature</i>	Writing Focus: <i>CC.1.4 Writing (Poetry,Narrative)</i>	Content Area Focus: <i>Scientific Process, Variables</i>
2 9/9 - 9/13	<p>Instructional Focus: 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.B Refer to details and examples in text to support what the text says explicitly and make inferences. Eligible Content: Eo4.A-K.1.1.3 Describe in depth a character, setting, or event in a story, drama, or poem, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). Eo4.B-K.1.1.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>Resources/Lessons: The Keeping Quilt The Juice Box Bully The Best Part of Me Peppe the Lamplighter Peppe - Graphic Organizer</p> <p>Ready PA Core Reading (RPACR) Unit 2 Lesson 8 Describing Settings and Events in Stories</p> <p>Vocabulary Lessons: Unit 1 Week 1 Introduction</p>	<p>Instructional Focus: CC.1.4.4.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. Eligible Content: Eo4.D.1.2.4 Spell grade-appropriate words correctly. Eo4.D.1.2.1 Use correct capitalization. 1-Writing is a tool for deepening your understanding about what you read. ---Task: write in response to reading 2-Writing is a tool for understanding what you learn, observe, and do. ---Task: Reflective writing content area instruction-creating class rules/norms 3-Writing is a tool for sharing information about yourself and your learning with others in your classroom community. ---Task: write Bio Poem and Best Part of Me</p> <p>Resources/Lessons: The Keeping Quilt - Bio poem The Juice Box Bully - Classroom Rules The Best Part of Me - Poem Peppe the Lamplighter - Goal setting - Hopes and Dreams and Growth Mindset Optional - Peppe the Lamplighter- written response Promise for Family - write an appropriate conclusion that follows a narrated experiences or events</p> <p>Grammar Skills: BAW - Lesson 1 Complete Sentences</p>	<p>Instructional Focus: 3.2: Inquiry and Design 3.2.4.C Recognize and use the elements of scientific inquiry to solve problems 3.2.4.D Recognize and use the technological design process to solve problems.</p> <p>Eligible Content S4.A.2.1.1 Generate questions about objects, organisms, or events that can be answered through scientific investigations. S4.A.2.1.2 Design and describe an investigation (a fair test) to test one variable. S4.A.2.1.4 State a conclusion that is consistent with the information/data.</p> <p>Resources/Lessons: RPACR Unit 1 Lesson 4 Understanding Scientific Text</p> <p>Mastering PSSA Science (M-Sc) Lesson 3 What is Science? Lesson 4 Scientific Reasoning</p>
Start i-Ready testing and Back-to-School night.			

Grade - 4 Unit - 1		Essential Question - <i>How do variables impact outcomes?</i>	
	Reading Focus: <i>CC.1.3 Reading Literature</i> <i>CC.1.4.4.S Writing in Response to Literature</i>	Writing Focus: <i>CC.1.4 Writing (Poetry,Narrative)</i>	Content Area Focus: <i>Scientific Process, Variables</i>
3 9/16-9/20	<p>Instructional Focus: CC.1.3.4. A Determine a theme of a text from details in the text; summarize the text.</p> <p>CC.1.3.4.B Refer to details and examples in text to support what the text says explicitly and make inferences.</p> <p>Eligible Content: Eo4.A-K.1.1.3 Describe in depth a character, setting, or event in a story, drama, or poem, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).</p> <p>Eo4.B-K.1.1.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>Resources/Lessons:</p> <p>RPACR Unit 2 Lesson 9 Determining the Theme of a Story Bicycle Man Grandfather's Journey</p> <p>Vocabulary Lessons:</p> <p>Unit 1 Week 2 - Assessment</p>	<p>Instructional Focus: CC.1.4.4.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>Eligible Content: Eo4.D.1.2.4 Spell grade-appropriate words correctly.</p> <p>Eo4.D.1.2.1 Use correct capitalization.</p> <p>Eo4.D.1.1.6 Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.</p> <p>1-Writing is a tool for deepening your understanding about what you read. ---Task: write in response to reading</p> <p>2-Writing is a tool for understanding what you learn, observe, and do. ---Task: Set up a science notebook and initiate quick-writes and reflective writing in science</p> <p>3-Writing is a tool for sharing information about yourself and your learning with others in your classroom community. ---Task: prewriting activities for personal narrative</p> <p>Resources/Lessons:</p> <p>BAW Unit 3 Personal Narrative Introduction to the Writing Process -</p> <p>Grammar Skills:</p> <p>BAW - Lesson 2 Compound Sentences</p>	<p>Instructional Focus:3.2: Inquiry and Design</p> <p>Standards/Eligible Content Addressed 3.1.4.A.1, 3.4.4.C.3</p> <p>Eligible Content</p> <p>S4.A.2.1.1 Generate questions about objects, organisms, or events that can be answered through scientific investigations.</p> <p>S4.A.2.1.2 Design and describe an investigation (a fair test) to test one variable.</p> <p>S4.A.2.1.4 State a conclusion that is consistent with the information/data.</p> <p>Resources/Lessons:</p> <p>M-Sc Lesson 5 Designing a Scientific Investigation</p> <p>Ladders to Success (LS) topics 1 and 2</p> <p>Science A-Z Variables Article</p> <p>Introducing Analysis: Photo Analysis activity</p>

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	Reading Focus: <i>CC.1.3 Reading Literature</i> <i>CC1.4.4.S Writing in Response to Literature</i>	Writing Focus: <i>CC.1.4 Writing (Poetry,Narrative)</i>	Content Area Focus: <i>Scientific Process, Variables</i>
4 9/23- 9/27	Instructional Focus: CC.1.3.4. A Determine a theme of a text from details in the text; summarize the text. CC.1.3.4.B Refer to details and examples in text to support what the text says explicitly and make inferences. Eligible Content: <i>Eo4.A-K.1.1.3 Describe in depth a character, setting, or event in a story, drama, or poem, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).</i> <i>Eo4.B-K.1.1.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</i> Resources/Lessons: RPACR Unit 2 Lesson 10 Determining the Theme of a Poem Tea with Milk Lesson Plans Tea with Milk Point of View Tea With Milk Implicit vs Explicit Tea with Milk Story Map Vocabulary Lessons: Unit 2 Week 1 Introduction	Instructional Focus: CC.1.4.4.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts. CC.1.4.4.R Demonstrate a grade-appropriate command of the conventions of standard English Eligible Content: <i>Eo4.C.1.3.5 Provide a conclusion that follows from the narrated</i> <i>Eo4.D.1.1.6 Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.</i> Resources/Lessons: BAW Unit 3 Personal Narrative Introduction to the Writing Process Grammar Skills: BAW - Lesson 3 Complex Sentences RPACL Lesson 12 Using Commas with Coordinating Conjunctions	Instructional Focus: 3.2: Inquiry and Design Standards Addressed 3.1.4.A1, 3.2.4.C, 3.2.4.D Eligible Content S4.A.2.1.1 Generate questions about objects, organisms, or events that can be answered through scientific investigations. S4.A.2.1.2 Design and describe an investigation (a fair test) to test one variable. S4.A.2.1.4 State a conclusion that is consistent with the information/data. Resources/Lessons: RPACR Unit 1 Lesson 3 Understanding Technical Text: Pulse and Rhino Lesson Variables investigation # 1 Swingers: See assessment section for more short responses Mastering- Systems Lesson Pg. 40-41 and Flocab
9/23 - Start Go Blue			

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	Reading Focus: <i>CC.1.3 Reading Literature</i> <i>CC.1.4.4.S Writing in Response to Literature</i>	Writing Focus: <i>CC.1.4 Writing (Poetry, Narrative, Essay)</i>	Content Area Focus: <i>Scientific Process, Variables</i>
5 9/30 - 10/4	<p>Instructional Focus: <i>CC.1.3.4.A</i> Determine a theme of a text from details in the text; summarize the text.</p> <p>Eligible Content: <i>Eo4.A-K.1.1 .2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.</i></p> <p>Resources/Lessons:</p> <p>RCCR Unit 2 Lesson 11 Summarizing Literary Texts</p> <p><u>Teammates</u> Somebody wanted - but- so :)</p> <p>Vocabulary Lessons:</p> <p>Unit 2 Week 2 Assessment including Grammar Check</p>	<p>Instructional Focus: <i>CC.1.4.4.O</i> Use dialogue and descriptions to develop experiences and events or show the responses of characters to situations; use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p><i>CC.1.4.4.P</i> Organize an event sequence that unfolds naturally, using a variety of transitional words and phrases to manage the sequence of events; provide a conclusion that follows from the narrated experiences and events. <i>CC.1.4.4.R</i> Demonstrate a grade-appropriate command of the conventions of standard English</p> <p>Eligible Content:<i>Eo4.C.1.3.2 Use narrative techniques such as dialogue and description to develop experiences and events or to show the responses of characters to situations.Eo4.C.1.3.3 Use a variety of transitional words and phrases to manage the sequence of events. Eo4.D.1.1.6 Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.</i></p> <p>Resources/Lessons:</p> <p>BAW Unit 3 Personal Narrative</p> <p>Grammar Skills:</p> <p><u>BAW - Lesson 4 Sentence Fragments</u></p> <p>RCCL Lesson 6 Complete Sentences and Fragments</p>	<p>Instructional Focus:<i>3.2: Inquiry and Design</i></p> <p>Standards Addressed 3.1.4.A1, 3.2.4.C, 3.2.4.D,</p> <p>Eligible Content S4.A.2.1.1 Generate questions about objects, organisms, or events that can be answered through scientific investigations. S4.A.2.1.2 Design and describe an investigation (a fair test) to test one variable. S4.A.2.1.4 State a conclusion that is consistent with the information/data.</p> <p>Resources/Lessons:</p> <p>RPACR Unit 1 Lesson 3 Understanding Technical Text Floating and Sinking Lessons</p> <p>Variables Investigation 2 - Lifeboats: See assessment section for more short responses</p> <p>Start TDA's Into to/break apart prompt</p>

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	Reading Focus: <i>CC.1.3 Reading Literature</i> <i>CC.1.4.4.S Writing in Response to Literature</i>	Writing Focus: <i>CC.1.4 Writing (Poetry, Narrative)</i>	Content Area Focus: <i>Scientific Process, Variables</i>
6 10/7- 10/11	<p>Instructional Focus: <i>CC.1.3.4.D</i> Compare and contrast an event or topic told from two different points of view.</p> <p>Eligible Content: <i>Eo4.A-C.2.1.1</i> Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p> <p>Resources/Lessons:</p> <p>RPACR Unit 2 Lesson 12 Supporting Inferences about Literary Texts</p> <p>Heroes</p> <p>Vocabulary Lessons:</p> <p>Unit 3 Week 1 Introduction</p>	<p>Instructional Focus: <i>CC.1.4.4.O</i> Use dialogue and descriptions to develop experiences and events or show the responses of characters to situations; use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p><i>CC.1.4.4.P</i> Organize an event sequence that unfolds naturally, using a variety of transitional words and phrases to manage the sequence of events; provide a conclusion that follows from the narrated experiences and events. <i>CC.1.4.4.R</i> Demonstrate a grade-appropriate command of the conventions of standard English</p> <p>Eligible Content:<i>Eo4.C.1.3.2</i> Use narrative techniques such as dialogue and description to develop experiences and events or to show the responses of characters to situations.<i>Eo4.C.1.3.3</i> Use a variety of transitional words and phrases to manage the sequence of events. <i>Eo4.D.1.1.6</i> Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.</p> <p>Resources/Lessons:</p> <p>RCCW Lesson 3 Analyzing Literature Steps 1 - 3</p> <p>Grammar Skills:</p> <p>BAW Lesson 5 Run-on Sentences</p> <p>RPACL Lesson 7 Run-on Sentences</p>	<p>Instructional Focus:<i>3.2: Inquiry and Design</i></p> <p>Standards Addressed 3.1.4.A1, 3.2.4.C, 3.2.4.D,</p> <p>Eligible Content S4.A.2.1.1 Generate questions about objects, organisms, or events that can be answered through scientific investigations. S4.A.2.1.2 Design and describe an investigation (a fair test) to test one variable. S4.A.2.1.4 State a conclusion that is consistent with the information/data.</p> <p>Resources/Lessons:</p> <p>Variables Investigation 4 Flippers See assessment section for more short responses</p> <p>Review Day</p> <p>MidTerm- Mastering Question (10-12)</p>
Possible Scored Writing Prompt #1 - Writing to a prompt - Narrative			

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	Reading Focus: <i>CC.1.3 Reading Literature</i> <i>CC1.4.4.S Writing in Response to Literature</i>	Writing Focus: <i>CC.1.4 Writing (Poetry,Narrative)</i>	Content Area Focus: <i>Scientific Process, Variables</i>
<p>7</p> <p>10/14-10/18</p>	<p>Instructional Focus: CC.1.3.4.K Read and comprehend literary fiction on grade level, reading independently and proficiently.</p> <p>Eligible Content: <i>E04.A-K.1.1 .2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.</i></p> <p>Resources/Lessons:</p> <p>RPACR Unit 2 Lesson 7 Describing Characters</p> <p>Heroes</p> <p>Vocabulary Lessons:</p> <p>Unit 3 Week 2 Assessment including Grammar Check</p>	<p>Instructional Focus: CC.1.4.4.M Write narratives to develop real or imagined experiences or events. CC1.4.4.N,CC1.4.4.O,CC1.4.4.P, CC1.4.4.Q Choose words and phrases to convey ideas precisely. CC.1.4.4.R Demonstrate a grade-appropriate command of the conventions of standard English</p> <p>Eligible Content:<i>E04.C.1.3.2 Use narrative techniques such as dialogue and description to develop experiences and events or to show the responses of characters to situations.E04.C.1.3.3 Use a variety of transitional words and phrases to manage the sequence of events. E04.C.1.3.4 Use concrete words and phrases and sensory details to convey experiences and events precisely..E04.D.1.1.6 Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.</i></p> <p>Resources/Lessons:</p> <p>RCCW Lesson 3 Analyzing Literature Steps 3 - 5</p> <p>Grammar Skills:</p> <p>BAW Lesson 6 review</p>	<p>Instructional Focus:3.2: Inquiry and Design</p> <p>Standards/Eligible Content Addressed 3.1.4.A1, 3.2.4.C, 3.2.4.D</p> <p>Eligible Content</p> <p>S4.A.1.1 Identify and explain the application of scientific, environmental, or technological knowledge to possible solutions to problems</p> <p>S4.A.1.1.1 Distinguish between a scientific fact and an opinion, providing clear explanations that connect observations and results (e.g., a scientific fact can be supported by making observations).</p> <p>S4.A.2.1.1 Generate questions about objects, organisms, or events that can be answered through scientific investigations.</p> <p>S4.A.2.1.2 Design and describe an investigation (a fair test) to test one variable.</p> <p>S4.A.2.1.3 Observe a natural phenomenon (e.g., weather changes, length of daylight/night, movement of shadows, animal migrations, growth of plants), record observations, and then make a prediction based on those observations.</p> <p>S4.A.2.1.4 State a conclusion that is consistent with the information/data.</p> <p>S4.A.2.2.1 Identify appropriate tools or instruments for specific tasks and describe the information they can provide (e.g., measuring: length - ruler, mass - balance scale, volume - beaker, temperature - thermometer; making observations: hand lens, binoculars, telescope).</p> <p>S4.A.3.2.1 Identify what different models represent (e.g., maps show physical features, directions, distances; globes represent Earth; drawings of watersheds depict terrain; dioramas show ecosystems; concept maps show relationships of ideas).</p> <p>Resources/Lessons:</p> <p>TDA: Citing Evidence</p> <p>Variables Investigation 3 Plane Sense: Into Experiment Sheet for Independent Experiment</p> <p>Start own experiments: Question and Hypothesis</p>
Possible Scored Writing Prompt #1 - Writing to a prompt - Narrative			

Grade - 4 Unit - 1		Essential Question - <i>How do variables impact outcomes?</i>	
	Reading Focus: <i>CC.1.3 Reading Literature</i> <i>CC1.4.4.S Writing in Response to Literature</i>	Writing Focus: <i>CC.1.4 Writing (Poetry,Narrative)</i>	Content Area Focus: <i>Scientific Process, Variables</i>
8 10/21- 10/25	<p>Instructional Focus:CC.1.3.4.B Cite relevant details from text to support what the text says explicitly and make inferences.</p> <p>Eligible Content: <i>E04.A-K.1.1.1 Refer to details and examples in a text when explaining what the text explicitly says and when drawing inferences from the text.</i></p> <p>Resources/Lessons: RPACR Unit 2 Interim Assessment</p> <p>Vocabulary Lessons: Unit 4 -Week 1 Introduction</p>	<p>Instructional Focus: CC.1.4.4.M Write narratives to develop real or imagined experiences or events. CC1.4.4.N,CC1.4.4.O,CC1.4.4.P, CC1.4.4.Q, CC1.4.4.R CC.1.4.4.R Demonstrate a grade-appropriate command of the conventions of standard English</p> <p>Eligible Content:<i>E04.C.1.3.2 Use narrative techniques such as dialogue and description to develop experiences and events or to show the responses of characters to situations.E04.C.1.3.3 Use a variety of transitional words and phrases to manage the sequence of events. E04.C.1.3.4 Use concrete words and phrases and sensory details to convey experiences and events precisely. E04.C.1.3.5 Provide a conclusion that follows from the narrated experiences or events.</i></p> <p>Resources/Lessons: RCCW Lesson 3 Analyzing Literature Steps 6 - 9</p> <p>Grammar Skills: <u>BAW Lesson 7 Singular, Plural, and Possessive Nouns</u></p>	<p>Instructional Focus:3.2: Inquiry and Design</p> <p>Standards/Eligible Content Addressed 3.1.4.A1, 3.2.4.C, 3.2.4.D Eligible Content S4.A.1.1 Identify and explain the application of scientific, environmental, or technological knowledge to possible solutions to problems S4.A.1.1.1 Distinguish between a scientific fact and an opinion, providing clear explanations that connect observations and results (e.g., a scientific fact can be supported by making observations). S4.A.2.1.1 Generate questions about objects, organisms, or events that can be answered through scientific investigations. S4.A.2.1.2 Design and describe an investigation (a fair test) to test one variable. S4.A.2.1.3 Observe a natural phenomenon (e.g., weather changes, length of daylight/night, movement of shadows, animal migrations, growth of plants), record observations, and then make a prediction based on those observations. S4.A.2.1.4 State a conclusion that is consistent with the information/data. S4.A.2.2.1 Identify appropriate tools or instruments for specific tasks and describe the information they can provide (e.g., measuring: length - ruler, mass - balance scale, volume - beaker, temperature - thermometer; making observations: hand lens, binoculars, telescope). S4.A.3.2.1 Identify what different models represent (e.g., maps show physical features, directions, distances; globes represent Earth; drawings of watersheds depict terrain; dioramas show ecosystems; concept maps show relationships of ideas).</p> <p>Resources/Lessons: Variables -Write up a scientific investigation... Do Experiments On Own</p>
Possible BAS Testing			

Springfield School District - Integrated Elementary Curriculum

Grade-4 Unit-2		Essential Question - How does human activity impact natural and manmade systems?	
	<p>Reading Focus: CC.1.2 Reading Informational Text Students read and respond to informational text - with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.</p> <p>CC.1.4.4.S Writing in Response to Text Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.</p>	<p>Writing Focus: CC.1.4 Writing Informative/Explanatory Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</p>	<p>Content Area Focus: Energy and Electricity</p>
<p>1</p> <p>10/28 - 11/1</p>	<p>Instructional Focus: CC.1.2.4.A Determine the main idea of a text and explain how it is supported by key details; summarize the text. CC.1.3.4.B Refer to details and examples in text to support what the text says explicitly and make inferences.</p> <p>Eligible Content: Eo4.B-K.1.1.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text. Eo4.B-K.1.1.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>Resources/Lessons:</p> <p>RPACR Unit 1 Lesson 1 Finding Main Idea and Details</p> <p>Vocabulary Lessons:</p> <p>Unit 4 Week 2 Assessment & Grammar Check</p>	<p>Instructional Focus: CC.1.4.4.A Write informative/ explanatory texts to examine a topic and convey ideas and information clearly. CC.1.4.4.B Identify and introduce the topic clearly. CC.1.4.4.F Demonstrate a grade-appropriate command of the conventions of standard English grammar.</p> <p>Eligible Content: Eo4.C.1.2.1 Introduce a topic for the intended audience and group related information in paragraphs and/or sections to support the writer's purpose. Eo4.C.1.2.2 Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>Resources/Lessons:</p> <p>SN - Just Write: Information Notebook SN - Just Write: Information PDF</p> <p>Grammar Skills:</p> <p>BAW Lesson 8 Subject and Object Pronouns</p>	<p>Instructional Focus: 3.2: Inquiry and Design</p> <p>Standards/Eligible Content Addressed</p> <p>3.1.4.A1, 3.2.4.C, 3.2.4.D, S4.A.2.1, S4.A.2.1.2, S4.A.2.1.1 S4.A.2.1.4</p> <p>Resources/Lessons:</p> <p>Review Unit 1 Final Assessment- A Drop Around the World STEM on Halloween 2 Days TDA Writing- Explain Thinking</p>
<p>Halloween Parade and Celebrations Possible BAS Testing</p>			

Grade-4 Unit-2		Essential Question - <i>How does human activity impact natural and manmade systems?</i>	
	Reading Focus: <i>CC.1.2 Reading Informational Text</i>	Writing Focus: <i>CC.1.4 Writing Informative/Explanatory</i>	Content Area Focus: <i>Energy and Electricity</i>
2 11/4 - 11/8	<p>Instructional Focus: <i>CC.1.2.4.C</i> Explain events, procedures, ideas, or concepts in a text, including what happened and why, based on specific information in the text.</p> <p>Eligible Content: <i>E04.B-K.1.1.3</i> Explain events, procedures, ideas, steps, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p> <p>Resources/Lessons:</p> <p>RPACR Unit 1 Lesson 2 Understanding Historical Texts</p> <p>Vocabulary Lessons:</p> <p>Unit 5 Week 1 Introduction</p>	<p>Instructional Focus: <i>CC.1.4.4.A</i> Write informative/ explanatory texts to examine a topic and convey ideas and information clearly. <i>CC.1.4.4.B</i> Identify and introduce the topic clearly. <i>CC.1.4.4.F</i> Demonstrate a grade-appropriate command of the conventions of standard English grammar.</p> <p>Eligible Content: <i>E04.C.1.2.1</i> Introduce a topic for the intended audience and group related information in paragraphs and/or sections to support the writer's purpose. <i>E04.C.1.2.2</i> Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>Resources/Lessons:</p> <p>SN - Just Write: Information Notebook SN - Just Write: Information PDF</p> <p>Grammar Skills:</p> <p>BAW Lesson 9 Possessive Pronouns</p>	<p>Instructional Focus:</p> <p>Physical properties, physical change, energy and matter.</p> <p>Standards/Eligible Content Addressed</p> <p>3.4.4.A, 3.2.4.B, S4.C.1.1.1, S4.C.1.1.2</p> <p>3.4.4.B, 3.4.4.C, S4.C.2.1.1, S4.C.2.1.3</p> <p>3.4.4.C, 3.6.4.C, 3.2.4.B, S4.C.3.1.1., S4.C.3.1.2, S4.C.3.1.3</p> <p>Resources/Lessons:</p> <p>Mastering the PSSA - Lesson 11 Ladders Topic 4 - Properties of Matter</p>
Election/Professional Development Day Possible BAS Testing			

Grade-4 Unit-2		Essential Question - <i>How does human activity impact natural and manmade systems?</i>	
	Reading Focus: <i>CC.1.2 Reading Informational Text</i>	Writing Focus: <i>CC.1.4 Writing Informative/Explanatory</i>	Content Area Focus: <i>Energy and Electricity</i>
3 11/11 - 11/15	<p>Instructional Focus: <i>CC.1.2.4.C</i> Explain events, procedures, ideas, or concepts in a text, including what happened and why, based on specific information in the text.</p> <p>Eligible Content: <i>Eo4.B-K.1.1.3</i> Explain events, procedures, ideas, steps, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p> <p>Resources/Lessons:</p> <p>RPACR Unit 1 Lesson 5 Summarizing Informational Text</p> <p>Now and Ben</p> <p>Vocabulary Lessons:</p> <p>Unit 5 Week 2 Assessment & Grammar Check</p>	<p>Instructional Focus: <i>CC.1.4.4.A</i> Write informative/ explanatory texts to examine a topic and convey ideas and information clearly. <i>CC.1.4.4.B</i> Identify and introduce the topic clearly. <i>CC.1.4.4.C</i> Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension. <i>CC.1.4.4.F</i> Demonstrate a grade-appropriate command of the conventions of standard English grammar.</p> <p>Eligible Content: <i>Eo4.C.1.2.1</i> Introduce a topic for the intended audience and group related information in paragraphs and/or sections to support the writer's purpose. <i>Eo4.C.1.2.2</i> Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. <i>Eo4.C.1.2.3</i> Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). <i>Eo4.D.1.1.1</i> Use relative pronouns</p> <p>Resources/Lessons:</p> <p>RCCW Lesson 2 - Writing to Inform - Article Steps 1 - 4</p> <p>Grammar Skills:</p> <p>BAW Lesson 10 Relative Pronouns</p>	<p>Instructional Focus: Physical properties, physical change, energy and matter.</p> <p>Standards/Eligible Content Addressed</p> <p>3.4.4.A, 3.2.4.B, S4.C.1.1.1, S4.C.1.1.2</p> <p>3.4.4.B, 3.4.4.C, S4.C.2.1.1, S4.C.2.1.3</p> <p>3.4.4.C, 3.6.4.C, 3.2.4.B, S4.C.3.1.1., S4.C.3.1.2, S4.C.3.1.3</p> <p>Resources/Lessons:</p> <p>Mastering the PSSA - Lesson 12 (Pt 1) Ladders Topic 3 - Motion, Forces, and Changes</p> <p>How Ben Stole Lightning: TDA: Text Structure</p>

Grade-4 Unit-2 (10/29/18-12/21/18) Essential Question - How does human activity impact natural and manmade systems?

	Reading Focus: <i>CC.1.2 Reading Informational Text</i>	Writing Focus: <i>CC.1.4 Writing Informative/Explanatory</i>	Content Area Focus: <i>Energy and Electricity</i>
4 11/18 - 11/22	<p>Instructional Focus: CC.1.2.4.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.</p> <p>Eligible Content: <i>EO4.B-K.1.1.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.</i></p> <p>Resources/Lessons:</p> <p>RPACR Unit 1 Lesson 6 Supporting Inferences about Informational Text</p> <p><u>Odd Boy Out</u></p> <p>Vocabulary Lessons:</p> <p>Unit 6 Week 1 Introduction</p>	<p>Instructional Focus:CC.1.4.4.A Write informative/ explanatory texts to examine a topic and convey ideas and information clearly. CC.1.4.4.C Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension. CC.1.4.4.D Group related information in paragraphs and sections, linking ideas within categories of information using words and phrases; provide a concluding statement or section; include formatting when useful to aiding comprehension. CC.1.4.4.F Demonstrate a grade-appropriate command of the conventions of standard English grammar.</p> <p>Eligible Content: <i>EO4.E.1.1.2 Develop the analysis using a variety of evidence from text(s) to support claims, opinions, ideas, and inferences.</i></p> <p><i>EO4.C.1.2.3 Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).</i> EO4.D.1.1.1 Use relative pronouns phrases (e.g., another, for example, also, because).</p> <p>Resources/Lessons:</p> <p>RCCW Lesson 2 - Writing to Inform - Article Steps 5-9</p> <p>Grammar Skills:</p> <p><u>BAW Lesson 11 Relative Pronouns</u></p>	<p>Instructional Focus: Physical properties, physical change, energy and matter.</p> <p>Standards/Eligible Content Addressed</p> <p>3.4.4.A, 3.2.4.B, S4.C.1.1.1, S4.C.1.1.2</p> <p>3.4.4.B, 3.4.4.C, S4.C.2.1.1, S4.C.2.1.3</p> <p>3.4.4.C, 3.6.4.C, 3.2.4.B, S4.C.3.1.1, S4.C.3.1.2, S4.C.3.1.3</p> <p>Resources/Lessons:</p> <p>Mastering the PSSA - Lesson 12 (Pt 2)</p> <p>Ladders Topic 5 - Electricity Adds Up- Transfers</p>
Last week before Conferences and Thanksgiving Holiday			

Grade-4 Unit-2 (10/29/18-12/21/18) Essential Question - How does human activity impact natural and manmade systems?

	Reading Focus: <i>CC.1.2 Reading Informational Text</i>	Writing Focus: <i>CC.1.4 Writing Informative/Explanatory</i>	Content Area Focus: <i>Energy and Electricity</i>
5 12/2 - 12/6	<p>Instructional Focus: CC.1.2.4.B Refer to details and examples in text to support what the text says explicitly and make inferences.</p> <p>Eligible Content: EO4.B-K.1.1.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>Resources/Lessons: RPACR Unit 1 Interim Assessment</p> <p>Vocabulary Lessons: Unit 6 Week 2 Assessment & Grammar Check</p>	<p>Instructional Focus: CC.1.4.4.A Write informative/ explanatory texts to examine a topic and convey ideas and information clearly. CC.1.4.4.D Group related information in paragraphs and sections, linking ideas within categories of information using words and phrases; provide a concluding statement or section; include formatting when useful to aiding comprehension..CC.1.4.4.E Use precise language and domain-specific vocabulary to inform about or explain the topic. CC.1.4.4.F Demonstrate a grade-appropriate command of the conventions of standard English grammar.</p> <p>Eligible Content: EO4.E.1.1.4 Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events.. EO4.E.1.1.3 Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). EO4.E.1.1.5 Provide a concluding statement or section related to the analysis presented.</p> <p>EO4.D.1.1.1 Use relative pronouns (e.g., who, whose, whom, which, that) and relative adverbs (e.g., where, when, why).</p> <p>Resources/Lessons: Introduce TDA</p> <p>Grammar Skills: BAW Lesson 12 Common Misused words</p>	<p>Instructional Focus: Physical properties, physical change, energy and matter.</p> <p>Standards/Eligible Content Addressed</p> <p>3.4.4.A, 3.2.4.B, S4.C.1.1.1, S4.C.1.1.2</p> <p>3.4.4.B, 3.4.4.C, S4.C.2.1.1, S4.C.2.1.3</p> <p>3.4.4.C, 3.6.4.C, 3.2.4.B, S4.C.3.1.1., S4.C.3.1.2, S4.C.3.1.3</p> <p>Resources/Lessons: Ladders- Renewable vs. Non-renewable Resources: BrainPop and Flocab Earth Science National Geo (Renewable/Non-Renewable)</p> <p>Electricity Unit: Lessons 1, 3 5, 6, 7</p> <p>TDA: Train Time</p>

Possible Scored Writing Assessment - Nonfiction TDA

Grade-4 Unit-2 (10/29/18-12/21/18) Essential Question - How does human activity impact natural and manmade systems?

	Reading Focus: <u>CC.1.2 Reading Informational Text</u>	Writing Focus: <u>CC.1.4 Writing Informative/Explanatory</u>	Content Area Focus: <i>Energy and Electricity</i>
6 12/9 - 12/13	<p>Instructional Focus: <u>CC.1.2.4.E</u> Use text structure to interpret information (e.g., chronology, comparison, cause/effect, problem/ solution). Eligible Content: <u>Eo4.B-C.2.1.2</u> Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information and text features in a text or part of a text</p> <p>Resources/Lessons:</p> <p>RPACR Unit 3 Lesson 13 Unfamiliar Words</p> <p>Vocabulary Lessons:</p> <p>Unit 7 Week 1 Introduction</p>	<p>Instructional Focus: <u>CC.1.4.4.A</u> Write informative/ explanatory texts to examine a topic and convey ideas and information clearly. <u>CC.1.4.4.D</u> Group related information in paragraphs and sections, linking ideas within categories of information using words and phrases; provide a concluding statement or section; include formatting when useful to aiding comprehension. <u>CC.1.4.4.F</u> Demonstrate a grade-appropriate command of the conventions of standard English grammar. Eligible Content: <u>Eo4.E.1.1.3</u> Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). <u>Eo4.E.1.1.5</u> Provide a concluding statement or section related to the analysis presented.</p> <p>Resources/Lessons:</p> <p><u>"Seashells" guided prompt</u></p> <p>Grammar Skills:</p> <p><u>BAW Lesson 13 Review</u></p>	<p>Instructional Focus: Physical properties, physical change, energy and matter.</p> <p>Standards/Eligible Content Addressed</p> <p>3.4.4.A, 3.2.4.B, S4.C.1.1.1, S4.C.1.1.2</p> <p>3.4.4.B, 3.4.4.C, S4.C.2.1.1, S4.C.2.1.3</p> <p>3.4.4.C, 3.6.4.C, 3.2.4.B, S4.C.3.1.1, S4.C.3.1.2, S4.C.3.1.3</p> <p>Resources/Lessons:</p> <p>Finish Train Time TDA</p> <p>Electricity Unit Lessons 10-11 Review for Test Unit 2 Final</p>
Possible Scored Writing Assessment - Nonfiction TDA			

Grade-4 Unit-2 (10/29/18-12/21/18) Essential Question - How does human activity impact natural and manmade systems?

	Reading Focus: CC.1.2 Reading Informational Text	Writing Focus: CC.1.4 Writing Informative/Explanatory	Content Area Focus: Energy and Electricity
7 12/16 - 12/20	<p>Instructional Focus: CC.1.2.4.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently</p> <p>Resources/Lessons:</p> <p>RPACR Unit 4 Lesson 17 Understanding Vocabulary in Literary Texts</p> <p>Vocabulary Lessons:</p> <p>Unit 7 Week 2 Assessment & Grammar Check</p>	<p>Instructional Focus: CC.1.4.4.A Write informative/ explanatory texts to examine a topic and convey ideas and information clearly. CC.1.4.4.D Group related information in paragraphs and sections, linking ideas within categories of information using words and phrases; provide a concluding statement or section; include formatting when useful to aiding comprehension. CC.1.4.4.F Demonstrate a grade-appropriate command of the conventions of standard English grammar.</p> <p>Eligible Content: EO4.E.1.1.3 Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).</p> <p>EO4.E.1.1.5 Provide a concluding statement or section related to the analysis presented.</p> <p>Resources/Lessons:</p> <p>Christmas Tree TDA</p> <p>Grammar Skills:</p> <p>BAW Lesson 14 Verbs</p>	<p>Instructional Focus: Physical properties, physical change, energy and matter.</p> <p>Standards/Eligible Content Addressed</p> <p>3.4.4.A, 3.2.4.B, S4.C.1.1.1, S4.C.1.1.2</p> <p>3.4.4.B, 3.4.4.C, S4.C.2.1.1, S4.C.2.1.3</p> <p>3.4.4.C, 3.6.4.C, 3.2.4.B, S4.C.3.1.1., S4.C.3.1.2, S4.C.3.1.3</p> <p>Resources/Lessons:</p> <p>Urban-Suburban- Write which would be your preference</p> <p>Landforms Day 1: Learn Landforms M-PSSA-Sci</p> <p>Landforms Day 2 Create Island with Clay</p> <p>Kahoot Review</p>
Last week before Winter Break			

Springfield School District - Integrated Elementary Curriculum

Grade -4 Unit -3

Essential Question - How are living organisms and nonliving elements connected?

	<p>Reading Focus: CC.1.2 Reading Informational Text Students read and respond to informational text - with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.</p> <p>CC.1.3 Reading Literature Students read and respond to works of literature - with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.</p>	<p>Writing Focus: CC.1.4 Writing Opinion/Argumentative Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</p> <p>CC.1.4.4.S Writing in Response to Text Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.</p>	<p>Content Area Focus: Ecosystems</p>
<p>1</p> <p>1/2 - 1/3</p>	<p>Instructional Focus: CC.1.2.4.E Use text structure to interpret information (e.g., chronology, comparison, cause/effect, problem/ solution).</p> <p>Eligible Content: Eo4.B-C.2.1.2 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information and text features in a text or part of a text</p> <p>Resources/Lessons: RPACR Unit 3 Lesson 14 Text Structures part 1 Cause/Effect and Compare/Contrast</p> <p>Vocabulary Lessons: Unit 8 Week 1 Introduction</p>	<p>Instructional Focus: CC.1.4.4.G Write opinion pieces on topics or texts. CC.1.4.4.H Introduce the topic and state an opinion on the topic. CC.1.4.4.L Demonstrate a grade-appropriate command of the conventions of standard English grammar.</p> <p>Eligible Content: Eo4.C.1.1.1 Introduce a topic or text for the intended audience, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.</p> <p>Eo4.D.1.1.2 Form and use the progressive verb tenses (e.g., I was walking, I am walking, I will be walking).</p> <p>Resources/Lessons: Analysis of Prompts</p> <p>Grammar Skills: BAW Lesson 15 Simple Verb Tenses</p>	<p>Instructional Focus: Understanding the roles of living and nonliving components within an ecosystem including the interdependent life cycles of animals and plants.</p> <p>Standards/Eligible Content Addressed 3.1.4.A9, 3.2.4.A, 3.3.4.A, 3.3.4.B, 4.2.4.C, 4.3.4.A, 4.3.4.C, 4.6.4.A, 4.7.4.B, 4.6.4.C</p> <p>S4.A.1.3.4, S4.A.1.3.5, S4.A.3.1.2, S4.A.3.1.3, S4.A.3.1.4, S4.A.3.2.2, S4.A.3.2.3 S4.A.3.3.1, S4.B.1.1.1, S4.B.1.1.2, S4.B.1.1.3, S4.B.1.1.4, S4.B.1.1.5, S4.B.2.1.1., S4.B.2.1.2 S4.B.3.1.1, S4.B.3.1.2, S4.B.3.2.1, S4.B.3.2.2</p> <p>Resources/Lessons: Ecosystems L1 Living and Non-Living Inherited Traits Mastering - Lesson 9 122-123</p>
Return from winter break - 2 full days			

Grade -4 Unit -3		Essential Question - How are living organisms and nonliving elements connected?	
	Reading Focus: <i>CC.1.2 Reading Informational Text CC.1.3 Reading Literature CC1.4.4.S Writing in Response to Literature</i>	Writing Focus: <i>CC.1.4 Writing Opinion/Argumentative</i>	Content Area Focus: <i>Ecosystems</i>
2 1/6 - 1/10	<p>Instructional Focus: CC.1.2.4.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently. CC.1.2.4.E Use text structure to interpret information (e.g., chronology, comparison, cause/effect, problem/solution).</p> <p>Eligible Content: <i>Eo4.B-C.2.1.2 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information and text features in a text or part of a text</i></p> <p>Resources/Lessons:</p> <p>RPACR Unit 3 Lesson 14 Text Structures part 1 Cause/Effect and Compare/Contrast</p> <p>Vocabulary Lessons:</p> <p>Unit 8 Week 1 Introduction</p>	<p>Instructional Focus: CCC.1.4.4.G Write opinion pieces on topics or texts. C.1.4.4.I Provide reasons that are supported by facts and details. CC.1.4.4.J Create an organizational structure that includes related ideas grouped to support the writer's purpose and linked in a logical order with a concluding statement or section related to the opinion. CC.1.4.4.L Demonstrate a grade-appropriate command of the conventions of standard English grammar.</p> <p>Eligible Content: <i>Eo4.C.1.1.2 Provide reasons that are supported by facts and details. Eo4.C.1.1.3 Link an opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). Eo4.E.1.1.4 Use precise language and domain-specific vocabulary to inform about or explain the topic. Eo4.E.1.1.5 Provide a concluding statement or section related to the analysis presented. Eo4.D.1.1.2 Form and use the progressive verb tenses (e.g., I was walking, I am walking, I will be walking).</i></p> <p>Resources/Lessons:</p> <p>Analysis of Prompts</p> <p>Grammar Skills:</p> <p>BAW Lesson 15 Simple Verb Tenses</p>	<p>Instructional Focus: Understanding the roles of living and nonliving components within an ecosystem including the interdependent life cycles of animals and plants.</p> <p>Standards/Eligible Content Addressed</p> <p>3.1.4.A9, 3.2.4.A, 3.3.4.A, 3.3.4.B, 4.2.4.C, 4.3.4.A, 4.3.4.C, 4.6.4.A, 4.7.4.B, 4.6.4.C</p> <p>S4.A.1.3.4, S4.A.1.3.5, S4.A.3.1.2, S4.A.3.1.3, S4.A.3.1.4, S4.A.3.2.2, S4.A.3.2.3, S4.A.3.3.1, S4.B.1.1.1, S4.B.1.1.2, S4.B.1.1.3, S4B.1.1.4, S4.B.1.1.5, S4.B.2.1.1., S4.B.2.1.2, S4.B.3.1.1, S4.B.3.1.2, S4.B.3.2.1, S4.B.3.2.2</p> <p>Resources/Lessons:</p> <p>Ecosystems Lesson 2 Set up Terrariums</p> <p>What is a Biome?</p> <p>Biome Walks and Journeys series</p> <p>M-PSSA-Sci - Lesson 9 Characteristics of Living Things 113-121</p>
First full week			

Grade -4 Unit -3		Essential Question - How are living organisms and nonliving elements connected?	
	Reading Focus: <i>CC.1.2 Reading Informational Text</i> <i>CC.1.3 Reading Literature</i> <i>CC.1.4.4.S Writing in Response to Literature</i>	Writing Focus: <i>CC.1.4 Writing Opinion/Argumentative</i>	Content Area Focus: <i>Ecosystems</i>
3 1/13 - 1/17	Instructional Focus: <i>CC.1.2.4.E</i> Use text structure to interpret information (e.g., chronology, comparison, cause/effect, problem/ solution). Eligible Content: <i>Eo4.B-C.2.1.2</i> Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information and text features in a text or part of a text Resources/Lessons: RPACR Unit 3 Lesson 15 Text Structures part 2 Chronology and Problem/Solution Vocabulary Lessons: Unit 8 Week 2 Assessment & Grammar Check	Instructional Focus: <i>CCC.1.4.4.G</i> Write opinion pieces on topics or texts. <i>CC.1.4.4.J</i> Create an organizational structure that includes related ideas grouped to support the writer's purpose and linked in a logical order with a concluding statement or section related to the opinion. <i>CC.1.4.4.L</i> Demonstrate a grade-appropriate command of the conventions of standard English grammar. Eligible Content: <i>Eo4.C.1.1.3</i> Link an opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). <i>Eo4.E.1.1.4</i> Use precise language and domain-specific vocabulary to inform about or explain the topic. <i>Eo4.E.1.1.5</i> Provide a concluding statement or section related to the analysis presented. Resources/Lessons: TDA Mini Lesson Smartboard document Grammar Skills: BAW Lesson 16 Progressive Verb Tenses RPACL Lesson 2 Progressive Verb Tenses	Instructional Focus: Understanding the roles of living and nonliving components within an ecosystem including the interdependent life cycles of animals and plants. Standards/Eligible Content Addressed 3.1.4.A9, 3.2.4.A, 3.3.4.A, 3.3.4.B, 4.2.4.C, 4.3.4.A, 4.3.4.C, 4.6.4.A, 4.7.4.B, 4.6.4.C S4.A.1.3.4, S4.A.1.3.5, S4.A.3.1.2, S4.A.3.1.3, S4.A.3.1.4, S4.A.3.2.2, S4.A.3.2.3 S4.A.3.3.1, S4.B.1.1.1, S4.B.1.1.2, S4.B.1.1.3, S4B.1.1.4, S4.B.1.1.5, S4.B.2.1.1., S4.B.2.1.2 S4.B.3.1.1, S4.B.3.1.2, S4.B.3.2.1, S4.B.3.2.2 Resources/Lessons: Biome Google slides Project Biome Walks and Journeys series Lesson 13 - Earth's Landforms and Resources (pgs 192-200)

Grade -4 Unit -3		Essential Question - How are living organisms and nonliving elements connected?	
	Reading Focus: <u>CC.1.2 Reading Informational Text</u> <u>CC.1.3 Reading Literature</u> <u>CC.1.4.4.S Writing in Response to Literature</u>	Writing Focus: <u>CC.1.4 Writing Opinion/Argumentative</u>	Content Area Focus: <i>Ecosystems</i>
4 1/20 - 1/24	<p>Instructional Focus: CC.1.2.4.D Compare and contrast an event or topic told from two different points of view. CC.1.2.4.I Integrate information from two texts on the same topic to demonstrate understanding of that topic.</p> <p>Eligible Content: Eo4.B-C.2.1.1 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. Eo4.BC.3.1.2 Integrate information from two texts on the same topic in order to demonstrate subject knowledge.</p> <p>Resources/Lessons:</p> <p>RPACR Unit 3 Lesson 16 Comparing Accounts of the Same Topic</p> <p>Vocabulary Lessons:</p> <p>Unit 9 Week 1 Introduction</p>	<p>Instructional Focus: CCC.1.4.4.G Write opinion pieces on topics or texts. CC.1.4.4.J Create an organizational structure that includes related ideas grouped to support the writer's purpose and linked in a logical order with a concluding statement or section related to the opinion. CC.1.4.4.L Demonstrate a grade-appropriate command of the conventions of standard English grammar.</p> <p>Eligible Content: Eo4.C.1.1.3 Link an opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). Eo4.E.1.1.4 Use precise language and domain-specific vocabulary to inform about or explain the topic. Eo4.E.1.1.5 Provide a concluding statement or section related to the analysis presented. Eo4.D.1.1.3 Use modal auxiliaries (e.g., can, may, must) to convey various conditions.</p> <p>Resources/Lessons:</p> <p>Coach Practice Assessments Section 3 page 31</p> <p>Grammar Skills: <u>BAW Lesson 17 Perfect Verb Tenses</u></p>	<p>Instructional Focus: Understanding the roles of living and nonliving components within an ecosystem including the interdependent life cycles of animals and plants.</p> <p>Standards/Eligible Content Addressed 3.1.4.A9, 3.2.4.A, 3.3.4.A, 3.3.4.B, 4.2.4.C, 4.3.4.A, 4.3.4.C, 4.6.4.A, 4.7.4.B, 4.6.4.C</p> <p>S4.A.1.3.4, S4.A.1.3.5, S4.A.3.1.2, S4.A.3.1.3, S4.A.3.1.4, S4.A.3.2.2, S4.A.3.2.3, S4.A.3.3.1, S4.B.1.1.1, S4.B.1.1.2, S4.B.1.1.3, S4B.1.1.4, S4.B.1.1.5, S4.B.2.1.1., S4.B.2.1.2, S4.B.3.1.1, S4.B.3.1.2, S4.B.3.2.1, S4.B.3.2.2</p> <p>Resources/Lessons:</p> <p>Food Chains and Webs- Brainpop and Flocab</p> <p><u>What Eats What Lesson Plan</u> <u>What Eats What summary</u> <u>What Eats What - Delta Science Text pgs 14-16</u></p> <p><u>Dead and Done Delta Science Text pg 17-19</u> <u>Dead and Done Lesson Plan</u> <u>Dead and Done Graphic Organizer</u></p> <p><u>Pass the Energy Please-text</u> <u>Pass the Energy Please-notebook</u> <u>Pass the Energy Please-venn diagram</u> <u>Pass the Energy Please-lessPass the Eneyg Lesson Plan.notebookon plan</u></p> <p>TDA-Scholastic</p>

Grade -4 Unit -3		Essential Question - How are living organisms and nonliving elements connected?	
	Reading Focus: <i>CC.1.2 Reading Informational Text CC.1.3 Reading Literature CC.1.4.4.S Writing in Response to Literature</i>	Writing Focus: <i>CC.1.4 Writing Opinion/Argumentative</i>	Content Area Focus: <i>Ecosystems</i>
5 1/27 - 1/31	<p>Instructional Focus: <i>CC.1.2.4.D Compare and contrast an event or topic told from two different points of view. , CC.1.2.4.E Use text structure to interpret information (e.g., chronology, comparison, cause/effect, problem/ solution) CC.1.2.4.F, CC.1.2.4.I Integrate information from two texts on the same topic to demonstrate understanding of that topic.</i></p> <p>Eligible Content: <i>Eo4.B-C.2.1.1 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. Eo4.BC.3.1.2 Integrate information from two texts on the same topic in order to demonstrate subject knowledge. Eo4.B-C.2.1.2 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information and text features in a text or part of a text</i></p> <p>Eo4.B-V.4.1.1</p> <p>Resources/Lessons:</p> <p>RPACR Unit 3 Interim Assessment</p> <p>Vocabulary Lessons:</p> <p>Unit 9 Week 2 Assessment & Grammar Check</p>	<p>Instructional Focus: <i>CCC.1.4.4.G Write opinion pieces on topics or texts.C.1.4.4.I Provide reasons that are supported by facts and details.CC.1.4.4.J Create an organizational structure that includes related ideas grouped to support the writer's purpose and linked in a logical order with a concluding statement or section related to the opinion.CC.1.4.4.L Demonstrate a grade-appropriate command of the conventions of standard English grammar.</i></p> <p>Eligible Content: <i>Eo4.C.1.1.2 Provide reasons that are supported by facts and details. Eo4.C.1.1.3 Link an opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).Eo4.E.1.1.4 Use precise language and domain-specific vocabulary to inform about or explain the topic. Eo4.E.1.1.5 Provide a concluding statement or section related to the analysis presented. Eo4.D.1.1.8 Ensure subject-verb and pronoun-antecedent agreement.</i></p> <p>Resources/Lessons:</p> <p>Interim/Continue Coach Lesson 13</p> <p>Grammar Skills:</p> <p><u>BAW Lesson 18 Modal Auxiliary Verbs</u></p> <p>RPACL Lesson 3 Modal Auxiliaries</p>	<p>Instructional Focus: Understanding the roles of living and nonliving components within an ecosystem including the interdependent life cycles of animals and plants.</p> <p>Standards/Eligible Content Addressed</p> <p>3.1.4.A9, 3.2.4.A, 3.3.4.A, 3.3.4.B, 4.2.4.C, 4.3.4.A, 4.3.4.C, 4.6.4.A, 4.7.4.B, 4.6.4.C</p> <p>S4.A.1.3.4, S4.A.1.3.5, S4.A.3.1.2, S4.A.3.1.3, S4.A.3.1.4, S4.A.3.2.2, S4.A.3.2.3 S4.A.3.3.1, S4.B.1.1.1, S4.B.1.1.2, S4.B.1.1.3, S4B.1.1.4, S4.B.1.1.5, S4.B.2.1.1., S4.B.2.1.2 S4.B.3.1.1, S4.B.3.1.2, S4.B.3.2.1, S4.B.3.2.2</p> <p>Resources/Lessons:</p> <p>Ecosystems unit Lessons 3-7 Setting up the terrarium and aquarium Learning About Land and Water Joining the Terrariums</p>

Grade -4 Unit -3		Essential Question - <i>How are living organisms and nonliving elements connected?</i>	
	<p>Reading Focus: <i>CC.1.2 Reading Informational Text CC.1.3 Reading Literature CC1.4.4.S Writing in Response to Literature</i></p>	<p>Writing Focus: <i>CC.1.4 Writing Opinion/Argumentative</i></p>	<p>Content Area Focus: <i>Ecosystems</i></p>
<p>6</p> <p>2/3 - 2/7</p>	<p>Instructional Focus: <i>Eligible Content:</i></p> <p>Resources/Lessons:</p> <p>RPACR Unit 4 Lesson 18 Comparing Points of View</p> <p>Vocabulary Lessons:</p> <p>Unit 10 Week 1 Introduction</p>	<p>Instructional Focus: CCC.1.4.4.G Write opinion pieces on topics or texts.C.1.4.4.I Provide reasons that are supported by facts and details.CC.1.4.4.J Create an organizational structure that includes related ideas grouped to support the writer’s purpose and linked in a logical order with a concluding statement or section related to the opinion.CC.1.4.4.L Demonstrate a grade-appropriate command of the conventions of standard English grammar. CC.1.5.4.E Differentiate between contexts that require formal English versus informal situations. Eligible Content: <i>Eo4.C.1.1.2 Provide reasons that are supported by facts and details. Eo4.C.1.1.3 Link an opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).Eo4.E.1.1.4 Use precise language and domain-specific vocabulary to inform about or explain the topic. Eo4.E.1.1.5 Provide a concluding statement or section related to the analysis presented.</i></p> <p>Resources/Lessons:</p> <p>Two Travelers - RPACR Lesson 9 Analyzing the Text</p> <p>Grammar Skills:</p> <p><u>BAW Lesson 19 Subject Verb Agreement</u></p> <p>RPACL Lesson 1a Subject Verb Agreement</p>	<p>Instructional Focus: Understanding the roles of living and nonliving components within an ecosystem including the interdependent life cycles of animals and plants.</p> <p>Standards/Eligible Content Addressed</p> <p>3.1.4.A9, 3.2.4.A, 3.3.4.A, 3.3.4.B, 4.2.4.C, 4.3.4.A, 4.3.4.C, 4.6.4.A, 4.7.4.B, 4.6.4.C</p> <p>S4.A.1.3.4, S4.A.1.3.5, S4.A.3.1.2, S4.A.3.1.3, S4.A.3.1.4, S4.A.3.2.2, S4.A.3.2.3 S4.A.3.3.1, S4.B.1.1.1, S4.B.1.1.2, S4.B.1.1.3, S4B.1.1.4, S4.B.1.1.5, S4.B.2.1.1., S4.B.2.1.2 S4.B.3.1.1, S4.B.3.1.2, S4.B.3.2.1, S4.B.3.2.2</p> <p>Resources/Lessons:</p> <p><u>The Mangrove Tree:</u> Cause and Effect Lesson Review Midterm (or possible Coach) Mastering (141-143) HM - Wildfires <u>Florida Fire Ecology</u> pgs 31-34 Human Impact 137-140</p>

Grade -4 Unit -3		Essential Question - <i>How are living organisms and nonliving elements connected?</i>	
	Reading Focus: <i>CC.1.2 Reading Informational Text CC.1.3 Reading Literature CC1.4.4.S Writing in Response to Literature</i>	Writing Focus: <i>CC.1.4 Writing Opinion/Argumentative</i>	Content Area Focus: <i>Ecosystems</i>
7 2/10 - 2/14	<p>Instructional Focus:CC.1.3.4.E Explain major differences between poems, drama and prose and refer to the structural elements of each when writing or speaking about a text.</p> <p>Eligible Content:<i>Eo4.A-K.1.1.3 Describe in depth a character, setting, or event in a story, drama, or poem, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).</i></p> <p>Resources/Lessons:</p> <p>RPACR Unit 4 Lesson 19 Elements of Poetry</p> <p>Vocabulary Lessons:</p> <p>Unit 10 Week 2 Assessment & Grammar Check</p>	<p>Instructional Focus: CCC.1.4.4.G Write opinion pieces on topics or texts.C.1.4.4.I Provide reasons that are supported by facts and details.CC.1.4.4.J Create an organizational structure that includes related ideas grouped to support the writer's purpose and linked in a logical order with a concluding statement or section related to the opinion.CC.1.4.4.L Demonstrate a grade-appropriate command of the conventions of standard English grammar.</p> <p>Eligible Content: <i>Eo4.C.1.1.2 Provide reasons that are supported by facts and details. Eo4.C.1.1.3 Link an opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).Eo4.E.1.1.4 Use precise language and domain-specific vocabulary to inform about or explain the topic. Eo4.E.1.1.5 Provide a concluding statement or section related to the analysis presented. Eo4.A-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</i></p> <p><i>a.Explain the meaning of similes and metaphors in context.</i></p> <p><i>b.Recognize and explain the meaning of common idioms, adages, and proverbs.</i></p> <p><i>c.Demonstrate understanding of words by relating them to their antonyms and synonyms.</i></p> <p>Resources/Lessons:</p> <p>Performance Coach Lesson 12: Write a TDA</p> <p>Grammar Skills:</p> <p><u>BAW Lesson 20 Formal and Informal Language</u></p> <p>RPACL Lesson 15 Formal and Informal language</p>	<p>Instructional Focus: Understanding the roles of living and nonliving components within an ecosystem including the interdependent life cycles of animals and plants.</p> <p>Standards/Eligible Content Addressed</p> <p>3.1.4.A9, 3.2.4.A, 3.3.4.A, 3.3.4.B, 4.2.4.C, 4.3.4.A, 4.3.4.C, 4.6.4.A, 4.7.4.B, 4.6.4.C</p> <p>S4.A.1.3.4, S4.A.1.3.5, S4.A.3.1.2, S4.A.3.1.3, S4.A.3.1.4, S4.A.3.2.2, S4.A.3.2.3 S4.A.3.3.1, S4.B.1.1.1, S4.B.1.1.2, S4.B.1.1.3, S4B.1.1.4, S4.B.1.1.5, S4.B.2.1.1., S4.B.2.1.2 S4.B.3.1.1, S4.B.3.1.2, S4.B.3.2.1, S4.B.3.2.2</p> <p>Resources/Lessons:</p> <p>Ecosystems Lesson 14: What is Watershed</p> <p>Ecosystems Lesson 15: Ways people use water</p> <p>Pick 1 Role find problems they cause and ways to solve</p> <p>Create invention to solve problem- Trade offs</p> <p>Make a water Filtration System</p>

Grade -4 Unit -3		Essential Question - How are living organisms and nonliving elements connected?	
	Reading Focus: <i>CC.1.2 Reading Informational Text CC.1.3 Reading Literature CC1.4.4.S Writing in Response to Literature</i>	Writing Focus: <i>CC.1.4Writing Opinion/Argumentative</i>	Content Area Focus: <i>Ecosystems</i>
9 2/24 - 2/28	<p>Instructional Focus:CC.1.2.4.G Interpret various presentations of information within a text or digital source and explain how the information contributes to an understanding of text in which it appears.</p> <p>Eligible Content: <i>Eo4.B-C.3.1.3 Interpret text features (e.g., headings, graphics, charts, timelines, diagrams) and/or make connections between text and the content of text features.</i></p> <p>Resources/Lessons: RPACR Unit 4 Lesson 21 Comparing Poems, Plays and Prose</p> <p>Vocabulary Lessons: Unit 9 Week 2 Assessment & Grammar Check</p>	<p>Instructional Focus: CC.1.4.4.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.</p> <p>CC.1.4.4.L Demonstrate a grade-appropriate command of the conventions of standard English grammar</p> <p>Eligible Content: <i>Eo4.E.1.1.1 Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which related ideas are logically grouped to support the writer's purpose. Eo4.E.1.1.2 Develop the analysis using a variety of evidence from text(s) to support claims, opinions, ideas, and inferences. Eo4.E.1.1.3 Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). Eo4.E.1.1.4 Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events. Eo4.E.1.1.5 Provide a concluding statement or section related to the analysis presented.</i></p> <p>Resources/Lessons: Interim Assessment/ District TDA</p> <p>Grammar Skills: BAW Lesson 22 Adjectives and Order of Adjectives RCCL Lesson 4 Order of Adjectives</p>	<p>Instructional Focus: Understanding the roles of living and nonliving components within an ecosystem including the interdependent life cycles of animals and plants.</p> <p>Standards/Eligible Content Addressed 3.1.4.A9, 3.2.4.A, 3.3.4.A, 3.3.4.B, 4.2.4.C, 4.3.4.A, 4.3.4.C, 4.6.4.A, 4.7.4.B, 4.6.4.C</p> <p>S4.A.1.3.4, S4.A.1.3.5, S4.A.3.1.2, S4.A.3.1.3, S4.A.3.1.4, S4.A.3.2.2, S4.A.3.2.3 S4.A.3.3.1, S4.B.1.1.1, S4.B.1.1.2, S4.B.1.1.3, S4B.1.1.4, S4.B.1.1.5, S4.B.2.1.1., S4.B.2.1.2 S4.B.3.1.1, S4.B.3.1.2, S4.B.3.2.1, S4.B.3.2.2</p> <p>Resources/Lessons: Ecosystems Lessons 9: Check PH and add pollutants Read Lorax: TDA Write an essay analyzing how the author's use of context clues helps the reader understand the nonsense words. Lorax: Cause and Effect/Compare and Contrast Recycling Scholastics Article</p>

Grade -4 Unit -3		Essential Question - <i>How are living organisms and nonliving elements connected?</i>	
	Reading Focus: <i>CC.1.2 Reading Informational Text CC.1.3 Reading Literature CC1.4.4.S Writing in Response to Literature</i>	Writing Focus: <i>CC.1.4 Writing Opinion/Argumentative</i>	Content Area Focus: <i>Ecosystems</i>
10 3/2 - 3/6	<p>Instructional Focus: <i>CC.1.2.4.H</i> Explain how an author uses reasons and evidence to support particular points in a text.</p> <p>Eligible Content: <i>Eo4.B-C.3.1.1</i> Explain how an author uses reasons and evidence to support particular points in a text.</p> <p>Resources/Lessons:</p> <p>RPACR Unit 4 Interim Assessment with new TDA</p> <p>Vocabulary Lessons:</p> <p>Unit 12 Week 1 Introduction</p>	<p>Instructional Focus: <i>CC.1.4.4.S</i> Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts. <i>CC.1.4.4.L</i> Demonstrate a grade-appropriate command of the conventions of standard English grammar</p> <p>Eligible Content: <i>Eo4.E.1.1.1</i> Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which related ideas are logically grouped to support the writer's purpose. <i>Eo4.E.1.1.2</i> Develop the analysis using a variety of evidence from text(s) to support claims, opinions, ideas, and inferences. <i>Eo4.E.1.1.3</i> Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). <i>Eo4.E.1.1.4</i> Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events. <i>Eo4.E.1.1.5</i> Provide a concluding statement or section related to the analysis presented.</p> <p>Resources/Lessons:</p> <p>Performance Coach Chapter 2 Review</p> <p>Grammar Skills:</p> <p><u>BAW Lesson 23 Adverbs</u></p> <p>RCCL Lesson 1 Pronouns and adverbs</p>	<p>Instructional Focus: Understanding the roles of living and nonliving components within an ecosystem including the interdependent life cycles of animals and plants.</p> <p>Standards/Eligible Content Addressed</p> <p>3.1.4.A9, 3.2.4.A, 3.3.4.A, 3.3.4.B, 4.2.4.C, 4.3.4.A, 4.3.4.C, 4.6.4.A, 4.7.4.B, 4.6.4.C</p> <p>S4.A.1.3.4, S4.A.1.3.5, S4.A.3.1.2, S4.A.3.1.3, S4.A.3.1.4, S4.A.3.2.2, S4.A.3.2.3</p> <p>S4.A.3.3.1, S4.B.1.1.1, S4.B.1.1.2, S4.B.1.1.3, S4.B.1.1.4, S4.B.1.1.5, S4.B.2.1.1, S4.B.2.1.2</p> <p>S4.B.3.1.1, S4.B.3.1.2, S4.B.3.2.1, S4.B.3.2.2</p> <p>Resources/Lessons:</p> <p>Ecosystems unit Lessons 13-14</p> <p>Review</p> <p>Final Assessment</p> <p>STEM Activity</p>

Grade -4 Unit -3		Essential Question - <i>How are living organisms and nonliving elements connected?</i>	
	Reading Focus: <i>CC.1.2 Reading Informational Text</i> <i>CC.1.3 Reading Literature</i> <i>CC.1.4.4.S Writing in Response to Literature</i>	Writing Focus: <i>CC.1.4 Writing Opinion/Argumentative</i>	Content Area Focus: <i>Ecosystems</i>
11 3/9 - 3/13	Instructional Focus: <i>CC.1.2.4.I</i> Integrate information from two texts on the same topic to demonstrate understanding of that topic. Eligible Content: <i>Eo4.B-C.3.1.2</i> Integrate information from two texts on the same topic in order to demonstrate subject knowledge.	Instructional Focus: <i>CC.1.4.4.S</i> Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts. <i>CC.1.4.4.L</i> Demonstrate a grade-appropriate command of the conventions of standard English grammar Eligible Content: <i>Eo4.E.1.1.1</i> Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which related ideas are logically grouped to support the writer's purpose. <i>Eo4.E.1.1.2</i> Develop the analysis using a variety of evidence from text(s) to support claims, opinions, ideas, and inferences. <i>Eo4.E.1.1.3</i> Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). <i>Eo4.E.1.1.4</i> Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events. <i>Eo4.E.1.1.5</i> Provide a concluding statement or section related to the analysis presented.	Instructional Focus: Understanding the roles of living and nonliving components within an ecosystem including the interdependent life cycles of animals and plants. Standards/Eligible Content Addressed <i>3.1.4.A9, 3.2.4.A, 3.3.4.A, 3.3.4.B, 4.2.4.C, 4.3.4.A, 4.3.4.C, 4.6.4.A, 4.7.4.B, 4.6.4.C</i> <i>S4.A.1.3.4, S4.A.1.3.5, S4.A.3.1.2, S4.A.3.1.3, S4.A.3.1.4, S4.A.3.2.2, S4.A.3.2.3 S4.A.3.3.1, S4.B.1.1.1, S4.B.1.1.2, S4.B.1.1.3, S4B.1.1.4, S4.B.1.1.5, S4.B.2.1.1., S4.B.2.1.2 S4.B.3.1.1, S4.B.3.1.2, S4.B.3.2.1, S4.B.3.2.2</i> Resources/Lessons: Ecosystems - Assessment Review Test Coach Assessment (possible)
	Resources/Lessons: RPACR Unit 5 Lesson 23 Vocabulary Lessons: Unit 12 Week 2 Assessment & Grammar Check	Resources/Lessons: Coach Chapter 2 Review Page 172 Grammar Skills: <u>BAW Lesson 24 Relative Adverbs</u> RPACL Lesson 22 Synonyms and Antonyms	

Grade -4 Unit -3		Essential Question - <i>How are living organisms and nonliving elements connected?</i>	
	Reading Focus: <i>CC.1.2 Reading Informational Text CC.1.3 Reading Literature CC1.4.4.S Writing in Response to Literature</i>	Writing Focus: <i>CC.1.4 Writing Opinion/Argumentative</i>	Content Area Focus: <i>Ecosystems</i>
12 3/16 - 3/20	Instructional Focus: <i>CC.1.2.4.I</i> Integrate information from two texts on the same topic to demonstrate understanding of that topic. Eligible Content: <i>EO4.B-C.3.1.2</i> Integrate information from two texts on the same topic in order to demonstrate subject knowledge. Resources/Lessons: RPACR Unit 5 Lesson 24 Vocabulary Lessons: Unit 13 Week 1 Introduction	Instructional Focus: <i>CC.1.4.4.S</i> Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts. Resources/Lessons: Coach Lesson 10 Page 156 Grammar Skills: <u>BAW Lesson 25 Prepositions and Prepositional Phrases</u> RPACL 5 Prepositions and Prepositional Phrases	Instructional Focus: Understanding the roles of living and nonliving components within an ecosystem including the interdependent life cycles of animals and plants. Standards/Eligible Content Addressed 3.1.4.A9, 3.2.4.A, 3.3.4.A, 3.3.4.B, 4.2.4.C, 4.3.4.A, 4.3.4.C, 4.6.4.A, 4.7.4.B, 4.6.4.C S4.A.1.3.4, S4.A.1.3.5, S4.A.3.1.2, S4.A.3.1.3, S4.A.3.1.4, S4.A.3.2.2, S4.A.3.2.3 S4.A.3.3.1, S4.B.1.1.1, S4.B.1.1.2, S4.B.1.1.3, S4B.1.1.4, S4.B.1.1.5, S4.B.2.1.1., S4.B.2.1.2 S4.B.3.1.1, S4.B.3.1.2, S4.B.3.2.1, S4.B.3.2.2 Resources/Lessons: L-S Topic 8 - Earth's Cycles and Patterns L-S Topic 9 - Weather L-S Topic 10 - Earth's Water Mastering: Lesson 14 Space and Weather

Springfield School District - Integrated Elementary Curriculum

Grade-4 Unit -4

Essential Question - How does history, geography, and culture impact our community?

	<p>Reading Focus: CC.1.3 Reading Literature Students read and respond to works of literature - with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.</p> <p>CC.1.2 Reading Informational Text Students read and respond to informational text - with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.</p>	<p>Writing Focus: CC.1.4 Writing Poetry/Narrative Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content</p> <p>CC.1.4.4.S Writing in Response to Text Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.</p>	<p>Content Area Focus: General Science, Pennsylvania geography and history</p>
<p>1</p> <p>3/23 - 3/27</p>	<p>Instructional Focus: CC.1.2.4.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently</p> <p>CC.1.3.4.K Read and comprehend literary fiction on grade level, reading independently and proficiently</p> <p>Eligible Content: Eo4.B-K.1.1.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>Resources/Lessons: RPACR Unit 6 Lesson 25 Comparing Topics and Themes and Stories</p> <p>The Lorax - Author's Purpose</p> <p>Vocabulary Lessons: Unit 13 Week 2 Assessment & Grammar Check</p>	<p>Instructional Focus: CC.1.4.4.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.</p> <p>Resources/Lessons: TDA Writing PSSA Prep iReady PSSA assessment book</p> <p>Grammar Skills: BAW Lesson 26 Review BAW Lesson 27 Proper Nouns and Proper Adjectives</p>	<p>Instructional Focus: Science Content review for PSSA</p> <p>Resources/Lessons: Review Based on Coach Assessment</p> <p>RPACR Unit 5 Lesson 22 Interpreting Visual Information</p> <p>M-PSSA-Sci Lessons L-S Science Topics PSSA Released Items</p>

Grade-4 Unit -4		Essential Question - <i>How does history, geography, and culture impact our community?</i>	
	Reading Focus: <i>CC.1.3 Reading Literature</i> <i>CC.1.2 Reading Informational Text</i> <i>CC.1.4.4.S Writing in Response to Text</i>	Writing Focus: <i>CC.1.4 Writing</i> <i>CC.1.4.4.S Writing in Response to Text</i> <i>Poetry/Narrative</i>	Content Area Focus: <i>Pennsylvania geography and history</i>
2 3/30 - 4/03	Instructional Focus: <i>CC.1.2.4.L</i> Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently CC.1.3.4.K Read and comprehend literary fiction on grade level, reading independently and proficiently Eligible Content: <i>Eo4.B-K.1.1.1</i> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. Resources/Lessons: RPACR Unit 6 Lesson 26 Comparing Patterns of Events in Stories Vocabulary Lessons: Unit 14 Week 1 Introduction	Instructional Focus: <i>CC.1.4.4.S</i> Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts. Resources/Lessons: TDA Writing PSSA Prep Grammar Skills: BAW Lesson 29 Commas and Quotations marks in dialogue and direct quotations RCCL Lesson 11 Punctuation in direct quotations	Instructional Focus: Science Content review for PSSA Resources/Lessons: Review Based on Coach Assessment RPACR Unit 5 Lesson 22 Interpreting Visual Information M-PSSA-Sci Lessons L-S Science Topics PSSA Released Items
Last week before Spring Break Spring Break - April 6 - 10, 2020			

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	Reading Focus: <i>CC.1.3 Reading Literature</i> <i>CC.1.2 Reading Informational Text</i> <i>CC.1.4.4.S Writing in Response to Text</i>	Writing Focus: <i>CC.1.4 Writing</i> <i>CC.1.4.4.S Writing in Response to Text</i> <i>Poetry/Narrative</i>	Content Area Focus: <i>Pennsylvania geography and history</i>
3 4/13 - 4/17	Instructional Focus: <i>CC.1.2.4.L</i> Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently CC.1.3.4.K Read and comprehend literary fiction on grade level, reading independently and proficiently Eligible Content: <i>Eo4.B-K.1.1.1</i> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. Resources/Lessons: PSSA Review Vocabulary Lessons: Unit 14 Week 2 Assessment & Grammar Check	Instructional Focus: <i>CC.1.4.4.S</i> Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts. Resources/Lessons: TDA Writing PSSA Prep iReady PSSA assessment book Grammar Skills: RPAC Language Lessons Lesson 13 Precise words and phrases Lesson 14 Punctuation for effect Lesson 21 Adages and Adverbs Lesson 24 Precise words for actions and feelings	Instructional Focus: Science Content review for PSSA Resources/Lessons: Review Based on Coach Assessment M-PSSA-Sci Lessons L-S Science Topics PSSA Released Items

Grade-4 Unit -4		Essential Question - <i>How does history, geography, and culture impact our community?</i>	
	Reading Focus: <u>CC.1.3 Reading Literature</u> <u>CC.1.2 Reading Informational Text</u> <u>CC.1.4.4.S Writing in Response to Text</u>	Writing Focus: <u>CC.1.4 Writing</u> <u>CC.1.4.4.S Writing in Response to Text</u> <u>Poetry/Narrative</u>	Content Area Focus: <i>Pennsylvania geography and history</i>
4 4/20 - 4/24	PSSA Testing Week ELA	PSSA Testing Week ELA	PSSA Testing Week ELA

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	Reading Focus: <u>CC.1.3 Reading Literature</u> <u>CC.1.2 Reading Informational Text</u> <u>CC.1.4.4.S Writing in Response to Text</u>	Writing Focus: <u>CC.1.4 Writing</u> <u>CC.1.4.4.S Writing in Response to Text</u> <u>Poetry/Narrative</u>	Content Area Focus: <i>Pennsylvania geography and history</i>
5 4/27 - 5/1	PSSA Testing Week Math/Science	PSSA Testing Week Math/Science	PSSA Testing Week Math/Science
4-day week - No school for students Tuesday, April 28, 2020 - Professional Development Day/Election Day			

Grade-4 Unit -4		Essential Question - <i>How does history, geography, and culture impact our community?</i>	
	Reading Focus: <u>CC.1.3 Reading Literature</u> <u>CC.1.2 Reading Informational Text</u> <u>CC.1.4.4.S Writing in Response to Text</u>	Writing Focus: <u>CC.1.4 Writing</u> <u>CC.1.4.4.S Writing in Response to Text</u> <u>Poetry/Narrative</u>	Content Area Focus: <i>Pennsylvania geography and history</i>
7 5/11 - 5/15	<p>Instructional Focus:CC.1.3.4.H Compare and contrast similar themes, topics, and patterns of events in literature, including texts from different cultures. Eligible Content:<i>Eo4.A-C.3.1.1 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.</i></p> <p>Resources/Lessons: K is for Keystone - T. H. Nobel P is for Philadelphia</p> <p>Vocabulary Lessons: Unit 15 Week 2 Assessment & Grammar Check</p>	<p>Instructional Focus: CC.1.4.4.M Write narratives to develop real or imagined experiences or events. CC.1.4.4.P Organize an event sequence that unfolds naturally, using a variety of transitional words and phrases to manage the sequence of events; provide a conclusion that follows from the narrated experiences and events.CC.1.4.4.Q Choose words and phrases to convey ideas precisely.CC.1.4.4.R Demonstrate a grade-appropriate command of the conventions of standard English grammar Eligible Content: <i>Eo4.C.1.3.1 Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally to support the writer's purpose. Eo4.C.1.3.4 Use concrete words and phrases and sensory details to convey experiences and events precisely.</i></p> <p>Resources/Lessons: RCCW Lesson 5 Writing a Narrative - Historical Fiction Steps 1-3</p> <p>Grammar Skills: Review</p>	<p>Instructional Focus: The history and geography of Pennsylvania influenced our current culture and community.</p> <p>Standards/Eligible Content Addressed 5.1.4.C, 5.1.4.D, 5.1.4.F, 5.3.4.B, 5.3.4.C, 5.3.4.D 7.1.4.A, 7.1.4.B, 7.2.4.A, 7.2.4.B, 7.3.4.A, 7.4.4.A, 7.4.4.B 8.1.4.B, 8.1.4.C, 8.2.4.A, 8.2.4.B, 8.2.4.C, 8.2.4.D 8.3.4.A, 8.3.4.B, 8.3.4.C, 8.3.4.D, 8.4.4.A, 8.4.4.B, 8.4.4.C, 8.4.4.D</p> <p>Resources/Lessons: My World Chapter 5 Lesson 1 Pennsylvania Adventures in Time and Space: Chapter 1 Pennsylvania Adventures in Time and Space: Chapter 2 Lesson 2 PA State Symbols</p>

Grade-4 Unit -4		Essential Question - <i>How does history, geography, and culture impact our community?</i>	
	Reading Focus: <i>CC.1.3 Reading Literature</i> <i>CC.1.2 Reading Informational Text</i> <i>CC.1.4.4.S Writing in Response to Text</i>	Writing Focus: <i>CC.1.4 Writing</i> <i>CC.1.4.4.S Writing in Response to Text</i> <i>Poetry/Narrative</i>	Content Area Focus: <i>Pennsylvania geography and history</i>
8 5/18 - 5/22	Instructional Focus: <i>CC.1.3.4.H</i> Compare and contrast similar themes, topics, and patterns of events in literature, including texts from different cultures. Eligible Content: <i>E04.A-C.3.1.1</i> Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures. Resources/Lessons: Saving the Liberty Bell Vocabulary Lessons: Unit 16 Week 1 Introduction	Instructional Focus: <i>CC.1.4.4.M</i> Write narratives to develop real or imagined experiences or events. CC.1.4.4.P Organize an event sequence that unfolds naturally, using a variety of transitional words and phrases to manage the sequence of events; provide a conclusion that follows from the narrated experiences and events. CC.1.4.4.Q Choose words and phrases to convey ideas precisely. CC.1.4.4.R Demonstrate a grade-appropriate command of the conventions of standard English grammar Eligible Content: <i>E04.C.1.3.1</i> Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally to support the writer's purpose. <i>E04.C.1.3.4</i> Use concrete words and phrases and sensory details to convey experiences and events precisely. Resources/Lessons: RCCW Lesson 5 Writing a Narrative - Historical Fiction Steps 1-3 Grammar Skills: Review	Instructional Focus: The history and geography of Pennsylvania influenced our current culture and community. Standards/Eligible Content Addressed 5.1.4.C, 5.1.4.D, 5.1.4.F, 5.3.4.B, 5.3.4.C, 5.3.4.D 7.1.4.A, 7.1.4.B, 7.2.4.A, 7.2.4.B, 7.3.4.A, 7.4.4.A, 7.4.4.B 8.1.4.B, 8.1.4.C, 8.2.4.A, 8.2.4.B, 8.2.4.C, 8.2.4.D, 8.3.4.A, 8.3.4.B, 8.3.4.C, 8.3.4.D, 8.4.4.A, 8.4.4.B, 8.4.4.C, 8.4.4.D Resources/Lessons: Pennsylvania Adventures in Time and Space: Chapter 3 Lessons 1 and 2 Chapter 4 Lessons 1 -4
4 Day Week - No School on Friday, May 22, 2020 for Memorial Day Holiday			

Grade-4 Unit -4		Essential Question - <i>How does history, geography, and culture impact our community?</i>	
	Reading Focus: <i>CC.1.3 Reading Literature</i> <i>CC.1.2 Reading Informational Text</i> <i>CC.1.4.4.S Writing in Response to Text</i>	Writing Focus: <i>CC.1.4 Writing</i> <i>CC.1.4.4.S Writing in Response to Text</i> <i>Poetry/Narrative</i>	Content Area Focus: <i>Pennsylvania geography and history</i>
9 5/25 - 5/29	<p>Instructional Focus: We can learn about people, places, and events from literary text, legends, myths, and poetry.</p> <p>Resources/Lessons: <u>The Scarlet Stocking Spy</u></p> <p>Vocabulary Lessons: Unit 17 Introductory Week</p> <p>Vocabulary Lessons: Unit 16 Week 2 Assessment & Grammar Check</p>	<p>Instructional Focus: <i>CC.1.4.4.M</i> Write narratives to develop real or imagined experiences or events. <i>CC.1.4.4.N</i> Orient the reader by establishing a situation and introducing a narrator and/or characters. <i>CC.1.4.4.O</i> Use dialogue and descriptions to develop experiences and events or show the responses of characters to situations; use concrete words and phrases and sensory details to convey experiences and events precisely. <i>CC.1.4.4.Q</i> Choose words and phrases to convey ideas precisely. <i>CC.1.4.4.R</i> Demonstrate a grade-appropriate command of the conventions of standard English grammar</p> <p>Eligible Content: <i>E04.C.1.3.1</i> Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally to support the writer's purpose. <i>E04.C.1.3.4</i> Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>Resources/Lessons: RCCW Lesson 5 Writing a Narrative - Historical Fiction Steps 4-6</p>	<p>Instructional Focus: The history and geography of Pennsylvania influenced our current culture and community.</p> <p>Standards/Eligible Content Addressed</p> <p>5.1.4.C, 5.1.4.D, 5.1.4.F, 5.3.4.B, 5.3.4.C, 5.3.4.D</p> <p>7.1.4.A, 7.1.4.B, 7.2.4.A, 7.2.4.B, 7.3.4.A, 7.4.4.A, 7.4.4.B</p> <p>8.1.4.B, 8.1.4.C, 8.2.4.A, 8.2.4.B, 8.2.4.C, 8.2.4.D 8.3.4.A, 8.3.4.B, 8.3.4.C, 8.3.4.D, 8.4.4.A, 8.4.4.B, 8.4.4.C, 8.4.4.D</p> <p>Resources/Lessons: Pennsylvania Adventures in Time and Space: Chapter 5 Chapter 6</p>
4 Day Week - No School on Monday, May 25, 2020 for Memorial Day Holiday			

Grade-4 Unit -4		Essential Question - <i>How does history, geography, and culture impact our community?</i>	
	Reading Focus: <u>CC.1.3 Reading Literature</u> <u>CC.1.2 Reading Informational Text</u> <u>CC.1.4.4.S Writing in Response to Text</u>	Writing Focus: <u>CC.1.4 Writing</u> <u>CC.1.4.4.S Writing in Response to Text</u> <u>Poetry/Narrative</u>	Content Area Focus: <i>Pennsylvania geography and history</i>
10 6/1 - 6/5	Instructional Focus: CC.1.3.4.H Compare and contrast similar themes, topics, and patterns of events in literature, including texts from different cultures. Eligible Content: <i>EO4.A-C.3.1.1 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.</i> Resources/Lessons: <u>The Last Brother</u> Vocabulary Lessons: Unit 17 Week 1 Introduction	Instructional Focus: CC.1.4.4.M Write narratives to develop real or imagined experiences or events. CC.1.4.4.N Orient the reader by establishing a situation and introducing a narrator and/or characters. CC.1.4.4.O Use dialogue and descriptions to develop experiences and events or show the responses of characters to situations; use concrete words and phrases and sensory details to convey experiences and events precisely. CC.1.4.4.Q Choose words and phrases to convey ideas precisely. CC.1.4.4.R Demonstrate a grade-appropriate command of the conventions of standard English grammar Eligible Content: <i>EO4.C.1.3.1 Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally to support the writer's purpose.</i> <i>EO4.C.1.3.4 Use concrete words and phrases and sensory details to convey experiences and events precisely.</i> Resources/Lessons: RCCW Lesson 5 Writing a Narrative - Historical Fiction Steps 7-9 Informational writing about 4th grade brochure/letter	Instructional Focus: The history and geography of Pennsylvania influenced our current culture and community. Standards/Eligible Content Addressed 5.1.4.C, 5.1.4.D, 5.1.4.F, 5.3.4.B, 5.3.4.C, 5.3.4.D 7.1.4.A, 7.1.4.B, 7.2.4.A, 7.2.4.B, 7.3.4.A, 7.4.4.A, 7.4.4.B 8.1.4.B, 8.1.4.C, 8.2.4.A, 8.2.4.B, 8.2.4.C, 8.2.4.D 8.3.4.A, 8.3.4.B, 8.3.4.C, 8.3.4.D, 8.4.4.A, 8.4.4.B, 8.4.4.C, 8.4.4.D Resources/Lessons: Pennsylvania Adventures in Time and Space: Chapter 5 and Chapter 6

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	Reading Focus: <i>CC.1.3 Reading Literature</i> <i>CC.1.2 Reading Informational Text</i> <i>CC.1.4.4.S Writing in Response to Text</i>	Writing Focus: <i>CC.1.4 Writing</i> <i>CC.1.4.4.S Writing in Response to Text</i> <i>Poetry/Narrative</i>	Content Area Focus: <i>Pennsylvania geography and history</i>
11 6/8 - 6/12	Instructional Focus: <i>CC.1.3.4.H</i> Compare and contrast similar themes, topics, and patterns of events in literature, including texts from different cultures. Eligible Content: <i>Eo4.A-C.3.1.1</i> Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures. Resources/Lessons: Just in Time Abe Lincoln Love That Dog Vocabulary Lessons: Unit 17 Week 2 Assessment & Grammar Check	Instructional Focus: <i>CC.1.4.4.M</i> Write narratives to develop real or imagined experiences or events. <i>CC.1.4.4.N</i> Orient the reader by establishing a situation and introducing a narrator and/or characters. <i>CC.1.4.4.O</i> Use dialogue and descriptions to develop experiences and events or show the responses of characters to situations; use concrete words and phrases and sensory details to convey experiences and events precisely. <i>CC.1.4.4.Q</i> Choose words and phrases to convey ideas precisely. <i>CC.1.4.4.R</i> Demonstrate a grade-appropriate command of the conventions of standard English grammar Eligible Content: <i>Eo4.C.1.3.1</i> Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally to support the writer's purpose. <i>Eo4.C.1.3.2</i> Use narrative techniques such as dialogue and description to develop experiences and events or to show the responses of characters to situations. <i>Eo4.C.1.3.4</i> Use concrete words and phrases and sensory details to convey experiences and events precisely. Resources/Lessons: Informational writing about 4th grade brochure/letter Grammar Skills:	Instructional Focus: The history and geography of Pennsylvania influenced our current culture and community. Standards/Eligible Content Addressed 5.1.4.C, 5.1.4.D, 5.1.4.F, 5.3.4.B, 5.3.4.C, 5.3.4.D 7.1.4.A, 7.1.4.B, 7.2.4.A, 7.2.4.B, 7.3.4.A, 7.4.4.A, 7.4.4.B 8.1.4.B, 8.1.4.C, 8.2.4.A, 8.2.4.B, 8.2.4.C, 8.2.4.D, 8.3.4.A, 8.3.4.B, 8.3.4.C, 8.3.4.D, 8.4.4.A, 8.4.4.B, 8.4.4.C, 8.4.4.D Resources/Lessons: Pennsylvania Adventures in Time and Space: Chapter 7 Presentation of Culminating activities

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	Reading Focus: <u>CC.1.3 Reading Literature</u> <u>CC.1.2 Reading Informational Text</u> <u>CC.1.4.4.S Writing in Response to Text</u>	Writing Focus: <u>CC.1.4 Writing</u> <u>CC.1.4.4.S Writing in Response to Text</u> <u>Poetry/Narrative</u>	Content Area Focus: <i>Pennsylvania geography and history</i>
12 6/15 - 6/16	Wrap up and review	Wrap up and review	Wrap up and review
Last two days of school - half days			