

CURRICULUM MAP

Subject: ELA

Grade: 4TH

Quarter: 4th

Teacher(s): 4th Grade

Month _____	WEEK 1 _____	WEEK 2 _____	WEEK 3 _____	WEEK 4 _____	WEEK 5 _____
<p>Concept (CCSS Standards) <i>Italic Information: Recursive standard – repeated in at least one other quarter</i></p> <p>BOLD information: Standards that should be emphasized</p>	<p>4.RF.4b 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. (DOK 1) Use questions and prompts such as:</p> <ul style="list-style-type: none"> • Does that sound right? • Does that look right? • Does that make sense? • Look for chunks you know and say them. • Look at the beginning of the word and try it again. • Look at the end of the word and try it again. <p>(DOK 2) Use prompts such as:</p> <ul style="list-style-type: none"> • Make your reading sound like the characters are talking. • Make your voice go down when you see the period at the end. Go back and reread when it doesn't sound or look like you think it should. <p>4.RL.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.</p> <p>(DOK 1) A theme that appears in many stories is that hard work has many rewards. Which of the following stories has this same theme?</p> <p>a. Little Red Riding Hood b. The Little Red Hen c. Goldilocks and the Three Bears d. Peter Rabbit</p> <p>(DOK 3) What is the Theme of this poem? Waves Rolling to the shore another rides piggy back Stretching closer and closer Disappearing back out to sea Making space For another one to roll ashore</p>	<p>4.RI.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>4.L.5b Demonstrate understanding of figurative language, word relationships, and nuances in word meanings: Recognize and explain the meaning of common idioms, adages, and proverbs. (DOK 1) Underline the adage or proverb in each sentence, and then circle the correct meaning.</p> <p>1. We use coupons when we buy our groceries, because a penny saved is a penny earned.</p> <p>A. Holding on to money you already have is as useful as getting more of it.</p> <p>B. It is hard to save money without using coupons</p> <p>DOK 2) Read each idiom. Write what you think it means on the line.</p> <p>1. He has a nose for the news _____</p>	<p>4.W.9a Draw evidence from literary or informational texts to support analysis, reflection, and research: Apply grade 4 reading standards to literature (e.g., “describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”)</p> <p>4.W.1a Write opinion pieces on topics or texts, supporting a point of view with reason and information: Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose. (DOK 4) Create an opinion piece and state about your favorite after school activity and state your reasons why it is your favorite.</p> <p>(DOK 4) Create an opinion piece after reading a text on your favorite part and why. (Use linking words such as because and also).</p>	<p>4.W.3b Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences: Use dialogue and description to develop experiences and events or show the responses of characters to situations. (DOK 2) Which of the following topics would be the best for a narrative?</p> <ol style="list-style-type: none"> 1. Habitats of Frogs 2. The Experience of Losing a Tooth 3. Steps to Growing a Vegetable Garden 4. The Planet Mercury <p>4.W.3c Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences: Use a variety of transitional words, phrases, and clauses to manage the sequence of events. (DOK 3) Revise a sentence to include transitional words.</p>	<p>4.W.9b Draw evidence from literary or informational texts to support analysis, reflection, and research: Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”). (DOK 4) Create a report that shows your findings on a given topic.</p> <p>4.SL.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. (DOK 3) Give a digital presentation and choose recordings and displays that enhance the development of main idea and theme.</p>

Vocabulary	<ul style="list-style-type: none"> • Character • Compare • Contrast • Myth • Story • Text • Theme • Topic • Traditional literature 	<ul style="list-style-type: none"> • cause • compare • contrast • idea • text • topic 	<ul style="list-style-type: none"> • Character • Character motivation • Drama • Event • Evidence • Informational/ informative text • Literary text • Opinion piece • Reflect • Research • Setting • topic 	<ul style="list-style-type: none"> • figurative • language • nuance • idiom • adage • proverb 	<ul style="list-style-type: none"> • Character • Character motivation • Drama • Event • Evidence • Informational/ informative text • Literary text • Opinion piece • Reflect • Research • Setting • topic
Assessment Resources:	<p>www.corecommonstandards.com workbook purchased online by individual teachers:</p> <p>RL.4.9 Compare and Contrast ws pg. 96-97 /Venn Diagram pg. 98 (assessment for understanding)</p> <p>RF.4.4 Foundational ws. Pg.235-238</p> <p>http://www.corestandards.org/ELA-Literacy</p> <p>Appendix C – grade-level writing samples with annotation</p> <p>http://www.kidskonnnect.com/343-figurative-language.html</p> <p>www.studenthandouts.com</p> <p>keyword: graphic organizers</p>	<p>www.corecommonstandards.com pg. 203-208 (workbook)</p> <p>RL.4.5b Three Amigos activity from Common core workbook pg. 55-76</p> <p>http://www.corestandards.org/ELA-Literacy</p> <p>Appendix C – grade-level writing samples with annotation</p> <p>http://www.kidskonnnect.com/343-figurative-language.html</p> <p>www.studenthandouts.com</p> <p>keyword: graphic organizers</p> <p>www.ereadingworksheet.com</p> <p>keyword: text structure (compare text by</p>	<p>http://www.corestandards.org/ELA-Literacy</p> <p>Appendix C – grade-level writing samples with annotation</p> <p>http://www.kidskonnnect.com/343-figurative-language.html</p> <p>www.studenthandouts.com</p> <p>keyword: graphic organizers</p> <p>www.ereadingworksheet.com</p> <p>keyword: text structure (compare text by analyzing text structures)</p> <p>Houghton Mifflin Fourth Grade English, Building Vocabulary, pp. H11–H17 (similes, metaphors, idioms, synonyms)</p>	<p>http://www.corestandards.org/ELA-Literacy</p> <p>Appendix C – grade-level writing samples with annotation</p> <p>http://www.kidskonnnect.com/343-figurative-language.html</p> <p>www.studenthandouts.com</p> <p>keyword: graphic organizers</p> <p>www.ereadingworksheet.com</p> <p>keyword: text structure (compare text by analyzing text structures)</p> <p>Houghton Mifflin Fourth Grade English, Building Vocabulary, pp. H11–H17 (similes, metaphors, idioms, synonyms)</p>	<p>http://www.corestandards.org/ELA-Literacy</p> <p>Appendix C – grade-level writing samples with annotation</p> <p>http://www.kidskonnnect.com/343-figurative-language.html</p> <p>www.studenthandouts.com</p> <p>keyword: graphic organizers</p> <p>www.ereadingworksheet.com</p> <p>keyword: text structure (compare text by analyzing text structures)</p> <p>Houghton Mifflin Fourth Grade English, Building Vocabulary, pp. H11–H17 (similes, metaphors, idioms, synonyms)</p>

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<p>ESSENTIAL QUESTIONS</p>	<p>How do various cultures affect the theme or topic of similar stories, myths and traditional literature?</p> <ol style="list-style-type: none"> 1. What happened to the characters that is the same? What happened that is different? 2. How did characters solve problems in different ways across texts? 3. How are the plots the same or different across texts? 4. _____ (text title) and ____ (text title) have similar themes. How are the authors treatments of that theme alike and different? 5. Which author is more effective in relaying a certain theme? Why? Use examples from both texts to support your answer. 6. _____ (text title) and _____ (text title) have similar topics. How are the authors treatments of that topic alike and different 7. Which text is more interesting? Why? Use examples from both texts to support your answer. Both _____ (text title) and _____ (text title) are quest tales. How are the patterns of events alike and different? Which text is more interesting? Why? Use examples from both texts to support your answer. 	<p>4.RI.9 How does a good reader combine information from various sources about the same topic to demonstrate understanding of the topic?</p> <ol style="list-style-type: none"> 1. What is the same about the points presented in these texts? What is different? 2. Look at these two texts about the same topic. Can you find the important information from both texts to add to your notes? Can you tell me about the important ideas you found in each text? 3. Given the information presented in two texts, explain why exercise is the key to good health. <p>Given the information presented in two texts, explain the causes of the American Revolution.</p>	<p>4.W.9a How can a writer use evidence to support analysis, reflection and research?</p> <ol style="list-style-type: none"> 1. How do I use information to create my own writing on a topic? <p>How do I use information from a text to produce an opinion piece?</p> <p>How do writers engage their readers by using opinion pieces to examine a topic and convey ideas and information?</p> <p>How does the audience influence the format of your writing?</p> <p>How does the purpose influence the format of your writing?</p> <ol style="list-style-type: none"> 1. What is an opinion/argumentative piece? 2. Can I support my point of view using information I have collected? 3. Can I use details to support my argumentative piece? 4. What is a fact? 5. What is an opinion? 		<p>4.W.9a How can a writer use evidence to support analysis, reflection and research?</p> <ol style="list-style-type: none"> 1. How do I use information to create my own writing on a topic? <p>How do I use information from a text to produce an opinion piece?</p>

Month _____	WEEK 6 _____	WEEK 7 _____	WEEK 8 _____	Mathematical Practices: _____	Instructional Strategies (District) _____
Concept (CCSS Standards)	<p>4.RL.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. <i>Students will apply multiple cueing sources to read grade level poetry and prose. By the end of the 1st quarter students should be reading at:</i></p> <p>4.RI.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>4.W.3d Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences: Use concrete words and phrases and sensory details to convey experiences and events precisely. <i>(DOK 4) Write a three paragraph essay using the following narratvie prompt:</i></p> <p><i>The school bus I was riding in came to a sudden stop and smoke began to pour out from under the bus.</i></p> <p><i>Using a rubric specified for narrative writing, to include standard details (i.e. use of dialogue and description, use of a variety of transitional words, sensory details, and conclusion).</i></p>	<p>4.W.3e Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences: Provide a conclusion that follows from the narrated experiences or events. <i>(DOK 4) Write a three paragraph essay using the following narratvie prompt:</i></p> <p><i>The school bus I was riding in came to a sudden stop and smoke began to pour out from under the bus.</i></p> <p><i>Using a rubric specified for narrative writing, to include standard details (i.e. use of dialogue and description, use of a variety of transitional words, sensory details, and conclusion).</i></p> <p>4.SL.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. <i>(DOK 3) Give a digital presentation and choose recordings and displays that enhance the development of main idea and theme.</i></p>		

Vocabulary	<ul style="list-style-type: none"> • Comprehension • Historical text • Informational/informative text • Scaffolding • Scientific text • Technical text Text complexity 				
Assessment /Resources					
ESSENTIAL QUESTIONS	<p>4.RI.10 What strategies do good readers use every time they read to comprehend? How does a good reader use informational texts to gather new knowledge?</p> <ol style="list-style-type: none"> 1. Can I comprehend (understand) independently assigned text? 2. Can I comprehend (understand) self selected text? <p>What strategies do I use if I am not comprehending (understanding) what I am reading?</p>				