

# CURRICULUM MAP

Subject: ELA

Grade: 4<sup>TH</sup>

Quarter: 2nd

Teacher(s): 4<sup>th</sup> Grade

Month _____	WEEK 1 _____	WEEK 2 _____	WEEK 3 _____	WEEK 4 _____	WEEK 5 _____																								
<p><b>Concept (CCSS Standards)</b></p> <p><i>Italic Information: Recursive standard – repeated in at least one other quarter</i></p> <p><b>BOLD information: Standards that should be emphasized</b></p>	<p>4.RL.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g. character’s thoughts, words, or actions). <b>(DOK 1)</b>  <i>In this passage, Ruby’s actions let the reader know that she is _____.</i></p> <p><b>A. bold</b>  <b>B. rude</b>  <b>C. shy</b>  <b>D. stubborn</b></p> <p><b>(DOK 3)</b>  <i>What conclusion can you draw about Ruby’s character? Use evidence from text to support your answer.</i></p> <p>4.RI.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. <b>(DOK 3)</b>  <i>The Case of the Park Litterbugs</i>  <i>Jaime and several of his friends were concerned with the amount of trash found in the park. They decided to investigate. They used the information they collected to make a plan to clean the park.</i></p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="text-align: left;">Detective</th> <th style="text-align: left;">Day</th> <th style="text-align: left;">Garbage Found</th> </tr> </thead> <tbody> <tr> <td>Jaime</td> <td>Sunday</td> <td>9</td> </tr> <tr> <td>Jessica</td> <td>Monday</td> <td>11</td> </tr> <tr> <td>Eric</td> <td>Tuesday</td> <td>2</td> </tr> <tr> <td>Judy</td> <td>Wednesday</td> <td>3</td> </tr> <tr> <td>Ana Luz</td> <td>Thursday</td> <td>5</td> </tr> <tr> <td>Milton</td> <td>Friday</td> <td>7</td> </tr> <tr> <td>Libby</td> <td>Saturday</td> <td>15</td> </tr> </tbody> </table>	Detective	Day	Garbage Found	Jaime	Sunday	9	Jessica	Monday	11	Eric	Tuesday	2	Judy	Wednesday	3	Ana Luz	Thursday	5	Milton	Friday	7	Libby	Saturday	15	<p>4.SL.1c Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly: Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. <b>(DOK 3)</b> <i>Give feedback on/critique what others have said.</i></p> <p>4.SL.1d Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly: Review the key ideas expressed and explain their own ideas in light of the discussion. <b>(DOK 3)</b> <i>Discuss what you have learned. Make connections to what others have said.</i></p> <p><b>Big Idea 1, Quarter 2:</b> describe characters’ thoughts or actions and interpret information and explain how they contribute to comprehension.</p>	<p>4.SL.6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. <b>(DOK 1)</b>  <i>Below is a formal letter. You must decide which of the phrases in bold you think are most appropriate.</i></p> <p><i>Dear Mr. Thorton,</i>  <i>I thought I'd write/ I am writing to complain about the state of the yard/condition of the playground. Over the last two weeks, I have noticed loads of rubbish/a great deal of litter. I reckon/It is my opinion that this litter is a health hazard. For example, yesterday a year 4 boy fell over and cut his hand on a broken bottle. The boy I'm talking about/The boy in question needed four stitches.</i></p> <p><b>(DOK 2)</b> <i>Revise an informal paragraph to be formal.</i></p> <p><b>(DOK 3)</b>  <i>Have students construct two presentations pertaining to the same topic and content. One presentation will be presented to a classmate (informal) and the second will be presented to the school’s principal (formal).</i>  <i>Narrative topic: Weekend Family Fun</i></p> <p>4.W.2d Write informative/explanatory texts to examine a topic and convey ideas and information clearly: Use precise language and domain-specific vocabulary to inform about or explain the topic. <b>(DOK 4)</b> <i>Write an explanatory essay on how to make brownies.</i></p> <p><b>Big Idea 1, Quarter 2:</b> describe characters’ thoughts or actions and interpret information and explain how they contribute to comprehension.</p>	<p>4.W.2e Write informative/explanatory texts to examine a topic and convey ideas and information clearly: Provide a concluding statement or section related to the information or explanation presented. <b>(DOK 4)</b> <i>Write an explanatory essay on how to make brownies.</i></p> <p>4.W.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic. <b>(DOK 4)</b> <i>With your team, create a graphic organizer that shows why it is important to recycle.</i></p> <p><b>(DOK 4)</b> <i>Create a poster that shows your findings of our favorite dessert.</i></p> <p><b>Big Idea 1, Quarter 2:</b> describe characters’ thoughts or actions and interpret information and explain how they contribute to comprehension.</p>	<p>4.L.3a Use knowledge of language and its conventions when writing, speaking, reading, or listening: Choose words and phrases to convey ideas precisely.* <b>(DOK 2)</b>  <i>Rewrite the sentence by replacing the underlined word with more precise language.</i></p> <p><b>1. The new puppy ran around the backyard.</b></p> <p>4.L.3b Use knowledge of language and its conventions when writing, speaking, reading, or listening: Choose punctuation for effect.* <b>(DOK 2)</b> <i>Please proofread the sentence.</i></p> <p><b>1. the mural will take up the whole wall wow</b></p> <p><b>Big Idea 1, Quarter 2:</b> describe characters’ thoughts or actions and interpret information and explain how they contribute to comprehension.</p>
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	<p>How do the graphic sources support the text?</p> <p>2. On what day of the week did the park stay the cleanest?</p> <p>a. Saturday c. Tuesday b. Monday d. Wednesday</p> <p><b>Big Idea 1</b>, Quarter 2: describe characters' thoughts or actions and interpret information and explain how they contribute to comprehension.</p>				
Vocabulary	setting, character, plot, collaborate, domain- specific, concluding statement	setting, character, plot, collaborate, domain- specific, concluding statement	setting, character, plot, collaborate, domain- specific, concluding statement	setting, character, plot, collaborate, domain- specific, concluding statement	setting, character, plot, collaborate, domain- specific, concluding statement
Assessment Resources:	<p>Resources &amp; Links to Technology</p> <p><a href="http://www.corestandards.org/ELA-Literacy">http://www.corestandards.org/ELA-Literacy</a> Appendix C – grade-level writing samples with annotation</p> <p><a href="http://www.studenthandouts.com">www.studenthandouts.com</a> keyword: graphic organizers</p> <p><a href="http://www.perfect-english-grammar.com">www.perfect-english-grammar.com</a> verb tenses, parts of speech</p> <p>Houghton Mifflin Fourth Grade English, Getting Started: The Writing Process, pp. 7–27</p> <p>Houghton Mifflin Fourth Grade English, U.4 Adjectives, Writing with Adjectives, pp. 136–140 (elaborating and combining sentences)</p> <p>Houghton Mifflin Fourth Grade English, U.11 Writing a Research Report, pp. 368–</p>	<p>Resources &amp; Links to Technology</p> <p><a href="http://www.corestandards.org/ELA-Literacy">http://www.corestandards.org/ELA-Literacy</a> Appendix C – grade-level writing samples with annotation</p> <p><a href="http://www.studenthandouts.com">www.studenthandouts.com</a> keyword: graphic organizers</p> <p><a href="http://www.perfect-english-grammar.com">www.perfect-english-grammar.com</a> verb tenses, parts of speech</p> <p>Houghton Mifflin Fourth Grade English, Getting Started: The Writing Process, pp. 7–27</p> <p>Houghton Mifflin Fourth Grade English, U.4 Adjectives, Writing with Adjectives, pp. 136–140 (elaborating and combining sentences)</p> <p>Houghton Mifflin Fourth Grade English, U.11 Writing a Research Report, pp.</p>	<p>Resources &amp; Links to Technology</p> <p><a href="http://www.corestandards.org/ELA-Literacy">http://www.corestandards.org/ELA-Literacy</a> Appendix C – grade-level writing samples with annotation</p> <p><a href="http://www.studenthandouts.com">www.studenthandouts.com</a> keyword: graphic organizers</p> <p><a href="http://www.perfect-english-grammar.com">www.perfect-english-grammar.com</a> verb tenses, parts of speech</p> <p>Houghton Mifflin Fourth Grade English, Getting Started: The Writing Process, pp. 7–27</p> <p>Houghton Mifflin Fourth Grade English, U.4 Adjectives, Writing with Adjectives, pp. 136–140 (elaborating and combining sentences)</p> <p>Houghton Mifflin Fourth Grade English, U.11 Writing a Research Report, pp. 368–</p>	<p>Resources &amp; Links to Technology</p> <p><a href="http://www.corestandards.org/ELA-Literacy">http://www.corestandards.org/ELA-Literacy</a> Appendix C – grade-level writing samples with annotation</p> <p><a href="http://www.studenthandouts.com">www.studenthandouts.com</a> keyword: graphic organizers</p> <p><a href="http://www.perfect-english-grammar.com">www.perfect-english-grammar.com</a> verb tenses, parts of speech</p> <p>Houghton Mifflin Fourth Grade English, Getting Started: The Writing Process, pp. 7–27</p> <p>Houghton Mifflin Fourth Grade English, U.4 Adjectives, Writing with Adjectives, pp. 136–140 (elaborating and combining sentences)</p> <p>Houghton Mifflin Fourth Grade English, U.11 Writing a Research Report, pp. 368–389</p>	<p>Resources &amp; Links to Technology</p> <p><a href="http://www.corestandards.org/ELA-Literacy">http://www.corestandards.org/ELA-Literacy</a> Appendix C – grade-level writing samples with annotation</p> <p><a href="http://www.studenthandouts.com">www.studenthandouts.com</a> keyword: graphic organizers</p> <p><a href="http://www.perfect-english-grammar.com">www.perfect-english-grammar.com</a> verb tenses, parts of speech</p> <p>Houghton Mifflin Fourth Grade English, Getting Started: The Writing Process, pp. 7–27</p> <p>Houghton Mifflin Fourth Grade English, U.4 Adjectives, Writing with Adjectives, pp. 136–140 (elaborating and combining sentences)</p> <p>Houghton Mifflin Fourth Grade English, U.11 Writing a Research Report, pp. 368–389</p> <p>Houghton Mifflin Fourth Grade English, Tools</p>

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<b>ESSENTIAL QUESTIONS</b>	<ul style="list-style-type: none"> <li>• How does in-depth character analysis contribute to comprehension?</li> <li>• How can formal English context support small group discussions?</li> </ul>	<ul style="list-style-type: none"> <li>• How does in-depth character analysis contribute to comprehension?</li> <li>• How can formal English context support small group discussions?</li> </ul>	<ul style="list-style-type: none"> <li>• How does in-depth character analysis contribute to comprehension?</li> <li>• How can formal English context support small group discussions?</li> </ul>	<ul style="list-style-type: none"> <li>• How does in-depth character analysis contribute to comprehension?</li> <li>• How can formal English context support small group discussions?</li> </ul>	<ul style="list-style-type: none"> <li>• How does in-depth character analysis contribute to comprehension?</li> <li>• How can formal English context support small group discussions?</li> </ul>

Month _____	WEEK 6 _____	WEEK 7 _____	WEEK 8 _____	Week 9	Instructional Strategies (District)
<p><b>Concept (CCSS Standards)</b></p> <p><i>Italic Information: Recursive standard – repeated in at least one other quarter</i></p> <p><b>BOLD information: Standards that should be emphasized</b></p>	<p>4.L.3c Use knowledge of language and its conventions when writing, speaking, reading, or listening: Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). <b>(DOK 3) Using formal English, construct a letter or invitation to a local professional and ask them to speak at your school.</b></p> <p>4.L.5c <i>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings: Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</i> <b>(DOK 1) happy (adj.) -- feeling as you do when you are well and are having a good time. (I am happy to be in this class.)</b></p> <p><b>SYNONYMS:</b> cheerful, glad, jolly, joyful, merry</p> <p><b>(DOK 2) ANTONYMS:</b> gloomy, sad Use another word for happy to complete the following sentence: New Year's is always a _____ holiday.</p> <p><b>A. merry B. laugh C. gloomy D. sad</b></p> <p><b>In the blank, write an antonym for the underlined word:</b></p> <p>1. My dad was overjoyed when he saw my report card. _____</p> <p><b>Big Idea 1, Quarter 2:</b> describe characters' thoughts or actions and interpret information and explain how they contribute to comprehension.</p>	<p>4.RI.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. <b>(DOK 3) Read the passages below. Describe the text structure the writer uses. Identify any signal words that help you determine the structure.</b></p> <p><i>Beep Baseball is a lot like baseball. They both use a ball and bases, and both have two teams. The players use a bat to hit the ball.</i></p> <p><i>Unlike players on baseball teams, the players on Beep Baseball teams are sighted and non-sighted people. The sport is played with a big ball and a big bat. There are only two bases, which look like soft towers.</i></p> <p><i>When a batter hits a ball, one of the bases begins to beep loudly. The batter runs toward the sound. If the batter can reach the base before someone throws a ball to the base, his or her team scores a point.</i></p> <p><b>(DOK 3) Read the passages below. Describe the text structure the writer uses. Identify any signal words that help you determine the structure.</b></p> <p><i>My family and I went to the Kennedy Space Center in Florida. The first thing we did when we got there was to take a tour of a space shuttle that once flew into space. During our tour, an astronaut showed us her spacesuit. I even got to try on the space boots. Next, we tasted the food astronauts eat while they are in space. It was really different from other foods that I had eaten but it tasted pretty good. Finally, we got in a special booth that showed us what it is like to be weightless! It was an amazing day.</i></p> <p>4.RI.6 <i>Compare and contrast a firsthand and secondhand account of the same even or topic; describe the differences in focus and the information provided.</i> <b>(DOK 1) Which of the following is a primary source?</b></p> <ol style="list-style-type: none"> <li>a newspaper report of a volcano erupting</li> <li>an eyewitness account of an earthquake</li> </ol>	<p>4.RI.8 Explain how an author uses reasons and evidence to support particular points in a text.</p> <p>4.RL.6 <i>Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third- person narrations</i> <b>(DOK 1) Which sentence is written in first person point of view?</b></p> <ol style="list-style-type: none"> <li>They are ready to be picked.</li> <li>She should come to the orchard with us.</li> <li>Billy was so glad he could buy apples</li> <li>I like to eat apples.</li> </ol> <p><b>Which sentence is written in first person point of view?</b></p> <ol style="list-style-type: none"> <li>"Go away, and leave me alone!" I screamed.</li> </ol> <p>Mary thought, "I can beat Henry this time." C. "You need to think about it before you decide." said Mom.</p> <p><b>(DOK 3) Passage 1</b> Katie looked everywhere for her pet lizard Leo. She could not find her anywhere. Where could Leo be? Katie hoped she was o.k.</p> <p><b>Passage 2</b> I went straight to my room to change my clothes and check Dribble. I ran to my dresser to check Dribble. His bowl with the rock was there, but Dribble was gone! I got really scared.</p> <ul style="list-style-type: none"> <li>Is the first passage written in first person or third person? Explain how you know.</li> </ul> <p>The first passage is written in third person. I know because it uses the person's name and the pronoun she in the text.</p>	<p>4.W.2b. Write informative/explanatory texts to examine a topic and convey ideas and information clearly: Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. <b>(DOK 4) Write an explanatory essay on how to make brownies.</b></p> <p>4.W.2.c Write informative/explanatory texts to examine a topic and convey ideas and information clearly: Link ideas within categories of information using words, phrases, and clauses (e.g., another, for example, also, because). <b>(DOK 4) Write an explanatory essay on how to make brownies.</b></p>	

		<p>an encyclopedia entry on volcanoes (DOK 3) Describe how the focus of a primary source probably differs from the focus of a secondary source on the same event?</p>	<ul style="list-style-type: none"> <li>Is the second passage written in first person or third person? Explain how you know.</li> </ul> <p>The second passage is written in first person. I know because it uses the pronoun I in the text.</p>		
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