

READING/ELA CURRICULUM MAP

Subject: ELA

Grade: 4TH

Quarter: 3rd

Teacher(s): 4th Grade

Month	WEEK 1-2	WEEK 3-4	WEEK 5-6	WEEK 6-7 REVIEW AND ASSESSMENTS	WEEK 8-9																					
Concept (CCSS Standards) <i>Italic Information: Recursive standard – repeated in at least one other quarter</i> BOLD information: Standards that should be emphasized What does the standard actually mean?	READING: 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. (DOK 3) The Case of the Park Litterbugs 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. <table border="1"> <tr> <td>Detective</td> <td>Day</td> <td>Garbag Found</td> </tr> <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> </table>	Detective	Day	Garbag Found	Jaime	Sunday	9	Jessica	Monday	11	Eric	Tuesday	2	Judy	Wednesday	3	Ana Luz	Thursday	5	Milton	Friday	7	READING: 4RI.3. 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. (DOK 3) A butterfly starts life as a very small, round, oval or cylindrical egg. When the egg finally hatches, a caterpillar merges. As soon as a caterpillar is done growing, it forms into a pupa, also known as a chrysalis. After the caterpillar has done all of its forming and changing inside the pupa, an adult butterfly emerges. A butterfly rests after emerging, flapping its wings slowly to pump blood into the wings. In your own words explain the life cycle of a butterfly. Describe the last stage of the butterfly life cycle. What do you think will happen next? Support your answer.	READING: 4RF.4 a. Read with sufficient accuracy and fluency to support comprehension: Read on-level text with purpose and understanding. b. Read with sufficient accuracy and fluency to support comprehension: Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Read with sufficient accuracy and fluency to support comprehension: Read on-level text with purpose and understanding. GDOE STANDARDS: 4.1.1 Read aloud grade level appropriate fiction and nonfiction texts with fluency and accuracy and with appropriate pacing, intonation, and expression.	READING 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. 4RI.3. 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. 4RF.4 Read with sufficient accuracy and fluency to support comprehension: Read on-level text with purpose and understanding. LANGUAGE 4.L.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) and relative adverbs (where,when, why) b. Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses. d. Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small</i>	(REVIEW LESSON) 4.RI.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (DOK 1) If you have a hard time telling an alligator and a crocodile apart, you are not the only one. The animals do look alike. They both belong to the same family. There are ways you can tell the two animals apart. An alligator has a wide jaw. A crocodile has a pointed jaw. On the crocodile, one of its teeth sticks up over its lip when its mouth is closed. An alligator doesn't show its teeth. A crocodile is found in saltwater. The glands in its tongue can get rid of extra salt. An alligator has these glands, too. However, they don't work very well, so the alligator lives in fresh water. (DOK 1) From the information in this selection, readers can infer that both alligators and crocodiles: A. live in water B. see at night C. hear well D. eat a lot of meat (DOK 3) Do you think an alligator would be able to survive in salt water? Use evidence from the text to support your answer. (REVIEW) 4.RI.3 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. (DOK 3) A butterfly starts life as a very small, round, oval or cylindrical egg. When the egg finally hatches, a caterpillar merges. As soon as a caterpillar is done growing, it forms into a pupa, also known as a chrysalis. After the caterpillar has done all of its forming and changing inside the pupa, an adult butterfly emerges. A butterfly rests after emerging, flapping its wings slowly to pump blood into the wings. In your own words explain the life cycle of a butterfly. 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	Libby	Saturday	15	LANGUAGE			READING
	How do the graphic sources support the text?			4.L.3 a. Use knowledge of language and its conventions when writing, speaking, reading, or listening: Choose words and phrases to convey ideas precisely.*	4.1.1 Read aloud grade level appropriate fiction and nonfiction texts with fluency and accuracy and with appropriate pacing, intonation, and expression.	bag). f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.* g. Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>).*	4.RI.3
	2. On what day of the week did the park stay the cleanest?			b. Use knowledge of language and its conventions when writing, speaking, reading, or listening: Choose punctuation for effect.*	3.1.5 Use sentence and word context to find the meaning of unknown words. 4.1.4 Distinguish and interpret words with multiple meanings (<i>quarters</i>) by using context clues (the meaning of the text around a word).	4.L.3 a. Use knowledge of language and its conventions when writing, speaking, reading, or listening: Choose words and phrases to convey ideas precisely.*	4.RI.7
	a. Saturday c. Tuesday b. Monday d. Wednesday			c. 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).	6.1.2 Recognize unknown words using a variety of identification strategies.	b. Use knowledge of language and its conventions when writing, speaking, reading, or listening: Choose punctuation for effect.*	4.RF.4
	LANGUAGE			LANGUAGE:	4W.5	ELA	
	4.L.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.				With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)	4.L.1	
	a. Use relative pronouns(who, whose, whom,which,that) and relative adverbs (where,when, why)					4.L.3	
	b. Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses.					4.W.5	
	d. Order adjectives within sentences according to conventional patterns (e.g., a <i>small red bag</i> rather than a <i>red small bag</i>).						
	f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*						
	g. Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>).*						
				GDOE STANDARDS 4RI.3	GDOE STANDARDS:		
				4.2.6 Follow multiple-step instructions in a basic technical manual. 5.2.1 Use the features of informational texts, such as formats, graphics, diagrams,	4.4.4 Proofread one's own writing, as well as that of others, using an editing checklist or set of rules with specific examples of corrections of frequent errors.		

	<p><i>GDOE CONTENT STANDARDS</i></p> <p><i>4RI.7</i></p> <p><i>4.2.4 Make and confirm predictions and/or hypotheses (statements of theories or assumptions) about text by using prior knowledge and ideas presented in the text itself, including illustrations, titles, topic sentences, important words, foreshadowing clues (clues that indicate what might happen next), and direct quotations.</i></p> <p><i>4L.1</i></p> <p><i>4.5.1 Identify and use interesting sentences by using words that describe, explain, or provide additional details and connections, such as verbs, adjectives, adverbs, appositives, participial phrases, prepositional phrases, and conjunctions to create interesting simple and compound sentences</i></p>	<p><i>illustrations, charts, maps, and organization, to find information and support understanding.</i></p> <p><i>4.L.3</i></p> <p><i>4.1.3 Use a thesaurus to find related words and ideas. 4.4.4 Proofread one's own writing, as well as that of others, using an editing checklist or set of rules with specific examples of corrections of frequent errors.</i></p> <p><i>3.5.1 Write correctly complete sentences of statement, command, question, or exclamation, with final punctuation.</i></p>	<p>4.4.5 Revise writing by combining and moving sentences and paragraphs to improve the focus and progression of ideas.</p>	
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ESSENTIAL QUESTIONS /VOCABUL ARY

<p>4.RI.7 How do various presentations of information affect the learner's understanding of the text?</p> <ol style="list-style-type: none">How does the diagram/image help you understand what you are reading?How does the diagram help the reader understand how a person breathes? Use examples from the diagram and the text to support your answer.How does the diagram help the reader understand the directions? Use examples from the diagram and the text in your answer.How does the graph contribute to the reader's understanding of crop yields? Use examples from the graph and the text in your answer.How does the timeline contribute to the reader's understanding of the development of chewing gum? Use examples from the timeline and the text in your answer. <p>ESSENTIAL QUESTIONS</p> <p>4.L.1 How do we use the English language appropriately to speak and write?</p> <ol style="list-style-type: none">What is relative pronoun?What is a relative adverb?What is the progressive tense?How do I form the progressive tense?What is a preposition?What is a prepositional phrase?How do I form a prepositional Phrase?What is the difference	<p>4.RI.3 How do you interpret important ideas, events, procedures and concepts when reading non-fiction?</p> <ol style="list-style-type: none">Which step comes first, second, third,etc?Can you explain what happened first, second, third, etc? Why is this important for understanding the text?Can you tell me how these ideas are the same? Can you tell me how are they different?Think about these historical events. How are they connected?What is the effect of not getting enough sleep? What information from the article supports your answer?Why is it important to sand the wood before it is painted? What information from the article supports your answer? <p>4.L.3</p> <p>What difference does using proper conventions and grammar make on what I write and speak?</p> <ol style="list-style-type: none">How do certain words convey different meanings and ideas?How does proper punctuation clarify meaning?What effect does proper usage of English have on everyday life?	<p>Vocabulary:</p> <ul style="list-style-type: none">• Affix• Context• Decode• Morphology• Multi-syllabic word• Phonics• Root word• Syllabication		
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	<p>between frequently confused words?</p> <p>9. What resources do I use to determine the correct usage of frequently used words?</p>				
RESOURCES AND LINKS TO TECHNOLOGY:	Resources & Links to Technology <ul style="list-style-type: none"> http://www.corestandards.org/ELA-Literacy Appendix C – grade-level writing samples with annotation http://www.kidskonnect.com/343-figurative-language.html www.studenthandouts.com keyword: graphic organizers www.eradingworksheet.com/pointofview keywords: 4th grade text structure worksheets Houghton Mifflin Fourth Grade, U.12, Writing to Express an Opinion, pp. 412–435 Houghton Mifflin Fourth Grade, U.13, Writing to Persuade, pp. 446–467. 	Resources & Links to Technology <ul style="list-style-type: none"> http://www.corestandards.org/ELA-Literacy Appendix C – grade-level writing samples with annotation http://www.kidskonnect.com/343-figurative-language.html www.studenthandouts.com keyword: graphic organizers www.eradingworksheet.com/pointofview keywords: 4th grade text structure worksheets Houghton Mifflin Fourth Grade, U.12, Writing to Express an Opinion, pp. 412–435 Houghton Mifflin Fourth Grade, U.13, Writing to Persuade, pp. 446–467. <p>Common Core Workbook Pg. 442-468</p>	Resources & Links to Technology <ul style="list-style-type: none"> http://www.corestandards.org/ELA-Literacy Appendix C – grade-level writing samples with annotation http://www.kidskonnect.com/343-figurative-language.html www.studenthandouts.com keyword: graphic organizers www.eradingworksheet.com/pointofview keywords: 4th grade text structure worksheets Houghton Mifflin Fourth Grade, U.12, Writing to Express an Opinion, pp. 412–435 Houghton Mifflin Fourth Grade, U.13, Writing to Persuade, pp. 446–467. 	Resources & Links to Technology <ul style="list-style-type: none"> http://www.corestandards.org/ELA-Literacy Appendix C – grade-level writing samples with annotation www.studenthandouts.com keyword: graphic organizers www.eradingworksheet.com/pointofview keyword: poetry structure www.eradingworksheet.com/pointofview keyword: text structure (informational text analysis of structures) Houghton Mifflin Fourth Grade, U.12, Writing to Express an Opinion, pp. 412–435 Houghton Mifflin Fourth Grade, U.13, Writing to Persuade, pp. 446–467. 	Resources & Links to Technology <ul style="list-style-type: none"> http://www.corestandards.org/ELA-Literacy Appendix C – grade-level writing samples with annotation www.studenthandouts.com keyword: graphic organizers www.eradingworksheet.com/pointofview keyword: poetry structure www.eradingworksheet.com/pointofview keyword: text structure (informational text analysis of structures) Houghton Mifflin Fourth Grade, U.12, Writing to Express an Opinion, pp. 412–435 Houghton Mifflin Fourth Grade, U.13, Writing to Persuade, pp. 446–467.
VOCABULARY / ESSENTIAL QUESTIONS	<ul style="list-style-type: none"> • Animation • Chart • Diagram • Graph • Oral presentation • Quantitative • Timeline • Visual display 	<p>READING VOCABULARY</p> <p>RI.3</p> <ul style="list-style-type: none"> Article Concept Events Historical text Idea Procedure Scientific text Sequence Supporting detail Technical text <p>4L.3</p>	<p>How do writers engage their readers by using opinion pieces to examine a topic and convey ideas and information? How does the audience influence the format of your writing? How does the purpose influence the format of your writing?</p> <ol style="list-style-type: none"> What is an opinion/argumentative piece? Can I support my point of view using information I have collected? Can I use details to support my argumentative piece? What is a fact? What is an opinion? 		<p>Why is it necessary to refer to details and examples in a text when drawing inferences from the text?</p> <ol style="list-style-type: none"> Based on the information in ____ (text title), which car is best for a large family? How do you know? Which details and/or examples from the article support your answer? Why are spiders important? How do you know? Which details and/or examples from the article support your answer? Which step is most important in constructing a bridge? How do you know? Which details and/or examples from the article support your answer? As a result of their work, what will most likely happen to the snow geese population? How do you know? Which details and/or examples from the article support your answer? <p>How are insects and mammals alike and different? How do you know? Use details and/or examples from the</p>

<p>VOCABULARY:</p> <p><input type="checkbox"/> thesaurus (</p> <p><input type="checkbox"/> Affix (</p> <p><input type="checkbox"/> Context (</p> <p><input type="checkbox"/> Definition (</p> <p><input type="checkbox"/> Dictionary (</p> <p><input type="checkbox"/> Digital source (</p> <p><input type="checkbox"/> Glossary (</p> <p><input type="checkbox"/> MorphologyZ (greek and latin roots (</p> <p><input type="checkbox"/> MultipleZ (meaning word/phrase (</p> <p><input type="checkbox"/> Phrase (</p> <p><input type="checkbox"/> Print source (</p> <p><input type="checkbox"/> Reference (material (</p> <p><input type="checkbox"/> Root word (</p> <p><input type="checkbox"/> Text (</p>	<ul style="list-style-type: none"> • Context • Formal English • Ideas • Informal discourse • Phrase • Punctuation 	<p>How do writers engage their readers by using informative/explanatory texts to examine a topic and convey ideas and information?</p> <p>How does the audience influence the format of your writing?</p> <ol style="list-style-type: none"> 1. What is an informative/explanatory piece? 2. Can I write an opening, body, and closing to an informative/explanatory text? 3. What is a topic sentence? 4. How do I support my topic sentence with details? <p>LANGUAGE ESSENTIAL QUESTIONS: Who do all authors need to edit their pieces?</p> <ol style="list-style-type: none"> 1. What is editing? 2. What resources can I use to edit my writing? 3. How do I use graphic organizers to help plan my writing? 		<p>article to support your answer.</p> <p>How can a speaker/writer differentiate between situations that call for the use of formal English vs situations that call for the use of informal English?</p> <ol style="list-style-type: none"> 1. What is formal English? 2. When is formal English necessary? 3. What is informal English? <p>When is informal English appropriate?</p>
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