Module Title	Message	Assignment / Call to Action	Resource / URL	Info about the URL (published on the "i" button of a resource/ url)	Notes

Module 1: Becoming a Close Reader and Writing to Learn	This module focuses on reading and listening to literature. Informational texts are used to gather specific details, determine central ideas, and reinforce reading fluency. Students read informational text with a focus on determining main ideas and supporting details, visual aids, using context clues to determine word meanings, and fluency.
	Students read literary text to develop an understanding of setting, characterization, theme, and narrative writing. Students read within a variety of genres, often comparing and contrasting multiple texts on the same topic. They write to demonstrate understanding of multiple topics and produce numerous pieces over short and extended time frames.
	
	Focus Standards for Module 1
	CC.1.1.4.D - Know and apply grade level phonics and word analysis skills in decoding words.
	  • Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words.
	CC.1.2.4.A - Determine the main idea of a text and explain how it is supported by key details; summarize the text.
	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.
	CC.1.2.4.I - Integrate information from two texts on the same topic to demonstrate understanding of that topic.
	CC.1.3.4.B - Cite relevant details from text to support what the text says explicitly and make inferences.
	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.I - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies and tools.
	CC.1.4.4.A - Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.
	CC.1.4.4.E - Use precise language and domain-specific vocabulary to inform about or explain the topic.
	CC.1.4.4.T - With guidance and support form peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
	
	Important Standards in Module 1
	CC.1.1.4.E -
	Read with accuracy and fluency to support comprehension:
	  • Read on-level text with purpose and understanding.
	  • Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
	  • Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
	CC.1.2.4.B - Refer to details and examples in text to support what the text says explicitly and make inferences.
	CC.1.2.4.F - Determine the meaning of words and phrases as they are used in grade level text, including figurative language.
	CC.1.2.4.L - Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.
	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.X - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.				

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		Access the Module 1 Intructional Framework.	http://www.pdesas.org/CMap/CMap/DefaultCmap/16431		
Breaking Words into Prefixes and Suffixes	In this lesson, you will practice breaking words into parts. You will use what you know about prefixes and suffixes to help you read words smoothly.	LEARN about syllable types.	http://youtu.be/n0NZ9NUiOyE		
		READ the rules for breaking words into syllables.	http://www.createdbyteachers.com/syllablerulescharts.html		
		REVIEW word parts.	http://www.slideshare.net/146online/5th-grade-prefixes-suffixes-roots?related=2		
		DIVIDE words into syllables.	"Divide Words Into Syllables" PDF located in Pennsylvania Learns on iTunes U.		
		RECORD yourself reading the listed words smoothly.	"Divide Words Into Syllables" PDF located in Pennsylvania Learns on iTunes U.	USE iTalk to record yourself reading the words.	
			https://itunes.apple.com/us/app/italk-recorder/id293673304?mt=8		
Understanding Story Elements	In this lesson, you will describe, in depth, a character, setting or event in a story or drama, drawing on specific details in the text. (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.	https://www.engageny.org/ccls-ela/rl42		
			https://learnzillion.com/lesson_plans/8947-determine-the-theme-of-a-story#fndtn-lesson		
			http://www.learningfarm.com/web/practicePassThrough.cfm?TopicID=136		
		READ "The Monkey and the Crocodile." FOCUS on the story elements.	https://itunes.apple.com/us/book/short-stories-for-kids-2/id700975394?mt=11		
		IDENTIFY the theme of "The Monkey and the Crocodile." CITE evidence from text.	https://www.teacherspayteachers.com/Product/Theme-Freebie-1627929	THEME" Graphic organizers to support this activity.	
		READ "True Story of the Three Little Pigs." FIND the theme of the story.	https://www.teacherspayteachers.com/Product/Theme-Freebie-1627929	"Finding the Theme" graphic organizer supports this activity.	
		SELECT your favorite story. DESCRIBE the relationship of the theme to your own life.	https://itunes.apple.com/us/app/write-about-this-free/id601382666?mt=8	USE Quick Write.	
Identifying the Main Idea	In this lesson, you will read nonfiction text to identify the main idea. You will support the main idea with details from the passage. (CC1.2.4.A)	LEARN about main idea and supporting details.	http://youtu.be/42SJTk2XSi4		
		READ the passage to IDENTIFY the main idea and details.	http://www.k12reader.com/main-idea/dolphins-main-idea.pdf	HIGHLIGHT the main ideas in Notability.	
		COMPLETE the Main Idea Graphic Organizer.	https://itunes.apple.com/us/app/tools-4-students/id472911218?mt=8	USE the app Tools4Students.	
		EXPLAIN how you IDENTIFIED the main idea and where it came from.	https://itunes.apple.com/us/app/explain-everything/id431493086?mt=8		

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		SUMMARIZE the main idea and details of the text in paragraph form.	https://itunes.apple.com/us/app/pages/id361309726?mt=8		
				USE Explain Everything.	
Using Text Features to Gain Understanding	In this lesson, you will learn to use graphic sources, such as charts and diagrams, to help you better understand what you read.(CC.1.2.4.G)	WATCH "Text Features Introduction."	http://youtu.be/ANXZpJTaozA		
		LEARN how to use text features to locate information."	http://youtu.be/ivWVs8-Cd1U	WATCH "Introduction to Reading Skills.	
		LOCATE text features in a classroom textbook. COMPLETE the "Search and Find" activity.	"Search and Find" PDF located in Pennsylvania Learns on iTunes U.		
		SELECT and READ an article from "Time for Kids."	https://itunes.apple.com/us/app/time-for-kids-family-edition/id550252887?mt=8	FOCUS on the text features.	
		DEMONSTRATE understanding of text features.	"Identifying and Using Text Features." PDF located in Pennsylvania Learns on iTunes U.	USE "Identifying and Using Text Features."	
		CREATE a presentation to demonstrate what you learned about text features.	https://itunes.apple.com/us/app/explain-everything/id431493086?mt=8	Include a text with features in your presentation. USE Explain Everything.	
Using Story Details	In this lesson, you will cite relevant details from text to support what the text says explicitly and make inferences. (CC.1.3.4.B)	READ the play "Little Red Riding Hood."	https://learnzillion.com/resources/13775	Subscribe for a free account.	
		LEARN how to describe a character's personality using details from the text.	https://learnzillion.com/lesson_plans/6688-describe-a-character-s-personality-using-details-from-the-text#fndtn-lesson		
		READ "The Crow and the Pitcher" from Short Stories for Kids 1.	https://itunes.apple.com/us/book/short-stories-for-kids-1/id626371770?mt=11		
		USE the character trait graphic organizer to describe a character from "The Crow and the Pitcher."	http://www.thecurriculumcorner.com/wp-content/pdf/charactertraitsmap.pdf		
Using Context Clues	In this lesson, you will use context clues to help you understand unknown words and multiple-meaning words. (CC.1.3.4.I)	LEARN how to use context clues.	http://youtu.be/IaDfmjs2sWI		
		PRACTICE using context clues to understand multiple-meaning words.	http://www.toonuniversity.com/flash.asp?err=191		
		REVIEW the list of multiple meaning words.	"Multiple Meaning Words" PDF located in Pennsylvania Learns on iTunes U.	Select one word to use in the next activity.	
		COMPLETE the spider web multiple meaning graphic organizer to explain your multiple meaning word.	"Spider Web Multiple Meaning" PDF located in Pennsylvania Learns on iTunes U.		
Combining Information from Two Texts	In this lesson, you will learn to combine information from two texts on the same topic in order to write or speak about the subject knowledgeably.	LEARN how to integrate information from two texts on the same topic.	http://youtu.be/ryi_UUjsv5s		
		READ about the solar system.	https://itunes.apple.com/us/book/solar-system/id707645793?mt=11		
		READ "Solar System" by Janos Balazs.	https://itunes.apple.com/us/book/solar-system/id505945220?mt=11.		

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		COMPILE facts about a planet and INCLUDE information from both texts.	https://itunes.apple.com/us/app/tools-4-students/id472911218?mt=8		
		TELL your peers what you learned about the solar system.	https://itunes.apple.com/us/app/imovie/id377298193?mt=8	Include facts from both resources.	
Writing Workshop	In this lesson, you will learn the writing process.	LEARN the writing process for creating final writing pieces.	http://www.pps.k12.or.us/files/curriculum/G4Launch2014.pdf	Teacher resource for teaching students the writing process.	
Writing An Informational Essay	In this lesson, you will research a topic and use what you learned to write an informational essay. (CC.1.4.4.A, CC.1.4.4.E, CC.1.4.4.T)	LEARN about informational writing.	https://youtu.be/53L-5zE7Ibw		
		REVIEW the writing process.	https://youtu.be/Rs0J33i7xdg		
		WRITE an informative piece.	http://youtu.be/QCCRpM4BVoc	USE the writing process to write an informative piece that includes text features.	
		SUMMARIZE your information piece.	https://itunes.apple.com/us/app/explain-everything/id431493086?mt=8	Tell how you determined your topic, your information, and the text features you included.	

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Module 2: Researching to Build Knowledge and Teach Others (Emphasis on narrative text types and writing)	In this module, students read various nonfiction texts. With an emphasis on making inferences, summarizing informational text, and basic research (note-taking and pulling together information from a variety of texts), this module fosters students' abilities to synthesize information from multiple sources and integrate research into their writing. Students also participate in several critique experiences during the revision process as they write a research-based narrative that vividly describes the topic they investigated. Academic vocabulary is filtered throughout the module where students are given multiple opportunities to engage in discussions. **Focus Standards for Module 2** CC.1.1.4.D - Know and apply grade level phonics and word analysis skills in decoding words. • Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words. CC.1.2.4.C - Explain events, procedures, ideas, or concepts in a text, including what happened and why, based on specific information in the text. CC.1.2.4.I - Integrate information from two texts on the same topic to demonstrate understanding of that topic. CC.1.3.4.A - Determine a theme of a text from details in the text; summarize the text. CC.1.4.4.M - Write narratives to develop real or imagined experiences or events. CC.1.4.4.U - With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. CC.1.4.4.W - Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. CC.1.5.4.A - Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and expressing their own clearly. CC.1.5.4.D - Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speaking clearly with adequate volume, appropriate pacing, and clear pronunciation. CC.1.5.4.E - Differentiate between contexts that require formal English versus informal situations. **Important Standards in Module 2** CC.1.1.4.E - Read with accuracy and fluency to support comprehension: • Read on-level text with purpose and understanding. • Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. • Use context to confirm or self-correct word recognition and understanding, rereading as necessary. CC.1.4.4.X - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.				
		Access the Module 2 Instructional Framework.	http://www.pdesas.org/CMap/CMap/DefaultCmap/16438		
Comprehending Text	In this lesson, you will Integrate information from two texts on the same topic to demonstrate understanding of that topic.(CC.1.2.4.I)	LEARN how to integrate information from two texts on the same topic to show your understanding.	http://youtu.be/TRKnOxPow2M	Introduction to compare and contrast.	
		READ "Dentist and the Crocodile."	http://www.mayfiles.com/2010/03/dentist-and-crocodile.html		
		READ "About the Teeth of Sharks."	http://www.poetryfoundation.org/poem/179965		
		COMPARE and CONTRAST the poems you read in this lesson.	https://itunes.apple.com/us/app/venn-diagram/id666981188?mt=8	REFER to both poems to complete the Venn Diagram.	

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		EXPLAIN what the two reading selections had in common and how they differed.	https://itunes.apple.com/us/app/voice-recorder-free/id685310398?mt=8		
Explaining Events	In this lesson, you will explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	LEARN how to explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	https://www.engageny.org/ccls-ela/ri43		
			http://www.learningfarm.com/web/practicePassThrough.cfm?TopicID=150		
		EXPLAIN ideas or concepts based upon information in a text.	https://learnzillion.com/lesson_plans/6201-explain-scientific-concepts-based-on-information-in-a-text#fndtn-lesson		
		SELECT and READ a historical or scientific text on a topic of interest to you.	http://tweentribune.com		
		DESCRIBE the event, procedure, or idea of what you read. EXPLAIN happened and why, based on specific information in the text.	https://itunes.apple.com/us/app/prezi/id407759942?mt=8	CREATE a Prezi to present your information.	
Narrative Writing: Personal Narratives	In this lesson, you will write a personal narrative to describe real or imagined experiences or events.	LEARN how to write a personal narrative essay.	http://youtu.be/iWHc5Yar6Ps		
		ORGANIZE your ideas for writing a narrative. (use the app Writing a Narrative).	https://itunes.apple.com/us/app/writing-a-narrative/id630393679?mt=8		
		USE the writing process to WRITE your personal narrative.	https://youtu.be/Rs0J33i7xdg		
		PUBLISH and ILLUSTRATE your personal narrative.	https://www.mystorybook.com		
Using Technology to Share Writings	In this lesson,you will publish and share your writing using technology as a medium for sharing.(CC. 1.4.4.U)	CREATE a blog post for your classroom blog that informs readers about a school or class event.	www.Weebly.com	Teachers CREATE a classroom blog and model how to blog.	
			https://www.pinterest.com/magicalteacher/4th-grade-blogs-and-ideas/	Ideas for classroom blogs.	
Discovering the Theme of a Text	In this lesson, you will learn how to determine a theme of a text from details in the text;then, summarize the text.	LEARN about theme of a text from details in the text.	http://youtu.be/AXPbijjMnV8?list=PLYmYDLb2oJqFmrlRnlKyw8ibFMHBtEyKA		
		LISTEN to the characters discuss theme.	http://youtu.be/qTKnoCWK-wc		
		READ "The Wise Choice."	PDF located in "The Wise Choice" Pennsylvania Learns on iTunes U.		
		COMPLETE the "Summarizing" graphic organizer on page 8.	http://teacher.scholastic.com/reading/bestpractices/vocabulary/pdf/sr_allgo.pdf	IDENTIFY the theme.	
		READ "Grown Up." HIGHLIGHT key ideas in the text.	"Grown Up" PDF located in Pennsylvania Learns on iTunes U.		
		COMPLETE the "Summarizing" graphic organizer on page 8.	http://teacher.scholastic.com/reading/bestpractices/vocabulary/pdf/sr_allgo.pdf	IDENTIFY the theme.	

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Practicing Oral Language Skills	In this lesson, you will practice your oral language skills. You will learn to adjust your volume, pacing, and pronunciation when speaking.	LEARN how to deliver an oral presentation.	http://youtu.be/ QKOO99UjsSE		
		SUMMARIZE a text you read earlier in this module.	https://itunes.apple.com/ us/app/voice-recorder- free/id685310398?mt=8	RECORD your voice talking about a topic of interest. Use Voice Record app.	
		EVALUATE the quality of your volume, pacing, and pronunciation.		LISTEN to your recording. RE-RECORD to improve the quality.	
		READ a short story of your choice.			
		PREPARE a book talk about the book using the story elements graphic organizer.	https://itunes.apple.com/ us/app/tools-4-students/ id472911218?mt=8		
		PRESENT your book talk using Chatterbox.	https://itunes.apple.com/ us/app/chatterpix-kids- by-duck-duck/ id734046126?mt=8		
Using Formal and Informal Language	In this lesson, you will learn when to use formal language and when informal language is appropriate.	LEARN the difference between formal and informal writing.	http://youtu.be/sdDBY2- Wmis		
			http:// www.slideserve.com/ kura/formal-vs-informal- language		
		COMPARE formal and informal writing. (use Popplet)	https://itunes.apple.com/ us/app/popplet-lite/ id364738549?mt=8		

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Module 3: Researching to Build Knowledge and Teach Others (emphasis on informational text types and writing)	In this module, students will further develop their ability to comprehend informational text by hearing and reading a variety of nonfiction sources with an emphasis on making inferences, summarizing and conducting basic research (note-taking, pulling together information from a variety of texts, and sorting information into research categories). Students will synthesize information from multiple sources as they write a research-based informational text. Academic vocabulary is filtered throughout the module where students are given multiple opportunities to engage in discussions. **Focus Standards in Module 3** **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. **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.U** - With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. **CC.1.4.4.W** - Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. **CC.1.5.4.A** - Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and expressing their own clearly. **CC.1.5.4.D** - Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speaking clearly with adequate volume, appropriate pacing, and clear pronunciation. **CC.1.5.4.E** - Differentiate between contexts that require formal English versus informal situations. **Important Standards in Module 3** **CC.1.1.4.E -** Read with accuracy and fluency to support comprehension: • Read on-level text with purpose and understanding. • Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. • Use context to confirm or self-correct word recognition and understanding, rereading as necessary. **CC.1.4.4.X -** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.				
		Access the Module 3 Instructional Framework.	http://www.pdesas.org/CMap/CMap/DefaultCmap/16582		
Comparing and Contrasting	In this lesson, you will compare and contrast two versions of a story told by different characters. (**CC.1.2.4.D**)	LEARN how to compare and contrast two versions of a story told by different characters.	https://youtu.be/TRKnOxPow2M		
		READ "The Three Pigs."	http://www.gutenberg.org/files/18155/18155-h/18155-h.htm		
		READ "The True Story of the Three Little Pigs."	http://www.ricks-bricks.com/wolfside.htm		
		COMPARE and CONTRAST the two versions (use the Venn Diagram App).	https://itunes.apple.com/ca/app/venn-diagram/id666981188?mt=8		

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		SHARE how the two stories compare and contrast through a movie trailer.	https://itunes.apple.com/us/app/imovie/id408981434?mt=12		
Writing Informative Text	In this lesson, you will learn about the essentials of informative/explanatory texts.	LEARN how to write informative texts.	https://www.engageny.org/ccls-ela/w42		
		PRACTICE informative writing.	http://www.k12reader.com/subject/composition/prompts/informative-expository-writing-prompts/	SELECT a topic from the website.	
		SHARE your writing with a peer group.			
Introducing A Topic	In this lesson, you will learn how to introduce a topic clearly and group related information in paragraphs and sections, which includes formatting illustrations, and multimedia when useful to aiding comprehension.	LEARN how to Introduce a topic clearly and group related information in paragraphs and sections; include formatting illustrations, and multimedia when useful to aiding comprehension.	https://www.engageny.org/ccls-ela/w42a		
		READ "The Seasons and the Sun."	http://beyondweather.ehe.osu.edu/issue/the-sun-and-earths-climate/the-seasons-and-the-sun		
		WRITE an informative piece about "The Seasons and the Sun."	https://learnzillion.com/lesson_plans/6130-plan-a-written-response-to-an-informative-question-by-rereading-the-text#fndtn-lesson		
Developing A Topic	In this lesson, you will learn about the importance of developing a topic with details.	DEVELOP a topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	https://learnzillion.com/lesson_plans/8595-support-and-develop-a-topic-using-details-and-information#fndtn-lesson		
		IDENTIFY and EXPLAIN details from the text.	http://www.pearsonlongman.com/ae/download/shiningstar/graphic_organizers_6_10.pdf		
		USE precise language and domain-specific vocabulary to inform about or explain the topic.	https://www.engageny.org/ccls-ela/w42d		
		WRITE a concluding statement or section related to the information or explanation presented.	https://www.engageny.org/ccls-ela/w42e		
Organizing Paragraphs and Adding Transitions	In this lesson, you will learn to organize your thoughts into paragraphs. You will add transition words to writing to make it flow.	LEARN how to link ideas and transition between paragraphs.	http://youtu.be/6gku-vSf9Rk		
		IDENTIFY strong transitions between paragraphs.	PDF located in Pennsylvania Learns on iTunes U.	If a strong transition exists, highlight it. If a transition is missing, add it.	
		WRITE two or more paragraphs explaining your favorite things to do on school days and CONNECT the paragraphs using transition words or phrases.	http://www.google.com/docs/about/	Use Google Docs to type your paragraphs.	
Reporting in an Organized Manner	In this lesson, you will report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speaking clearly with adequate volume, appropriate pacing, and clear pronunciation.	LEARN how to recount an experience in an organized manner.	https://www.engageny.org/ccls-ela/sl44	USE appropriate facts and relevant, descriptive details to support main ideas or themes; speaking clearly with adequate volume, appropriate pacing, and clear pronunciation.	
			http://ccss4.watchknowlearn.org/Category.aspx?CategoryID=15403		
			http://newspaper.jaguarpaw.co.uk		

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			https://itunes.apple.com/us/app/telestory/id915378506?mt=8		
		PREPARE a report on a topic of your choice.	https://www.teacherspayteachers.com/Product/SL44-Fourth-Grade-Common-Core-Worksheets-Activity-and-Poster-948284	USE the resources provided to guide you in preparing your report.	
		PRESENT your report to a group of your peers.			
Using Formal and Informal Language	In this lesson, you will learn when to use formal and informal language.	LEARN about formal and informal writing.	https://www.youtube.com/watch?v=sdDBY2-Wmis		
		WRITE an informal post on Twister about what you are learning in school.	http://www.classtools.net/twister/		
		USE formal language in a business letter about a specified topic given by your teacher.	https://itunes.apple.com/us/app/pages/id361309726?mt=8		

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Module 4: Considering Perspectives and Supporting Opinions (Emphasis on opinion writing and comparing texts)	In this module, students engage in reading, writing, listening and speaking to build knowledge. Students begin by reading basic informational texts. Students have the opportunity to read science texts closely which gives them a chance to examine the structure, text features, and analyze concepts in scientific writing. An expanded writing piece will allow students to write an editorial expressing an opinion relating to the findings from their informational reading.
	
	Focus Standards in Module 4
	CC.1.1.4.D -
	Know and apply grade level phonics and word analysis skills in decoding words.
	  • Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words.
	CC.1.2.4.C - Explain events, procedures, ideas, or concepts in a text, including what happened and why, based on specific information in the text.
	CC.1.2.4.D - Compare and contrast an event or topic told from two different points of view.
	CC.1.2.4.I - Integrate information from two texts on the same topic to demonstrate understanding of that topic.
	CC.1.3.4.B - Cite relevant details from text to support what the text says explicitly and make inferences.
	CC.1.4.4.G - Write opinion pieces on topics or texts.
	CC.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.1.5.4.A - Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and expressing their own clearly.
	
	Important Standards in Module 4
	CC.1.1.4.E - Read with accuracy and fluency to support comprehension:
	  • Read on-level text with purpose and understanding.
	  • Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
	  • Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
	CC.1.4.4.X - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.				

		ACCESS the Module 4 Instructional Framework.	http://www.pdesas.org/CMap/CMap/DefaultCmap/16439		

Module Title	Message	Assignment / Call to Action	Resource / URL	Info about the URL (published on the "i" button of a resource/url)	Copyright Notes
Reading Unfamiliar Multisyllabic Words.	In this lesson, you will combine your knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words.	READ accurately unfamiliar multisyllabic words.	https://www.pinterest.com/heatherglore/multisyllabic-word-work/	This website provides a variety of activities to engage students in using their skills to decode unfamiliar multisyllabic words.	
Explaining events, procedures, ideas and concepts in text.	In this lesson, you will explain events, procedures, ideas, or concepts in a text, including what happened and why, based on specific information in the text.	EXPLAIN events, procedures, ideas, or concepts in a text, including what happened and why, based on specific information in the text.	http://betterlesson.com/common_core/browse/1254/ccss-ela-literacy-ri-4-3-explain-events-procedures-ideas-or-concepts-in-a-historical-scientific-or-technical-text-including-what	The series of lessons provide practice in explaining events, procedures, ideas, or concepts in a text, including what happened and why, based on specific information in the text.	
Analyzing Cause and Effect	In this lesson, you will analyze cause and effect relationships and events.	WATCH "Analyzing Cause and Effect."	http://youtu.be/xAnRgQzsyh0		
		READ the passage "Dead Zone."	"Dead Zone." PDF located in Pennsylvania Learns on iTunes U.		From ReadWorks.org
		CREATE a Popplet that describes the Dead Zone and why it occurs.	https://itunes.apple.com/us/app/popplet-lite/id364738549?mt=8		
		READ the passage "Frogs at Risk."	"Frogs at Risk." PDF located in Pennsylvania Learns on iTunes U.		From ReadWorks.org
		CREATE an iMovie about amphibians and why they are becoming extinct.	https://itunes.apple.com/us/app/imovie/id377298193?mt=8	INCLUDE ideas about how they can be saved.	
Comparing and Contrasting	In this lesson, you compare and contrast a topic from two different points of view.	WATCH "Introduction to Reading Skills: Compare and Contrast 2."	http://youtu.be/Fh3h8UUZZHE		
		READ "Drilling for Alaska" and FOCUS on the pros and cons of drilling.	PDF located in Pennsylvania Learns on iTunes U.		From Readworks.org
		COMPLETE a Venn Diagram reflecting the pros and cons of drilling.	https://itunes.apple.com/us/app/venn-diagram/id666981188?mt=8		
		RESEARCH a topic of interest with two opposing viewpoints.	https://itunes.apple.com/us/app/pages/id361309726?mt=8	SUMMARIZE each viewpoint (use Pages).	
		CREATE a Tellagami for each viewpoint.	https://itunes.apple.com/us/app/tellagami/id572737805?mt=8	(Save both Tellagamis to your camera roll.)	
		COMBINE both Tellagamis into an iMovie. ADD additional images of your topic to expand the movie.	https://itunes.apple.com/us/app/imovie/id377298193?mt=8	ADD additional images of your topic to expand the movie.	
Citing Text and Rephrasing	In this lesson, you will learn how to describe, in depth, a character, setting or event in a story or drama, drawing on specific details in the text.	DESCRIBE, in depth, a character, setting, or event in a story or drama, drawing on specific details in the text.	https://www.engageny.org/ccls-ela/rl43		
			https://learnzillion.com/lesson_plans/8964-develop-ideas-about-characters-by-tracking-their-actions-and-feelings		

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			http://www.internet4classrooms.com/common_core/describe_depth_character_setting_event_story_reading_literature_fourth_4th_grade_english_language_arts.htm		
			http://www.learningfarm.com/web/practicePassThrough.cfm?TopicID=139		
		PRACTICE describing a character, setting or event in a story or drama, drawing on specific details in the text.	http://www.fcrr.org/studentactivities/literature_45.htm		
Combining Information From Text to Demonstrate Understanding	In this lesson, you will integrate information from two texts on the same topic to demonstrate understanding of that topic.	LEARN how to combine information from two texts on the same topic to demonstrate understanding of that topic.	http://betterlesson.com/common_core/browse/1262/ccss-ela-literacy-ri-4-9-integrate-information-from-two-texts-on-the-same-topic-in-order-to-write-or-speak-about-the-subject-kno	The series of lessons provides practice in combining information from two texts on the same topic to demonstrate understanding of that topic.	
		PRACTICE combining information from two texts on the same topic to demonstrate understanding of that topic.	http://betterlesson.com/common_core/browse/1262/ccss-ela-literacy-ri-4-9-integrate-information-from-two-texts-on-the-same-topic-in-order-to-write-or-speak-about-the-subject-kno	Select another lesson to practice combining information from two texts on the same topic to demonstrate understanding of that topic.	
Writing Opinion Pieces	In this lesson, you will write an opinion piece about a text related topic, citing facts from the text to support your opinions; then, concluding the piece with an opinion statement.	LEARN how to write opinion pieces on topics or texts.	https://www.engageny.org/ccls-ela/w41		
			https://www.learningfarm.com/web/practicePassThrough.cfm?TopicID=1674		
			http://www.pps.k12.or.us/files/curriculum/G4Opinion2014.pdf		
		BRAINSTORM opinion topics; then, SELECT a topic from your brainstorm list.	https://youtu.be/kyiU6TmIA-4?list=PLbxE_ciw3NuYGbNXPUtRyaB8emKin0ICY	Students will read a selected literary text; then, write an opinion piece about a text related topic citing examples from the text to support their opinion.	
		DEVELOP and ORGANIZE supporting ideas about your topic.	https://youtu.be/V8Gu3Md5r-M?list=PLbxE_ciw3NuYGbNXPUtRyaB8emKin0ICY		
		USE transition words to connect your ideas.	https://youtu.be/-L6zKgS5OQA?list=PLbxE_ciw3NuYGbNXPUtRyaB8emKin0ICY		
		PUBLISH your piece in an iBook.	https://itunes.apple.com/us/app/ibooks-author/id490152466?mt=12	Use iBooks Author to populate your book.	
Collaborating with Others	In this lesson, you will engage in a range of collaborative discussions by building on others' ideas and expressing your own ideas clearly.	PARTICIPATE effectively in a range of collaborative discussions by building on others' ideas and expressing your own ideas clearly.	https://www.engageny.org/ccls-ela/sl41		

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			http://www.internet4classrooms.com/common_core/engage_effectively_range_collaborative_discussions_one_on_one_speaking_listening_fourth_4th_grade_english_language_arts.htm		
			https://www.pinterest.com/seriousteaching/sl41-discussing-collaboratively/		

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Module 5: Considering Perspectives and Supporting Opinions (emphasis on opinion writing explaining with textual reasons)	In this module, students consider perspectives and support opinions by reading and integrating information from at least two texts of the same topic. They compare and contrast an event of a topic told from two different points of view. Students write opinion pieces on the topics or texts that were analyzed and create an organizational structure that includes related ideas grouped to support the writer's purpose. Academic vocabulary is filtered throughout the module where students are given multiple opportunities to engage in discussions. **Focus Standards for Module 5** **CC.1.2.4.I** - Integrate information from two texts on the same topic to demonstrate understanding of that topic. **CC.1.3.4.B** - Cite relevant details from text to support what the text says explicitly and make inferences. **CC.1.3.4.D** - Compare and contrast an event or topic told from two different points of view. **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. **CC.1.4.4.G** - Write opinion pieces on topics or texts. **CC.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.1.5.4.A** - Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and expressing their own clearly. **Important Standards for Module 5** **CC.1.1.4.E** - Read with accuracy and fluency to support comprehension: • Read on-level text with purpose and understanding. • Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. • Use context to confirm or self-correct word recognition and understanding, rereading as necessary. **CC.1.4.4.X** - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.				
		Access the Module 5 Instructional Framework.	http://www.pdesas.org/CMap/CMap/DefaultCmap/16583		
Understanding Structures and Elements of Literature	In this lesson, you will learn the major differences between poems, drama and prose and refer to the structural elements of each when writing or speaking about a text.	LEARN the differences between poems, drama, and prose.	http://youtu.be/XfH3fQbi4Xc		
			http://betterlesson.com/common_core/browse/1243/ccss-ela-literacy-rl-4-5-explain-major-differences-between-poems-drama-and-prose-and-refer-to-the-structural-elements-of-poems-e		
		DISTINGUISH a poem from prose by looking for line breaks and stanzas.	https://learnzillion.com/lesson_plans/8237-distinguish-a-poem-from-prose-by-looking-for-line-breaks-and-stanzas#fndtn-lesson		
			https://learnzillion.com/lesson_plans/7999-rereading-and-retelling-to-understand-a-poem#fndtn-lesson		
		ANALYZE descriptive comparisons in a poem.	https://learnzillion.com/lesson_plans/8003-analyzing-descriptive-comparisons-in-a-poem#fndtn-lesson		

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Writing an Opinion Statement	In this lesson, you will write a persuasive piece that includes a strong opinion statement and supporting paragraphs with facts and evidence to convince the reader to take or avoid a certain action.	EXPLAIN how to write a persuasive piece.	https://youtu.be/ 736OUmFgepU		
		USE the OREO graphic organizer to organize your persuasive essay.	https:// www.teacherspayteacher s.com/Product/ Persuasive-Writing-Graphic-Organizer-OREO-580499		
		WRITE a persuasive piece.	https://itunes.apple.com/ us/app/pages/ id409201541?mt=12		
		PUBLISH your persuasive piece.	http://www.weebly.com/		
Collaborating with Others	In this lesson, you will discuss topics with your classmates and learn to respond to their ideas.	ENGAGE in collaborative discussions.	http://betterlesson.com/ common_core/browse/ 1307/ccss-ela-literacy-sl-4-1-engage-effectively-in-a-range-of-collaborative-discussions-one-on-one-in-groups-and-teacher-led-with-di		
		CREATE a Popplet about how to have a discussion with peers.	https://itunes.apple.com/ us/app/popplet-lite/ id364738549?mt=8		
		POST your opinion about a given topic as part of a Padlet board.	https://padlet.com		
		WRITE a blog post about the topic. (use KidBlog)	http://kidblog.org/home/		

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Module 6: Gathering Evidence and Speaking to Others	In this module, students read various informational pieces about a topic and gather evidence. They form an understanding of the issues surrounding a topic and create an engaging product that explains the effect of the informational topic by adding visual displays, audio recordings, and other media formats. Students have the opportunity to present their findings and speak in complete sentences in order to provide requested detail or clarification. Academic vocabulary is filtered throughout the module where students are given multiple opportunities to engage in discussions. **Focus Standards in Module 6** **CC.1.2.4.I** - Integrate information from two texts on the same topic to demonstrate understanding of that topic. **CC.1.4.4.G** - Write opinion pieces on topics or texts. **CC.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.U** - With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. **CC.1.4.4.W** - Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. **CC.1.5.4.D** - Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speaking clearly with adequate volume, appropriate pacing, and clear pronunciation. **Important Standards in Module 6** **CC.1.1.4.E** - Read with accuracy and fluency to support comprehension: • Read on-level text with purpose and understanding. • Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. • Use context to confirm or self-correct word recognition and understanding, rereading as necessary. **CC.1.4.4.X** - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.				
		Access the Module 6 Instructional Framework.	http://www.pdesas.org/CMap/CMap/DefaultCmap/16440		
Understanding Text	In this lesson, you will learn to combine information found in two different texts to show that you understand a topic.	LEARN about integrating information from multiple texts.	http://youtu.be/ryi_UUjsv5s		
		READ "2014 Was Earth's Warmest Year Yet."	PDF located in Pennsylvania Learns on iTunes U.	FOCUS on the concept of global warming.	
		READ "Global Warming."	PDF located in Pennsylvania Learns on iTunes U.	FOCUS on global warming.	
		SUMMARIZE each article's important ideas.	PDF located in Pennsylvania Learns on iTunes U.		
		CREATE a presentation about global warming.	https://itunes.apple.com/us/app/haiku-deck-presentation-slideshow/id536328724?mt=8	USE Haiku Deck for your presentation.	
Developing Ideas and Organizing Details	In this lesson, you will learn to develop ideas and organize details to write an opinion piece.	LEARN how to develop and organize supporting details.	http://youtu.be/V8Gu3Md5r-M		
		READ about climate change laws.	PDF located in Pennsylvania Learns on iTunes U.	DETERMINE if the government should pass a climate change law.	

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		COMPLETE the opinion graphic organizer.	http://www.d11.org/Instruction/Literacy.LanguageArts/Documents/K-5%20Writing%20Resources/1st%20Grade%20Units%20of%20Study/Unit%206%20Persuasive/OREOopiniongraphicorganizer%5B2%5D.pdf		
		WRITE a multi-paragraph essay regarding climate change laws.	http://www.google.com/docs/about/	USE your graphic organizer as a guide.	
Using Evidence	In this lesson, you will learn to use evidence from text to support your opinion.	LEARN how to use textual evidence in your writing.	http://youtu.be/G1Vl4RI_50U		
		READ about slopestyle.	PDF located in Pennsylvania Learns on iTunes U.	Determine if slopestyle should be included in future Olympic Games.	
		EXPLAIN your opinion about slope style's inclusion in the Olympics citing text evidence to support your opinion.	http://explaineverything.com/		
		READ about school lunches.	PDF located in Pennsylvania Learns on iTunes U.	THINK about whether or not the government should have a say in school lunch programs.	
		CREATE a web that details the pros and cons of government involvement in school lunch.	https://itunes.apple.com/us/app/popplet-lite/id364738549?mt=8	SUPPORT each side of the argument with details. (use Popplet)	
Organizing Ideas	In this lesson, you will organize your thoughts to create an effective opinion piece.	LEARN about organizing and connecting your ideas.	http://youtu.be/-L6zKgS5OQA?list=PLbxE_ciw3NuYGbNXPUtRyaB8emKin0ICY		
		THINK about an animal that would make the best pet.	https://itunes.apple.com/us/app/popplet-lite/id364738549?mt=8	BRAINSTORM your thoughts using the app Popplet.	
		USE a graphic organizer to ORGANIZE your thoughts.	http://www.thinkport.org/aa10f9f4-05f5-45de-b614-fca713aa2394.asset?		
Referencing Sources and Note Taking	In this lesson, you will 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.	RESEARCH to answer the question: "Which animal makes the best pet?"	https://learnzillion.com/lesson_plans/7308-find-answers-to-research-questions-by-skimming-texts-for-evidence#fndtn-lesson		
		RECORD your research notes using the interactive graphic organizer.	http://www.readwritethink.org/files/resources/interactives/animal-inquiry/	http://www.readwritethink.org/classroom-resources/student-interactives/animal-inquiry-30020.html	
Using Technology As A Publication and Communication Tool	In this lesson, you will use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.	POST your opinion about which animal makes the best pet to your blog.	https://edublogs.org/		
		COMMENT to another blog post.			

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Module 7: Literary Analysis	In this module, students read various literary text pieces and further practice determining a theme from the details in the text. They are given opportunities to explain the differences between poems, drama, and prose and refer to the structural elements of each when writing or speaking about a narrative text. Students expand their skills in determining meaning of words and phrases as they are used in grade level text (including figurative language). Using dialogue and descriptions to develop experiences and events in narrative writing is important in this module. Academic vocabulary is filtered throughout the module where students are given multiple opportunities to engage in discussions.
	
	Focus Standards in Module 7
	CC.1.3.4.A - Determine a theme of a text from details in the text; summarize the text.
	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
	.CC.1.3.4.F - Determine the meaning of words and phrases as they are used in grade level text, including figurative language.
	CC.1.4.4.M - Write narratives to develop real or imagined experiences or events.
	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.
	
	Important Standards in Module 7
	
	CC.1.1.4.E - Read with accuracy and fluency to support comprehension:
	  • Read on-level text with purpose and understanding.
	  • Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
	  • Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
	CC.1.4.4.X - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.				

		Access the Module 7 Instructional Framework.	http://www.pdesas.org/CMap/CMap/DefaultCmap/16584		
Understanding Figurative Language	In this lesson, you will learn to identify and understand different types of figurative language.	LEARN about types of figurative language.	https://www.youtube.com/watch?v=6QbV81IIq0I		
		HIGHLIGHT AND LABEL examples of figurative language in "Up to Speed."	"Up to Speed" PDF located in Pennsylvania Learns on iTunes U.		
		RECORD the literal meaning of each figurative language example.	https://itunes.apple.com/us/app/pages/id409201541?mt=12	USE Pages to record your notes.	
		SELECT and EXPLORE one type of figurative language.	https://quizlet.com/3962217/figurative-language-definitionsexamplespictures-flash-cards/		
		TEACH others about the type of figurative language you explored.	https://itunes.apple.com/us/app/imovie/id377298193?mt=8	CREATE an iMovie trailer.	
Using Dialogue in Your Writing	In this lesson, you will learn to use dialogue in your writing. You will use quotations to show how characters talk to one another.	READ the lesson about quotation marks. Learn how to write dialogue.	http://www.studyzone.org/testprep/ela4/j/quotationmarksl.cfm		
		PRACTICE writing dialogue.	https://itunes.apple.com/us/app/make-beliefs-comix/id795026580?mt=8	USE Make Beliefs Comix to CREATE your own comic strip.	
		CREATE an animated story using the dialogue from your Make Beliefs Comix.	https://itunes.apple.com/us/app/toontastic/id404693282?mt=8	USE Toontastic for your animated story.	