

Hazleton Area School District

Literacy Curriculum

Aligned to PA Core Standards and
English Language Proficiency Standards



Grade 4

Levels 2-4

What is a Curriculum Framework?

A Curriculum Framework is an organized plan or set of standards that defines the content to be learned in terms of clear, definable standards of what the student should know and be able to do.

A Curriculum Framework is part of [standards aligned system](#). The framework is the first step, defining clear, high standards which will be achieved by **all** students. The curriculum is then aligned to the standards, and students are assessed against the standards. When the standards are reached, there will be no [achievement gap](#) where some groups are allowed to score lower than others. All will meet world class standards and be career and college ready.

A Curriculum Framework includes the **Enduring Understandings**, which will lead to life-long learning; **Essential Questions** that guide student learning; **Grade Level Skills** that students are to master in order to meet the overarching standards; **Resources and Materials** for teachers and students to utilize to develop, master, and practice the skills, and **Assessments**, or opportunities, for students to demonstrate their level of achieving the standards.

A Curriculum Framework is not a textbook. A textbook is one tool or resource used to deliver a Curriculum Framework. Likewise, a series is one of many resources used to develop students' skills and understanding of the world around them. A Curriculum Framework is not a unit plan or collection of daily lesson plans for a teacher to follow. From the Curriculum Framework, teachers create lessons and units to meet each individual student's needs. A Curriculum Framework should allow a teacher to include differentiation through multiple resources, learning opportunities, and assessments. Choice and creativity for teachers and students are very important, and a Curriculum Framework should allow for both, yet focus on the standards.

A Curriculum Framework is a living document that must grow and develop with time and experience. It would behoove the committee to think that this document is complete. Administrators, teachers, parents, and students will continue to revise the Curriculum Framework to continue to meet the needs of the students in the Hazleton Area School District.

Curriculum Timeline

Timeline	Themes/Unit	ELD Standard	CCSS	Objective	Content	Additional Resources	Performance Tasks/ Assessments
10 Weeks	Unit 0 Welcome to Our Class	16.1.4-5 1L-5L 16.1.4-5.1R-5R	CC 1.5.4.A CC 1.5.4.C	Describe their families	Social and Instructional, The Humanities, ELA, Mathematics, Science, Social Studies, Technology, Engineering	Vocabulary builders	Journal Entries
Weeks 1-10	Unit 1 -All in Our Family	16.1.4-5.1S-5S 16.1.4-5.1W-5W	CC 1.2.4.B CC 1.2.4.E	Make inferences		Journals	Learn and use vocabulary.
Units 1-3	Unit 2 - Fresh Food	Listening: 16.2.4-5.2L-5L 16.5.4-5.1L 16.4.4-5.3L-4L Reading: 16.2.4-5.2R Speaking: 16..2.4-5.1S-5S Writing: 16.2.4-5.1W-4W 16.3.4-5.2W 16.4.4-5.2W 16.5.4-5.2W-5W Science: 16.4.4-5.2L-5L Social Studies: 16.5.4-51L	CC 1.2.4.H CC 1.2.4.K CC 1.5.4.A CC 1.5.4.D CC 1.4.4.D CC 1.4.4.J CC 1.4.4.P EE 4.55.4.A EE 4.5.4.C ST 3.2.4.A.1 8.2.4.B	Identify and use adjectives	Families and Physical features -what people look like -compare people and features -use present progressive tense to discuss plans -identify and use adjectives to compare	Workbook Workbook audio Selection videos Miscellaneous project materials (Magazine photos, scissors, construction paper, etc.) Finish Line Language Books	Class Big Book project Plant Cards project Then and now poster project Unit Assessments Unit Quizzes Opinion writing
	Unit 3 -Long Ago Today				Sequence of Events	-obligation/have to -frequency -ordering food -expressing opinions	Charts Word Banks
				Learn and use progressive tense grammar	Agriculture, food production, and food technology		
				Ask and answer questions	-ordering food -expressing opinions		
				Use visuals to support comprehension	Comparing the past with the present -daily life in the past versus today -what the past was like -compare past and present		
				Interpret and use timelines			

					-identify and use adjectives related to past and present		compare information. Warm Up/Wrap Up Rubrics
9 Weeks Weeks 11-19 Units 4-6	Unit 4 Get Well Soon Unit 5 My Favorites Unit 6 Wonders of the Sea	16.1.4-5 1L-5L 16.1.4-5.1R-5R 16.1.4-5.1S-5S 16.1.4-5.1W-5W Listening: 16.2.4-5.2L-5L 16.2.4-5.2R 16.2.4-5.4R 16.4.4-5.1L-5L Reading: 16.2.4-5.2R-5R Speaking: 16.2.4-5.1S-5S 16.4.4-5.1S-5S Writing: 16.2.4-5.1W-5W 16.4.4-5.2W Science: 16.4.4-5.1L-5L Mathematics 16.3.4-5.1W-5W	CC 1.5.4.A CC 1.5.4.C CC 1.2.4.B CC 1.2.4.E CC 1.2.4.H CC 1.2.4.K CC 1.5.4.A CC 1.5.4.D CC 1.4.4.D CC 1.4.4.J CC 1.4.4.P CC 2.2.4.A.4 EE 4.5.4.A EE 4.5.4.C ST 3.2.4.A1 ST 3.3.4.A3 ST 3.3.4.A6 ST 3.3.4.A1	Talk about health and illness Give advice Describe actions Write about cause and effect Identify different types of entertainment Compare people and activities Talk about favorite people and things Give opinions Name and describe sea life	Social and Instructional, The Humanities, ELA, Mathematics, Science, Social Studies, Performing Arts, Visual Arts, Health Get Well Soon - Illnesses - How to treat illnesses and injuries -cause and effect -reflexive pronouns My Favorites - Different types of entertainment - People and activities - Favorite people and things - Personal opinions -superlatives Wonders of the Sea - Different types of sea life - Causes of ocean pollution - Ways to protect the ocean -obligations and prohibitions	Vocabulary builders Journals Workbook Workbook audio Selection videos Miscellaneous project materials (shoebox, medical supplies, glue, construction paper, etc.) Finish Line Language Books Graphic Organizers Charts Word Banks	Vocabulary Readers Journal Entries Learn and use vocabulary. First Aid Kit project Famous People Class Book project Sea Animal poster project Unit Assessments Unit Quizzes Cause and Effect writing Book review writing Fact and Opinion writing

			ST 3.3.4.A.2	Talk about protecting the oceans Discuss future events Write to describe how things are different			Ask and answer questions Use visuals (i.e. graphs) to help students visualize and compare information. Warm Up/Wrap Up Rubrics
3 Weeks Weeks 20-22	WIDA Prep and WIDA test administration	Review standards					
9 Weeks Weeks 23-31 Units 7-9	Unit 7 Good Idea! Unit 8 That's Really Interesting! Unit 9 The Science of Fun	16.1.4-5 1L-5L 16.1.4-5.1R-5R 16.1.4-5.1S-5S 16.1.4-5.1W-5W Listening: 16.2.4-5.2L-5L 16.4.4-5.3L-5L 16.5.4-5.2W-5W Reading: 16.5.4-5.2L 16.2.4-5.2R Speaking: 16..2.4-5.2S-5S Writing: 16.5.2.4-5.2W-5W Listening:	CC 1.5.4.A CC 1.5.4.C CC 1.2.4.B CC 12.4.C CC 1.2.4.H CC 1.2.4.K CC 1.5.4.A CC 1.5.4.D ST 3.2.4.A.1 EE 4.5.4.A EE 4.5.4.C 8.2.4.B 8.3.4.B	Identify and use words related to inventions and their usefulness Talk about past habits Write facts and opinions about a favorite invention Identify and describe hobbies and interests Give information	Social and instructional, Science, technology/engineering, language arts Good Idea! -How inventions solve problems -use words related to inventions -use action words to give instructions -support opinions with facts That's Really Interesting! -identify and describe hobbies and interests -sequence events -indirect objects	Journals Workbook Workbook audio Selection videos Miscellaneous project materials (shoebox, medical supplies, glue, construction paper, etc.) Finish Line Language Books	Vocabulary Readers Journal Entries Learn and use vocabulary. Super Power app project A hobby presentation project A thamatrope project Unit Assessments Unit Quizzes

		<p>16.5.4-5.2W-5W</p> <p>Science: 16.4.4-5.2L-5L</p> <p>Social Studies: 16.5.4-5.1L</p>	8.4.4.B	<p>about people you know</p> <p>Talk about gifts you have received</p> <p>Describe and explain a hobby</p> <p>Identify and practice sequence of events</p> <p>Identify how you use force to move</p> <p>Use the word <i>more</i> to describe cause and effect</p> <p>Understand and describe roller coaster actions</p> <p>Write about cause and effect</p> <p>Evaluate peer writing</p>	<p>The Science of Fun</p> <p>-actions that use force and direction</p> <p>-movement</p> <p>-double comparatives</p>	<p>Graphic Organizers</p> <p>Charts</p> <p>Word Banks</p> <p>Timelines</p>	<p>Fact and Opinion writing</p> <p>Explanation writing</p> <p>Cause and Effect writing</p> <p>Ask and answer questions</p> <p>Use visuals (i.e. graphs) to help students visualize and compare information.</p> <p>Warm Up/Wrap Up</p>
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