**4th Grade Reading, English and Spelling Curriculum**

**Foundational Skills**

* **RF.4 Know and apply grade-level phonics and word analysis skills in decoding words.**

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

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

**a. Read grade-level text with purpose and understanding**

**b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.**

**c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.**

Aligned to PA Core Standards and English Language Proficiency Standards

\*Updated - 6/23/22\*

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| Reading/Handwriting |
| QTR: | PACC Eligible Content: | Skills: | District Materials: | Suggested Order: | Exemplars (Extra Materials) |
| 1 | E04.A-K.1.1.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.E04.A-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.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.E04.B-C.3.1.1 Explain how an author uses reasons and evidence to support particular points in a text. | Unit 1 & 2·Make Predictions·Plot: Conflict·Genre·Dialogue·Author’s Claim·Ask/Answer Questions·Elements of a Play·Theme·Poetry: Rhyme & Structure·Text Structure: Lyric Poetry & Haiku·Character Perspective•Poetic Elements: Imagery & Assonance•Genre•Compare and contrast theme•Diagrams & Headings, Photographs & Captions•Author’s Perspective•Graphs & Headings•Narrative•Central Idea & Details•Summarize•Character Development | WONDERS | 1. Unit 1 Text Set 22. Unit 1 Text Set 13. Unit 1 Text Set 34. Unit 2 Text Set 25. Unit 2 Text Set 36. Unit 2 Text Set 1 | * Wonders Text Sets
* Leveled Readers
* Clever
	+ Imagine Learning
	+ NewsELA
	+ Dreamscape
	+ KhanAcademy
* Study Island
* Simple Solutions Coach
* CNN10.com
* getepic.com
* Kahoot.com
* Connected.mcgraw-hill.com

ELD Resources* Moby Max
* readworks.org
* [Teacher Resources | Rosetta Stone® Support](https://support.rosettastone.com/s/article/resources-for-teachers?language=en_US)
* [Games for Learning English, Vocabulary, Grammar Games, Activities, ESL (eslgamesplus.com)](https://www.eslgamesplus.com/)
* [IXL Language Arts | Topics for pre-K to 12th grade](https://www.ixl.com/ela/topics?partner=bing&adGroup=Search%20-%20ELA%20-%20General%20-%20Exact%20-%20US+Language%20Arts%20Games&msclkid=f63ecad9e2ee1f474e80a86ad014d6ca&utm_source=bing&utm_medium=cpc&utm_campaign=Search%20-%20ELA%20-%20General%20-%20Exact%20-%20US&utm_term=english%20language%20arts%20games&utm_content=Language%20Arts%20Games)
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| **WRITING**W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.E04.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.E04.C.1.1.2 Provide reasons that are supported by facts and details.E04.C.1.1.3 Link an opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). | Unit 1 & 2•Identify Sources•Find & Record Info•Organize Info•Synthesize Info•Present | WONDERS | * Personal Narrative
 | **Writing Unit 1 Product Suggestions:**1. Formal Letter
2. Natural Disasters Research Pamphlet
3. Biographical Report

**Writing Unit 2 Product Suggestions:**1. Haiku or Lyric Poem
2. Animal Research Report w/Life Cycle diagram
 |
|  | * Imagine Learning
 | Benchmark 1 |  |  |
| English & Spelling |  |  |  | Unit 2 (Nouns) | * HM English Textbook
* Unit 3 Nouns
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| QTR1 | **Grammar**E04.D.1.1.6 Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.a. Use relative pronouns (who, whose, whom, which, that). | **Unit 1**Sentences:1.Punctuation2.Subjects & Predicates3.Compound Sentences4.Complex Sentences5.Run-On Sentences**Unit 2**1.Common & Proper Nouns2.Singular & Plural Nouns3.Commas in a Series4.Irregular Plural Nouns5.Possessive Nouns6.Combining Sentences7.Phrases & Interjections | Wonders | Unit 1 SentencesUnit 2 Nouns | * HM English Textbook
	+ Unit 1 – Sentences
	+ Unit 3 - Nouns
	+ SuperTeachersworksheets.com
	+ Teacher’s Choice
 |
|  | **Spelling** E04.D.1.2.4 Spell grade-appropriate words correctly. |  | Spelling - Wonders |  | * + Wonders
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|  | **Speaking/Listening/Language**E04.A-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.a. Explain the meaning of similes and metaphors in context.b. Recognize and explain the meaning of common idioms, adages, and proverbs.c. Demonstrate understanding of words by relating them to their antonyms and synonyms. | Unit 1 & 2• Simile• Metaphor• Idiom• Alliteration• Word relationships• Synonym/antonym• Greek Roots• Prefixes/Suffixes• Hyperbole | Wonders |  | * + Wonders
	+ SuperTeachersWorksheets.com
	+ Teacher’s Choice
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| Reading/Handwriting |
| QTR: | PACC Eligible Content: | Skills: | District Materials: | Suggested Order: | Exemplars (Extra Materials) |
| 2 | E04.A-K.1.1.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.E04.B-K.1.1.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.E04.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.E04.C.1.1.2 Provide reasons that are supported by facts and details.E04.C.1.1.3 Link an opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).E04.C.1.1.4 Provide a concluding statement or section related to the opinion presented. | Unit 3 & 4* Visualize
* Point of View/Perspective
* Text Structure: Problem/Solution/Cause & Effect/Description
* Text Feature: Timeline, Headings & Pronunciations
* Reread
* Author’s Perspective/Purpose
* Ask & Answer Questions
* Homophones & Homographs
* Make Predictions
* Plot: Setting
* Poetry: Rhyme & Structure
* Narrative Poetry Theme
* Reread
* Text Features: Maps & Headings
* Author’s Claim
* Text Structure: Sequence
 | WONDERS | 1. Unit 3 Text Set 22. Unit 3 Text Set 13. Unit 3 Text Set 3 | * Wonders Text Sets
* Leveled Readers
* Clever
	+ Imagine Learning
	+ NewsELA
	+ Dreamscape
	+ KhanAcademy
* Study Island
* Simple Solutions Coach
* CNN10.com
* getepic.com
* Kahoot.com
* Connected.mcgraw-hill.com

ELD Resources* Moby Max
* readworks.org
* [Teacher Resources | Rosetta Stone® Support](https://support.rosettastone.com/s/article/resources-for-teachers?language=en_US)
* [Games for Learning English, Vocabulary, Grammar Games, Activities, ESL (eslgamesplus.com)](https://www.eslgamesplus.com/)
* [IXL Language Arts | Topics for pre-K to 12th grade](https://www.ixl.com/ela/topics?partner=bing&adGroup=Search%20-%20ELA%20-%20General%20-%20Exact%20-%20US+Language%20Arts%20Games&msclkid=f63ecad9e2ee1f474e80a86ad014d6ca&utm_source=bing&utm_medium=cpc&utm_campaign=Search%20-%20ELA%20-%20General%20-%20Exact%20-%20US&utm_term=english%20language%20arts%20games&utm_content=Language%20Arts%20Games)
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|  | WRITINGE04.C.1.2.1 Introduce a topic for the intended audience and group related information in paragraphs and/or sections to support the writer’s purpose.E04.C.1.2.2 Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.E04.C.1.2.3 Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).E04.C.1.2.4 Use precise language and domain-specific vocabulary to inform about or explain the topic.E04.C.1.2.5 Provide a concluding statement or section related to the information or explanation presented. | Unit 3* Write Sources
* Analyze Prompt
* Plan & Organize Ideas
* Revise
 | WRITING | Expository Text | **Writing Topic:** Expository Text**Writing Unit 3 & 4 Product Suggestions:*** Public Service Announcement
* Research Project
* Book Cover
* Slideshow
* Chart
* Interview
 |
|  |  | Imagine Learning | Benchmark 2 |  |
| English & Spelling |
| QTR2 | **Speaking/Listening/Language**E04.A-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.a. Explain the meaning of similes and metaphors in context.b. Recognize and explain the meaning of common idioms, adages, and proverbs.c. Demonstrate understanding of words by relating them to their antonyms and synonyms. | Unit 3 & 4* Discussion skills
* Presentation skills
* Ask/Answer Questions
* Context Clues
* Suffixes
* Synonyms & Antonyms
* Greek /Latin Roots Connotation/Denotation
 | WONDERS | 1. Unit 3 Text Set 22. Unit 3 Text Set 13. Unit 3 Text Set 3 | * + Wonders
	+ SuperTeachersWorksheets.com
	+ Teacher’s Choice
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|  | **Grammar**E04.D.1.2.1 Use correct capitalization.E04.D.1.2.2 Use commas and quotation marks to mark direct speech and quotations from a text.E04.D.1.2.3 Use a comma before a coordinating conjunction in a compound sentence.E04.D.1.2.4 Spell grade-appropriate words correctly.E04.A-V.4.1.1 Determine or clarify the meaning of unknown andmultiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase, including words or phrases that allude to significant characters found in literature (e.g., Herculean effort).b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). | Unit 3* Action Verbs
* Verb Tenses
* Subject/Verb Agreement
* Main & Helping Verbs
* Contractions
* Linking Verbs
* Irregular Verbs
* Correct Verb Usage

Unit 4* Pronouns & Antecedents
* Pronoun Capitalization
* Type of Pronouns
* Subject & Object Pronouns
* Pronoun-Verb Agreement
* Punctuation in Dialogue
* Possessive Pronouns
* Using Possessive Nouns & Pronouns
* Pronouns & Homophones Contractions & Possessives
 | WONDERS | Unit 3 VerbsUnit 4 Pronouns | * HM English Textbook
	+ Unit 5 – Verbs
	+ Unit 7 - Pronouns
	+ SuperTeachersworksheets.com
	+ Teacher’s Choice
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|  | **Spelling** E04.D.1.2.4 Spell grade-appropriate words correctly. |  | Spelling - Wonders |  | * + Wonders
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| Reading/Handwriting |
| QTR: | PACC Eligible Content: | Skills: | District Materials: | Suggested Order: | Exemplars (Extra Materials) |
| 3 | E04.A-K.1.1.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.E04.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.E04.B-C.3.1.1 Explain how an author uses reasons and evidence to support particular points in a text.E04.A-C.2.1.1 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. Note: “Stories” means narration of events told through the text types of stories, dramas, or poems.E04.B-C.2.1.1 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information providedE04.B-C.3.1.2 Integrate information from two texts on the same topic in order to demonstrate subject knowledge. | Unit 5•Visualize•Plot: Foreshadowing & Conflict•Character Development•Summarize•Text Features: Photographs & Captions/ Sidebars & Maps•Text Structure: Chronology•Figurative Language: Imagery•Author’s Perspective | WONDERS | 1. Unit 5 Text Set 12. Unit 5 Text Set 23. Unit 5 Text Set 3 | * Wonders Text Sets
* Leveled Readers
* Clever
	+ Imagine Learning
	+ NewsELA
	+ Dreamscape
	+ KhanAcademy
* Study Island
* Simple Solutions Coach
* CNN10.com
* getepic.com
* Kahoot.com
* Connected.mcgraw-hill.com

ELD Resources* Moby Max
* readworks.org
* [Teacher Resources | Rosetta Stone® Support](https://support.rosettastone.com/s/article/resources-for-teachers?language=en_US)
* [Games for Learning English, Vocabulary, Grammar Games, Activities, ESL (eslgamesplus.com)](https://www.eslgamesplus.com/)
* [IXL Language Arts | Topics for pre-K to 12th grade](https://www.ixl.com/ela/topics?partner=bing&adGroup=Search%20-%20ELA%20-%20General%20-%20Exact%20-%20US+Language%20Arts%20Games&msclkid=f63ecad9e2ee1f474e80a86ad014d6ca&utm_source=bing&utm_medium=cpc&utm_campaign=Search%20-%20ELA%20-%20General%20-%20Exact%20-%20US&utm_term=english%20language%20arts%20games&utm_content=Language%20Arts%20Games)
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| **WRITING**W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information and provide a list of sources.E04.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.E04.C.1.1.2 Provide reasons that are supported by facts and details.E04.C.1.1.3 Link an opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). | Unit 5• Introduce a topic• State opinion• Support facts and details• Concluding statement | WONDERS | **Writing Topic:** Text Dependent Analysis Prompt | **Writing Topic:** TDA Essay* **Unit 5 Product Suggestions: Essay**

R- Restate the promptI-Make an InferenceC- Cite Text Evidence to support InferenceE- Examples/Explain examplesS- Summarize  |
|  | * Imagine Learning
 | Benchmark 3 |  |  |
| English & Spelling |  |  |  | Unit 2 (Nouns) | * HM English Textbook
* Unit 3 Nouns
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| QTR3 | **Grammar**E04.D.1.1.4 Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).E04.D.1.1.7 Correctly use frequently confused words (e.g., to, too, two; there, their, they’re).\* | **Unit 5**•Adjectives•Punctuation•Articles & Demonstrative Adjectives (this, that, these & those)•Adjectives that Compare•Letter Punctuation•Comparing Words: More & Most•Combining Sentences•Comparing Words: Good & Bad | Wonders | Unit 5 Adjectives | * HM English Textbook
	+ Unit 9 - Adjectives
	+ SuperTeachersworksheets.com
	+ Teacher’s Choice
 |
|  | **Spelling** E04.D.1.2.4 Spell grade-appropriate words correctly. |  | Spelling - Wonders |  | * + Wonders
 |
|  | **Speaking/Listening/Language**E04.A-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.a. Explain the meaning of similes and metaphors in context.b. Recognize and explain the meaning of common idioms, adages, and proverbs.c. Demonstrate understanding of words by relating them to their antonyms and synonyms. | Unit 5* Antonyms
* Homophones
* Similes & Metaphors
* Idioms
* Proverbs & Adages
 | Wonders |  | * + Wonders
	+ SuperTeachersWorksheets.com
	+ Teacher’s Choice
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| Reading/Handwriting |
| QTR: | PACC Eligible Content: | Skills: | District Materials: | Suggested Order: | Exemplars (Extra Materials) |
| 4 | 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).E04.B-C.3.1.3 Interpret text features (e.g., headings, graphics, charts, timelines, diagrams) and/or make connections between text and the content of text features.E04.B-K.1.1.3 Explain events, procedures, ideas, steps, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. | Unit 6* Ask/Answer Questions
* Sidebars
* Central Idea & Relevant Details
* Plot: Conflict
* Poetic Elements: Imagery & Personification
* Poetry: Free Verse Character Perspective
* Reread
* Plot: Setting
* Theme
* Maps
 | WONDERS | 1. Unit 6 Text Set 12. Unit 6 Text Set 23. Unit 6 Text Set 3 | * Wonders Text Sets
* Leveled Readers
* Clever
	+ Imagine Learning
	+ NewsELA
	+ Dreamscape
	+ KhanAcademy
* Study Island
* Simple Solutions Coach
* CNN10.com
* getepic.com
* Kahoot.com
* Connected.mcgraw-hill.com
* Teacher’s Choice

ELD Resources* Moby Max
* readworks.org
* [Teacher Resources | Rosetta Stone® Support](https://support.rosettastone.com/s/article/resources-for-teachers?language=en_US)
* [Games for Learning English, Vocabulary, Grammar Games, Activities, ESL (eslgamesplus.com)](https://www.eslgamesplus.com/)
* [IXL Language Arts | Topics for pre-K to 12th grade](https://www.ixl.com/ela/topics?partner=bing&adGroup=Search%20-%20ELA%20-%20General%20-%20Exact%20-%20US+Language%20Arts%20Games&msclkid=f63ecad9e2ee1f474e80a86ad014d6ca&utm_source=bing&utm_medium=cpc&utm_campaign=Search%20-%20ELA%20-%20General%20-%20Exact%20-%20US&utm_term=english%20language%20arts%20games&utm_content=Language%20Arts%20Games)
 |
|  | WRITINGE04.C.1.2.1 Introduce a topic for the intended audience and group related information in paragraphs and/or sections to support the writer’s purpose.E04.C.1.1.2 Provide reasons that are supported by facts and details.E04.C.1.1.3 Link an opinion and reasons using words andphrases (e.g., for instance, in order to, in addition).E04.C.1.1.4 Provide a concluding statement or section related to the opinion presented.E04.C.1.2.2 Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.E04.C.1.2.3 Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).E04.C.1.2.4 Use precise language and domain-specific vocabulary to inform about or explain the topic.E04.C.1.2.5 Provide a concluding statement or section related to the information or explanation presented. | Unit 6* Narration
* Characters
* Point of view
* Introduction
* Transition words and phrases
* Concluding statement

Dialogue | WRITING | Biography | **Writing Topic:** Biography**Unit 6 Writing Product Suggestions:*** Game/Puzzle
* Comparison Chart
* Podcast
 |
|  |  | Imagine Learning | Benchmark 1 |  |
| English & Spelling |
| QTR4 | **Speaking/Listening/Language**E04.A-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.a. Explain the meaning of similes and metaphors in context.b. Recognize and explain the meaning of common idioms, adages, and proverbs.c. Demonstrate understanding of words by relating them to their antonyms and synonyms.E04.B-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range or strategies.a. Use context (e.g. definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g. telegraph, photograph, autograph)c. Determine the meaning of general academic and domain-specific words or phrases used in a text. | Unit 6* Latin & Greek Prefixes
* Connotation/Denotation
* Words from Mythology Figurative Language: Metaphor
 | WONDERS |  | * + Wonders
	+ SuperTeachersWorksheets.com
	+ Teacher’s Choice
 |
|  | **Grammar**E04.D.1.1.1 Use relative pronouns (e.g., who, whose, whom, which, that) and relative adverbs (e.g., where, when, why).E04.D.1.2.1 Use correct capitalization.E04.A-V.4.1.1 Determine or clarify the meaning of unknown andmultiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase, including words or phrases that allude to significant characters found in literature (e.g., Herculean effort).b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). | Unit 6* Adverbs; Good vs. Well
* Comparing w/Adverbs
* Review Punctuation/Capitalization
* Negatives
* Correcting Double Negatives
* Propositions
* Review Quotations
* Using Prepositions
* Using Commas w/Phrases
 | WONDERS | Unit 6  | * HM English Textbook
	+ Unit 11 – Adverbs
	+ SuperTeachersworksheets.com
	+ Teacher’s Choice
 |
|  | **Spelling** E04.D.1.2.4 Spell grade-appropriate words correctly. |  | Spelling - Wonders |  | * + Wonders
 |