

## Springfield School District - Integrated Elementary Curriculum

**Grade - 4 Unit - 1**

**Essential Question - *How do variables impact outcomes?***

	<p><b>Reading Focus: CC.1.3 Reading Literature</b> 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><b>CC.1.4.4.S Writing in Response to Text</b> 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><b>Writing Focus: CC.1.4 Writing (Poetry, Narrative)</b> Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</p>	<p><b>Content Area Focus:</b> Community (RC), Scientific Process, Variables</p>
<p><b>1</b></p>	<p><b>Instructional Focus: CC.1.3.4.A</b> Determine a theme of a text from details in the text; summarize the text.</p> <p><b>CC.1.3.4.B</b> Refer to details and examples in text to support what the text says explicitly and make inferences.</p> <p><b>Eligible Content: EO4.A-K.1.1 .2</b> Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p><b>EO4.B-K.1.1.1</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><b>Resources/Lessons:</b>  <a href="#">The Keeping Quilt</a>  <a href="#">The Juice Box Bully</a>  <a href="#">The Best Part of Me</a>  <a href="#">Peppe the Lamplighter</a>  <a href="#">Peppe - Graphic Organizer</a></p>	<p><b>Instructional Focus: CC.1.4.4.R</b> Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p><b>Eligible Content: EO4.D.1.2.4</b> Spell grade-appropriate words correctly.</p> <p><b>EO4.D.1.2.1</b> 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><b>Resources/Lessons:</b>  <a href="#">The Keeping Quilt</a> - Bio poem  <a href="#">The Juice Box Bully</a> - Classroom Rules  <a href="#">The Best Part of Me</a> - Poem  <a href="#">Peppe the Lamplighter</a> - Goal setting - Hopes and Dreams and Growth Mindset  <u>Optional - <a href="#">Peppe the Lamplighter</a>- written response</u>  <a href="#">Promise for Family</a> - write an appropriate conclusion that follows a narrated experiences or events</p>	<p><b>Instructional Focus: 5.1.4.A.</b> Examine school rules and consequences.</p> <p><b>5.1.4.B.</b> Explain rules and laws for the classroom, school, community, and state.</p> <p><b>5.2.4.A.</b> Identify individual rights and needs and the rights and needs of others in the classroom, school, and community.</p> <p><b>5.2.4.D.</b> Describe how citizens participate in school and community activities</p> <p><b>Resources/Lessons:</b>  <a href="#">The Keeping Quilt</a>  <a href="#">The Juice Box Bully</a>  <a href="#">The Best Part of Me</a>  <a href="#">Peppe the Lamplighter</a>  <a href="#">Peppe - Graphic Organizer</a></p>

Grade - 4 Unit - 1		Essential Question - <i>How do variables impact outcomes?</i>	
	<b>Reading Focus:</b> <i>CC.1.3 Reading Literature</i> <i>CC1.4.4.S Writing in Response to Literature</i>	<b>Writing Focus:</b> <i>CC.1.4 Writing (Poetry,Narrative)</i>	<b>Content Area Focus:</b> <i>Scientific Process, Variables</i>
<b>2</b>  9/9 - 9/13	<p><b>Instructional Focus:</b> <b>CC.1.3.4.C</b> Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.  <b>CC.1.3.4.B</b> Refer to details and examples in text to support what the text says explicitly and make inferences.  <b>Eligible Content:</b> <b>EO4.A-K.1.1.3</b> 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).  <b>EO4.B-K.1.1.1</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><b>Resources/Lessons:</b>  <a href="#">The Keeping Quilt</a>  <a href="#">The Juice Box Bully</a>  <a href="#">The Best Part of Me</a>  <a href="#">Peppe the Lamplighter</a>  <a href="#">Peppe - Graphic Organizer</a></p> <p>Ready PA Core Reading (RPACR) Unit 2 Lesson 8            Describing Settings and Events in Stories</p> <p><b>Vocabulary Lessons:</b>             Unit 1 Week 1 Introduction</p>	<p><b>Instructional Focus:</b> <b>CC.1.4.4.R</b> Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.  <b>Eligible Content:</b> <b>EO4.D.1.2.4</b> Spell grade-appropriate words correctly.  <b>EO4.D.1.2.1</b> Use correct capitalization.</p> <p>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><b>Resources/Lessons:</b>  <a href="#">The Keeping Quilt</a> - Bio poem  <a href="#">The Juice Box Bully</a> - Classroom Rules  <a href="#">The Best Part of Me</a> - Poem  <a href="#">Peppe the Lamplighter</a> - Goal setting - Hopes and Dreams and Growth Mindset  <a href="#">Optional - Peppe the Lamplighter- written response</a>  <a href="#">Promise for Family</a> - write an appropriate conclusion that follows a narrated experiences or events</p> <p><b>Grammar Skills:</b>   <a href="#">BAW - Lesson 1 Complete Sentences</a></p>	<p><b>Instructional Focus:</b> <b>3.2: Inquiry and Design</b>  <b>3.2.4.C</b> Recognize and use the elements of scientific inquiry to solve problems  <b>3.2.4.D</b> Recognize and use the technological design process to solve problems.</p> <p><b>Eligible Content</b>  <b>S4.A.2.1.1</b> Generate questions about objects, organisms, or events that can be answered through scientific investigations.  <b>S4.A.2.1.2</b> Design and describe an investigation (a fair test) to test one variable.  <b>S4.A.2.1.4</b> State a conclusion that is consistent with the information/data.</p> <p><b>Resources/Lessons:</b>  <a href="#">RPACR Unit 1 Lesson 4 Understanding Scientific Text</a>   <a href="#">Mastering PSSA Science (M-Sc)</a>  <a href="#">Lesson 3 What is Science?</a>  <a href="#">Lesson 4 Scientific Reasoning</a></p>
Start i-Ready testing and Back-to-School night.			

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**Essential Question - How do variables impact outcomes?**

	<p><b>Reading Focus:</b> <i>CC.1.3 Reading Literature</i> <i>CC1.4.4.S Writing in Response to Literature</i></p>	<p><b>Writing Focus:</b> <i>CC.1.4 Writing (Poetry,Narrative)</i></p>	<p><b>Content Area Focus:</b> <i>Scientific Process, Variables</i></p>
<p><b>3</b>  9/16-9/20</p>	<p><b>Instructional Focus:</b> <b>CC.1.3.4. A</b> Determine a theme of a text from details in the text; summarize the text.  <b>CC.1.3.4.B</b> Refer to details and examples in text to support what the text says explicitly and make inferences.  <b>Eligible Content:</b> <b>E04.A-K.1.1.3</b> 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).  <b>E04.B-K.1.1.1</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><b>Resources/Lessons:</b>                      RPACR Unit 2 Lesson 9 Determining the Theme of a Story  <a href="#">Bicycle Man</a>  <a href="#">Grandfather’s Journey</a></p> <p><b>Vocabulary Lessons:</b>                      Unit 1 Week 2 - Assessment</p>	<p><b>Instructional Focus:</b> <b>CC.1.4.4.R</b> Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.  <b>Eligible Content:</b> <b>E04.D.1.2.4</b> Spell grade-appropriate words correctly.  <b>E04.D.1.2.1</b> Use correct capitalization.  <b>E04.D.1.1.6</b> 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><b>Resources/Lessons:</b>                      BAW Unit 3 Personal Narrative                      Introduction to the Writing Process -</p> <p><b>Grammar Skills:</b>  <a href="#">BAW - Lesson 2 Compound Sentences</a></p>	<p><b>Instructional Focus:</b><b>3.2: Inquiry and Design</b></p> <p><b>Standards/Eligible Content Addressed</b>  <b>3.1.4.A.1, 3.4.4.C.3</b></p> <p><b>Eligible Content</b>  <b>S4.A.2.1.1</b> Generate questions about objects, organisms, or events that can be answered through scientific investigations.  <b>S4.A.2.1.2</b> Design and describe an investigation (a fair test) to test one variable.  <b>S4.A.2.1.4</b> State a conclusion that is consistent with the information/data.</p> <p><b>Resources/Lessons:</b>                      M-Sc Lesson 5 Designing a Scientific Investigation                      Ladders to Success (LS) topics 1 and 2                      Science A-Z Variables Article                      Introducing Analysis: Photo Analysis activity</p>

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	<b>Reading Focus:</b> <i>CC.1.3 Reading Literature</i> <i>CC1.4.4.S Writing in Response to Literature</i>	<b>Writing Focus:</b> <i>CC.1.4 Writing (Poetry,Narrative)</i>	<b>Content Area Focus:</b> <i>Scientific Process, Variables</i>
4 9/23- 9/27	<p><b>Instructional Focus:</b> <b>CC.1.3.4. A</b> Determine a theme of a text from details in the text; summarize the text.</p> <p><b>CC.1.3.4.B</b> Refer to details and examples in text to support what the text says explicitly and make inferences.</p> <p><b>Eligible Content:</b> <i>E04.A-K.1.1.3 Describe in depth a character, setting, or event in a story, drama, or poem, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).</i></p> <p><i>E04.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></p> <p><b>Resources/Lessons:</b></p> <p>RPACR Unit 2 Lesson 10 Determining the Theme of a Poem</p> <p><a href="#">Tea with Milk Lesson Plans</a>  <a href="#">Tea with Milk Point of View</a>  <a href="#">Tea With Milk Implicit vs Explicit</a>  <a href="#">Tea with Milk Story Map</a></p> <p><b>Vocabulary Lessons:</b></p> <p>Unit 2 Week 1 Introduction</p>	<p><b>Instructional Focus:</b> <b>CC.1.4.4.S</b> 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><b>CC.1.4.4.R</b> Demonstrate a grade-appropriate command of the conventions of standard English</p> <p><b>Eligible Content:</b> <i>E04.C.1.3.5 Provide a conclusion that follows from the narrated</i></p> <p><i>E04.D.1.1.6 Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.</i></p> <p><b>Resources/Lessons:</b></p> <p>BAW Unit 3 Personal Narrative Introduction to the Writing Process</p> <p><b>Grammar Skills:</b>  <a href="#">BAW - Lesson 3 Complex Sentences</a></p> <p>RPACL Lesson 12 Using Commas with Coordinating Conjunctions</p>	<p><b>Instructional Focus:</b><b>3.2:</b> Inquiry and Design</p> <p><b>Standards Addressed</b>  <b>3.1.4.A1, 3.2.4.C, 3.2.4.D</b></p> <p><b>Eligible Content</b></p> <p><b>S4.A.2.1.1</b> Generate questions about objects, organisms, or events that can be answered through scientific investigations.</p> <p><b>S4.A.2.1.2</b> Design and describe an investigation (a fair test) to test one variable.</p> <p><b>S4.A.2.1.4</b> State a conclusion that is consistent with the information/data.</p> <p><b>Resources/Lessons:</b></p> <p>RPACR Unit 1 Lesson 3 Understanding Technical Text: Pulse and Rhino Lesson</p> <p>Variables investigation # 1 Swingers: See assessment section for more short responses</p> <p>Mastering- Systems Lesson Pg. 40-41 and Flocab</p>
9/23 - Start Go Blue			

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	<b>Reading Focus:</b> <i>CC.1.3 Reading Literature</i> <i>CC.1.4.4.S Writing in Response to Literature</i>	<b>Writing Focus:</b> <i>CC.1.4 Writing (Poetry, Narrative, Essay)</i>	<b>Content Area Focus:</b> <i>Scientific Process, Variables</i>
<b>5</b>  9/30 - 10/4	<p><b>Instructional Focus:</b> <i>CC.1.3.4.A</i> Determine a theme of a text from details in the text; summarize the text.</p> <p><b>Eligible Content:</b> <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><b>Resources/Lessons:</b></p> <p>RCCR Unit 2 Lesson 11 Summarizing Literary Texts</p> <p><u>Teammates</u> Somebody wanted - but- so :)</p> <p><b>Vocabulary Lessons:</b></p> <p>Unit 2 Week 2 Assessment including Grammar Check</p>	<p><b>Instructional Focus:</b> <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><b>Eligible Content:</b><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><b>Resources/Lessons:</b></p> <p>BAW Unit 3 Personal Narrative</p> <p><b>Grammar Skills:</b></p> <p><u>BAW - Lesson 4 Sentence Fragments</u></p> <p>RCCL Lesson 6 Complete Sentences and Fragments</p>	<p><b>Instructional Focus:</b><i>3.2: Inquiry and Design</i></p> <p><b>Standards Addressed</b> <b>3.1.4.A1, 3.2.4.C, 3.2.4.D,</b></p> <p><b>Eligible Content</b></p> <p><b>S4.A.2.1.1</b> Generate questions about objects, organisms, or events that can be answered through scientific investigations.</p> <p><b>S4.A.2.1.2</b> Design and describe an investigation (a fair test) to test one variable.</p> <p><b>S4.A.2.1.4</b> State a conclusion that is consistent with the information/data.</p> <p><b>Resources/Lessons:</b></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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	<b>Reading Focus:</b> <i>CC.1.3 Reading Literature</i> <i>CC.1.4.4.S Writing in Response to Literature</i>	<b>Writing Focus:</b> <i>CC.1.4 Writing (Poetry, Narrative)</i>	<b>Content Area Focus:</b> <i>Scientific Process, Variables</i>
<p><b>6</b></p> <p>10/7-10/11</p>	<p><b>Instructional Focus:</b> <b>CC.1.3.4.D</b> Compare and contrast an event or topic told from two different points of view.</p> <p><b>Eligible Content:</b> <b>E04.A-C.2.1.1</b> Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p> <p><b>Resources/Lessons:</b></p> <p>RPACR Unit 2 Lesson 12 Supporting Inferences about Literary Texts</p> <p><a href="#">Heroes</a></p> <p><b>Vocabulary Lessons:</b></p> <p>Unit 3 Week 1 Introduction</p>	<p><b>Instructional Focus:</b> <b>CC.1.4.4.O</b> 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><b>CC.1.4.4.P</b> 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. <b>CC.1.4.4.R</b> Demonstrate a grade-appropriate command of the conventions of standard English</p> <p><b>Eligible Content:</b><b>E04.C.1.3.2</b> Use narrative techniques such as dialogue and description to develop experiences and events or to show the responses of characters to situations.<b>E04.C.1.3.3</b> Use a variety of transitional words and phrases to manage the sequence of events. <b>E04.D.1.1.6</b> Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.</p> <p><b>Resources/Lessons:</b></p> <p>RCCW Lesson 3 Analyzing Literature Steps 1 - 3</p> <p><b>Grammar Skills:</b></p> <p><a href="#">BAW Lesson 5 Run-on Sentences</a></p> <p>RPACL Lesson 7 Run-on Sentences</p>	<p><b>Instructional Focus:</b><b>3.2:</b> Inquiry and Design</p> <p><b>Standards Addressed</b> <b>3.1.4.A1, 3.2.4.C, 3.2.4.D,</b></p> <p><b>Eligible Content</b></p> <p><b>S4.A.2.1.1</b> Generate questions about objects, organisms, or events that can be answered through scientific investigations.</p> <p><b>S4.A.2.1.2</b> Design and describe an investigation (a fair test) to test one variable.</p> <p><b>S4.A.2.1.4</b> State a conclusion that is consistent with the information/data.</p> <p><b>Resources/Lessons:</b></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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7 10/14- 10/18	<p><b>Instructional Focus:</b> <i>CC.1.3.4.K</i> Read and comprehend literary fiction on grade level, reading independently and proficiently.</p> <p><b>Eligible Content:</b> <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><b>Resources/Lessons:</b></p> <p>RPACR Unit 2 Lesson 7 Describing Characters</p> <p><a href="#">Heroes</a></p> <p><b>Vocabulary Lessons:</b></p> <p>Unit 3 Week 2 Assessment including Grammar Check</p>	<p><b>Instructional Focus:</b> <i>CC.1.4.4.M</i> Write narratives to develop real or imagined experiences or events. <i>CC1.4.4.N,CC1.4.4.O,CC1.4.4.P, CC1.4.4.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</p> <p><b>Eligible Content:</b><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><b>Resources/Lessons:</b></p> <p>RCCW Lesson 3 Analyzing Literature Steps 3 - 5</p> <p><b>Grammar Skills:</b></p> <p><a href="#">BAW Lesson 6 review</a></p>	<p><b>Instructional Focus:</b><i>3.2: Inquiry and Design</i></p> <p><b>Standards/Eligible Content Addressed</b> <b>3.1.4.A1, 3.2.4.C, 3.2.4.D</b></p> <p><b>Eligible Content</b></p> <p><b>S4.A.1.1</b> Identify and explain the application of scientific, environmental, or technological knowledge to possible solutions to problems</p> <p><b>S4.A.1.1.1</b> 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><b>S4.A.2.1.1</b> Generate questions about objects, organisms, or events that can be answered through scientific investigations.</p> <p><b>S4.A.2.1.2</b> Design and describe an investigation (a fair test) to test one variable.</p> <p><b>S4.A.2.1.3</b> 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><b>S4.A.2.1.4</b> State a conclusion that is consistent with the information/data.</p> <p><b>S4.A.2.2.1</b> 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><b>S4.A.3.2.1</b> 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><b>Resources/Lessons:</b></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>	
	<b>Reading Focus:</b> <i>CC.1.3 Reading Literature</i> <i>CC1.4.4.S Writing in Response to Literature</i>	<b>Writing Focus:</b> <i>CC.1.4 Writing (Poetry,Narrative)</i>	<b>Content Area Focus:</b> <i>Scientific Process, Variables</i>
<b>8</b> <small>10/21- 10/25</small>	<p><b>Instructional Focus:</b>CC.1.3.4.B Cite relevant details from text to support what the text says explicitly and make inferences.</p> <p><b>Eligible Content:</b> <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><b>Resources/Lessons:</b> RPACR Unit 2 Interim Assessment</p> <p><b>Vocabulary Lessons:</b> Unit 4 -Week 1 Introduction</p>	<p><b>Instructional Focus:</b> 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  <b>CC.1.4.4.R</b> Demonstrate a grade-appropriate command of the conventions of standard English</p> <p><b>Eligible Content:</b><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><b>Resources/Lessons:</b> RCCW Lesson 3 Analyzing Literature Steps 6 - 9</p> <p><b>Grammar Skills:</b> <u>BAW Lesson 7 Singular, Plural, and Possessive Nouns</u></p>	<p><b>Instructional Focus:</b>3.2: Inquiry and Design</p> <p><b>Standards/Eligible Content Addressed</b>  <b>3.1.4.A1, 3.2.4.C, 3.2.4.D</b>  <b>Eligible Content</b>  <b>S4.A.1.1</b> Identify and explain the application of scientific, environmental, or technological knowledge to possible solutions to problems  <b>S4.A.1.1.1</b> 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).  <b>S4.A.2.1.1</b> Generate questions about objects, organisms, or events that can be answered through scientific investigations.  <b>S4.A.2.1.2</b> Design and describe an investigation (a fair test) to test one variable.  <b>S4.A.2.1.3</b> 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.  <b>S4.A.2.1.4</b> State a conclusion that is consistent with the information/data.  <b>S4.A.2.2.1</b> 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).  <b>S4.A.3.2.1</b> 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><b>Resources/Lessons:</b> Variables -Write up a scientific investigation... Do Experiments On Own</p>
Possible BAS Testing			