

CURRICULUM MAP

Subject: ELA

Grade: 4TH

Quarter: 1st

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>Red – DOK (Depth of Knowledge)</p>	<p>4.RF.3a 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 (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. (DOK1) What is the prefix in the word misunderstanding?</p> <p>a) mis b) under c) stand d) ing</p> <p>(DOK 1) How is the word misunderstanding divided in syllables?</p> <p>a. mis/un/der/stand/ing b. mis/understand/ing c. mi/sun/der/stand/ing</p> <p>(DOK 2) Please _____ his shoelaces and _____ them correctly.</p> <ol style="list-style-type: none"> 1. discover, recover 2. retie, untie 3. uncover, discover 4. untie, retie <p>Using the word "port" and the prefix "ex", what is the meaning of the word <i>export</i>?</p> <p>a. making the products</p> <p>b. carrying the products out of the country</p> <p>c. bringing products into the country</p> <p>4.RF.4a Read with sufficient accuracy and fluency to support comprehension: Read on-level text</p>	<p>4.L.1a Demonstrate command of conventions of standard English grammar and usage when writing or speaking: Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). (DOK 1) Relative Pronoun</p> <p>1. Tara, Tara is the television show (that/who) won all those awards.</p> <p>2. Ingrid James is the actress (who/whom) stars on the show.</p> <p>Relative Adverb</p> <p>1. I do not know the place _____ she works.</p> <p>2. Reese didn't know the reason _____ her sister was mad.</p> <p>(DOK 3) Have students create a written piece containing examples of skill and/or use in small group or partnership oral discussions.</p> <p>4.L.1b Demonstrate command of conventions of standard English grammar and usage when writing or speaking: Form and use progressive (e.g., I was walking; I am walking; I will be walking) verb tenses. (DOK 1) Underline the progressive form of the verb in the sentence.</p> <p>(Present)</p> <ol style="list-style-type: none"> 1. The students are thinking of entering the talent shoe. 2. They are going to see a play. (Past) <ol style="list-style-type: none"> 1. Gabe and Kim were riding their bikes when it started to rain. 2. The fans were cheering for the athlete 	<p>4.L.4a 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: Use context (e.g., definitions, examples, or restatements in a text) as a clue to the meaning of a word or phrase. (DOK 2) Use context clues to find the meaning of the underlined word.</p> <p>1. My aunt sighed. "Sometimes I wonder if they would have been better off in the canyon, living in the wilderness instead of around humankind," she said.</p> <p>4.L.4b 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: Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). (DOK 1) Underline the prefixes in the following words:</p> <ol style="list-style-type: none"> 1. disobey 2. unsure 3. misunderstood <p>(DOK 1) Look at each word and identify the Greek or Latin Root, by underlining it.</p> <ol style="list-style-type: none"> 1. astronomer 2. telephone <p>(DOK 2) Underline the suffix. Then circle its meaning.</p> <ol style="list-style-type: none"> 1. cloudy <ol style="list-style-type: none"> 1. full of clouds 2. without clouds 	<p>4.RI.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text. (DOK 2) The Roadrunner: The Roadrunner is a fast-running bird that has a long tail and a crest. The bird is found in the southwestern United States and Mexico The roadrunner is also called a chaparral bird and a chaparral cock. Some Roadrunners have been clocked at 20 miles per hour and are usually found in the desert.</p> <ol style="list-style-type: none"> 1. What is the main idea of the passage? 2. Identify a supporting detail and explain how it supports the main idea. <p>4.RI.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. (DOK 1) The astronauts were quarantined, or isolated, when they returned from the moon in case they were carrying any dangerous germs that could be spread to other people. What is the meaning of the underlined word.</p> <ol style="list-style-type: none"> A. dangerous germs B. to spread germs C. kept away from other people D. to be quiet <p>(DOK 2) Which word best fits in the blank?</p> <p>_____bird_____animal_____living thing</p> <ol style="list-style-type: none"> A. fish B. eagle C. amphibian D. feathers <p>4.RL.7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.</p>	<p>4.SL.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (DOK 2) Summarize the main points in your own words.</p> <p>4.SL.1b 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: Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>4.RL.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text. (DOK 2-3): Questions will not vary in difficulty; however, text should.</p> <p>What is the theme of this poem? Use examples from the poem to support your answer.</p> <p>Which verse below best supports the theme?</p> <ol style="list-style-type: none"> A. Try, try again. B. If you find your task hard. C. Though we do not win the race. D. Then your courage should appear <p>TRY, TRY AGAIN</p> <p>by T. H. Palmer</p> <p>'Tis a lesson you should heed, Try, try again; If at first you don't succeed, Try, try again; Then your courage should appear, For if you will persevere, You will conquer, never fear, Try, try again.</p> <p>Once or twice, though you should fail, Try, try again; If you would at last prevail, Try, try again; If we strive, 'tis no disgrace Though we do not win the</p>

	<p>with purpose and understanding.</p> <p>4.RF.4c Read with sufficient accuracy and fluency to support comprehension: Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (DOK 1) Use questions and prompts such as:</p> <ul style="list-style-type: none"> • Does that sound right? • Does that look right? <p>• Does that make sense?</p> <ul style="list-style-type: none"> • 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.L.1c Demonstrate command of conventions of standard English grammar and usage when writing or speaking: Use modal auxiliaries (e.g., can, may, must) to convey various conditions. (DOK 1) Underline the modal auxiliary verb in the sentence. (can)</p> <ol style="list-style-type: none"> 1. She can come over to watch a movie. 2. Can they carry it? (may) <ol style="list-style-type: none"> 1. He may come in. 2. He may bring it. (must) <ol style="list-style-type: none"> 1. Must they do their homework now? 2. I must give the dog a bath. <p>(DOK 3) Have students create a written piece containing examples of skill and/or use in small group or partnership oral discussions.</p>	<p>when he fell.</p> <p>(Future)</p> <ol style="list-style-type: none"> 1. I will be traveling in Europe next summer. 2. I will be going to soccer practice next weekend. <p>(DOK 3) Have students create a written piece containing examples of skill and/or use in small group or partnership oral discussions.</p> <p>4.L.2a Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing: Use correct capitalization.</p> <p>4.L.2b Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing: Use commas and quotation marks to mark direct speech and quotations from the text.</p> <p>4.L.2d Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing: Spell grade-appropriate words correctly, consulting references as needed. (DOK 1) The boiling water in the pot was _____ as I _____ the spaghetti.</p> <p>Which choice shows the correct spelling of the words that fit into the sentence?</p> <ol style="list-style-type: none"> A. bubbeling...stirred B. bubbleing...stird C. bubbling...stirred D. bubbling...stired 	<p>3. in a clouded way</p> <p>(DOK 3) Using your knowledge of word parts, what does the word unaturally mean in the following sentence.</p> <p>1. Jessica unnaturally bent her body to fit into a small space in the wall.</p> <p>4.L.4c 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: Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. (DOK 1) Find the word stress in the glossary and then answer the following question.</p> <p>1. What part of speech is the word <i>stress</i> as it is defined in this glossary entry?</p> <p>(DOK 2) Use the dictionary to answer the question:</p> <p>1. Which meaning of distort do you find in the following sentence? Eduardo twisted the hanger and distorted its shape.</p> <p>a. Meaning #1 b. Meaning #2</p> <p>(DOK 1) Use a thesaurus to replace the word in parenthesis with a synonym.</p> <p>1. "Don't (interfere) with my plans to be king of the road!"</p>	<p>4.W.5 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.) (DOK 2) What feedback can you give your parnter about their writing?</p> <p>(DOK 3) What changes can you make to your writing to improve your informative essay?</p> <p>4.W.10 Write routinely over extended time frames (time or 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.</p>	<p>race; What should you do in the case? Try, try again.</p> <p>If you find your task is hard, Try, try again; Time will bring you your reward, Try, try again All that other folks can do, Why, with patience, should not you? Only keep this rule in view: Try, try again.</p> <p>4.SL.3 Identify the reasons and evidence a speaker provides to support particular points. (DOK 3) What evidence does the speaker give to support the main idea?</p> <p>(DOK 3) Summarize the main points by referring to specific pieces of evidence from the presentation.</p> <p>4.SL.4 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; speak clearly at an understandable pace. (DOK 2) Use the following checklist:</p> <ul style="list-style-type: none"> • Communicate my knowledge on a topic • Tell a story • Recount an event • Speak in an organized and logical manner. • Speak audibly in coherent, spoken sentences. • Speak in an appropriate pace. • Use details to support my main ideas or themes. <p>4.L.2c Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing: Use a comma before a coordinating conjunction in a compound sentence. (DOK 1) Choose the sentence with the correct use of capital letters.</p> <ol style="list-style-type: none"> 1. Yesterday Ms. Simms' class went to see <i>Polar Express</i>. 2. My friend William has visited Italy and france. 3. We like to sing "jingle bells" at Christmas time 4. My dad says the best time to catch fish is in may.
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Vocabulary	<ul style="list-style-type: none"> Affix Context Decode Morphology Multi-syllabic word Phonics Root word Syllabication pattern <p>6-syllable types, derivational suffixes, modal auxiliary words, progressive verb tense, relative pronouns, relative adverbs, audience, writing purpose</p>	6-syllable types, derivational suffixes, modal auxiliary words, progressive verb tense, relative pronouns, relative adverbs, audience, writing purpose	6-syllable types, derivational suffixes, modal auxiliary words, progressive verb tense, relative pronouns, relative adverbs, audience, writing purpose		theme, format, quantitative, oral, paraphrase, summarize, reason, evidence, drama, poem, prose, prepositional phrase, adjective order
Assessment Resources:	<p>Resources & Links to Technology</p> <p>http://www.corestandards.org/ELA-Literacy Appendix C – grade-level writing samples with annotation www.studenthandouts.com keyword: graphic organizers www.perfect-english-grammar.com verb tenses, parts of speech www.ereadingworksheet.com/pointofview keywords: language arts, punctuation with commas www.englishgrammar.org keywords: pronouns, relative pronouns www.Printableworksheets.in keyword 4 grade relative adverbs</p> <p>Houghton Mifflin Fourth Grade English, U. 5, Capitalization and Punctuation, pp. 182–185 (capitals, commas in quotations)</p> <p>Houghton Mifflin Fourth Grade English, Part 3, Tools and Tips, Thesaurus Plus, pp. H79–H102 (thesaurus and glossary)</p> <p>Houghton Mifflin Fourth Grade English, U. 6, Pronouns, pp. 203–220</p> <p>Houghton Mifflin Fourth Grade English, U. 3,</p>	<p>Resources & Links to Technology</p> <p>http://www.corestandards.org/ELA-Literacy Appendix C – grade-level writing samples with annotation www.studenthandouts.com keyword: graphic organizers www.perfect-english-grammar.com verb tenses, parts of speech www.ereadingworksheet.com/pointofview keywords: language arts, punctuation with commas www.englishgrammar.org keywords: pronouns, relative pronouns www.Printableworksheets.in keyword 4 grade relative adverbs</p> <p>Houghton Mifflin Fourth Grade English, U. 5, Capitalization and Punctuation, pp. 182–185 (capitals, commas in quotations)</p> <p>Houghton Mifflin Fourth Grade English, Part 3, Tools and Tips, Thesaurus Plus, pp. H79–H102 (thesaurus and glossary)</p> <p>Houghton Mifflin Fourth Grade English, U. 6, Pronouns, pp. 203–220</p> <p>Houghton Mifflin Fourth Grade English, U. 3,</p>	<p>Resources & Links to Technology</p> <p>http://www.corestandards.org/ELA-Literacy Appendix C – grade-level writing samples with annotation www.studenthandouts.com keyword: graphic organizers www.perfect-english-grammar.com verb tenses, parts of speech www.ereadingworksheet.com/pointofview keywords: language arts, punctuation with commas www.englishgrammar.org keywords: pronouns, relative pronouns www.Printableworksheets.in keyword 4 grade relative adverbs</p> <p>Houghton Mifflin Fourth Grade English, U. 5, Capitalization and Punctuation, pp. 182–185 (capitals, commas in quotations)</p> <p>Houghton Mifflin Fourth Grade English, Part 3, Tools and Tips, Thesaurus Plus, pp. H79–H102 (thesaurus and glossary)</p> <p>Houghton Mifflin Fourth Grade English, U. 6, Pronouns, pp. 203–220</p> <p>Houghton Mifflin Fourth Grade English, U. 3,</p>	<p>Resources & Links to Technology</p> <p>http://www.corestandards.org/ELA-Literacy Appendix C – grade-level writing samples with annotation www.studenthandouts.com keyword: graphic organizers www.perfect-english-grammar.com verb tenses, parts of speech www.ereadingworksheet.com/pointofview keywords: language arts, punctuation with commas www.englishgrammar.org keywords: pronouns, relative pronouns www.Printableworksheets.in keyword 4 grade relative adverbs</p> <p>Houghton Mifflin Fourth Grade English, U. 5, Capitalization and Punctuation, pp. 182–185 (capitals, commas in quotations)</p> <p>Houghton Mifflin Fourth Grade English, Part 3, Tools and Tips, Thesaurus Plus, pp. H79–H102 (thesaurus and glossary)</p> <p>Houghton Mifflin Fourth Grade English, U. 6, Pronouns, pp. 203–220</p> <p>Houghton Mifflin Fourth Grade English, U. 3,</p>	<p>Resources & Links to Technology</p> <p>http://www.corestandards.org/ELA-Literacy Appendix C – grade-level writing samples with annotation www.studenthandouts.com keyword: graphic organizers www.perfect-english-grammar.com verb tenses, parts of speech www.ereadingworksheet.com/pointofview keywords: language arts, verb tense–verb and sentence structure and grammar worksheets www.ereadingworksheet.com/pointofview keywords: worksheet Understanding Theme with Fables</p> <p>Houghton Mifflin Fourth Grade English, Research and Study Strategies, Summarizing, pp. H29–H30</p> <p>Houghton Mifflin Fourth Grade English, Using Technology, p. H35</p>

	<p>Verbs, pp. 95–118</p> <p>Houghton Mifflin Fourth Grade Spelling and Vocabulary , Student Handbook, Writer’s Resources, pp. 253–257</p> <p>Houghton Mifflin Fourth Grade spelling and Vocabulary, Spelling-Meaning Index, p. 280 (Latin and Greek word parts)</p> <p>Houghton Mifflin Fourth Grade Spelling and Vocabulary, Student Handbook, Thesaurus, pp. 258–275</p> <p>Houghton Mifflin Fourth Grade Spelling and Vocabulary, Student Handbook, Dictionary, pp. 282–350</p> <p>Houghton Mifflin Fourth Grade Reading, Glossary, pp. 710–718</p>	<p>Verbs, pp. 95–118</p> <p>Houghton Mifflin Fourth Grade Spelling and Vocabulary , Student Handbook, Writer’s Resources, pp. 253–257</p> <p>Houghton Mifflin Fourth Grade spelling and Vocabulary, Spelling-Meaning Index, p. 280 (Latin and Greek word parts)</p> <p>Houghton Mifflin Fourth Grade Spelling and Vocabulary, Student Handbook, Thesaurus, pp. 258–275</p> <p>Houghton Mifflin Fourth Grade Spelling and Vocabulary, Student Handbook, Dictionary, pp. 282–350</p> <p>Houghton Mifflin Fourth Grade Reading, Glossary, pp. 710–718</p>	<p>Verbs, pp. 95–118</p> <p>Houghton Mifflin Fourth Grade Spelling and Vocabulary , Student Handbook, Writer’s Resources, pp. 253–257</p> <p>Houghton Mifflin Fourth Grade spelling and Vocabulary, Spelling-Meaning Index, p. 280 (Latin and Greek word parts)</p> <p>Houghton Mifflin Fourth Grade Spelling and Vocabulary, Student Handbook, Thesaurus, pp. 258–275</p> <p>Houghton Mifflin Fourth Grade Spelling and Vocabulary, Student Handbook, Dictionary, pp. 282–350</p> <p>Houghton Mifflin Fourth Grade Reading, Glossary, pp. 710–718</p>	<p>Verbs, pp. 95–118</p> <p>Houghton Mifflin Fourth Grade Spelling and Vocabulary , Student Handbook, Writer’s Resources, pp. 253–257</p> <p>Houghton Mifflin Fourth Grade spelling and Vocabulary, Spelling-Meaning Index, p. 280 (Latin and Greek word parts)</p> <p>Houghton Mifflin Fourth Grade Spelling and Vocabulary, Student Handbook, Thesaurus, pp. 258–275</p> <p>Houghton Mifflin Fourth Grade Spelling and Vocabulary, Student Handbook, Dictionary, pp. 282–350</p> <p>Houghton Mifflin Fourth Grade Reading, Glossary, pp. 710–718</p>	
<p>ESSENTIAL QUESTIONS</p>	<p>How does the context affect the meaning of certain (multiple-meaning) words?</p> <ol style="list-style-type: none"> How do I use context to determine the meaning of a word? What is a root word? What is an affix? How do I use Greek and Latin affixes and clues to determine the meaning of a word? What references can I use to increase my understanding of words? 	<p>How do parts of speech and writing conventions contribute to writing passages?</p>	<p>How do parts of speech and writing conventions contribute to writing passages?</p>	<p>How do parts of speech and writing conventions contribute to writing passages?</p>	<p>Essential Question(s):</p> <p>How does theme impact the overall meaning of a story? use theme to enhance the reader’s experience? How do adjectives and prepositional phrases contribute to writing?</p>

Month _____	WEEK 6 _____	WEEK 7 _____	WEEK 8 _____	Week 9 _____	Instructional Strategies (District) _____
<p>Concept (CCSS Standards)</p>	<p>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) <i>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.</i></p> <p>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.</p> <p>(DOK 1) From the information in this selection, readers can infer that both alligators and crocodiles:</p> <p>A. live in water B. see at night</p> <p>4.RL.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (DOK 1-3) <i>Arnold loves to go camping. He goes camping in all kinds of weather and during all four seasons. He chose to go camping one crisp, cold night in February. He got to the camp ground bright and early. He set up camp along the frozen river. Arnold knew his tent, sleeping bag, and other equipment would keep him safe and warm.</i></p> <p>(DOK 1) After reading this passage, readers can infer that..... A. this is Arnold's first time camping. B. this is NOT Arnold's first time camping. C. Arnold rarely camps D. none of the above</p> <p>(DOK 3) Is this Arnold's first time camping? Provide evidence from the text to support your answer.</p>	<p>4.RL.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean). (DOK 1) <i>In this passage, what does the word herculean mean?</i></p> <p>(DOK 2) <i>Emma was unable to take her test because she was feeling under the weather.</i></p> <p>What does the phrase under the weather mean? Use details to support your answer.</p> <p>(DOK 3) <i>Emma was unable to take her test because she was feeling under the weather.</i></p> <p>What does the phrase under the weather mean? Use details to support your answer.</p> <p>4.L.1d Demonstrate command of conventions of standard English grammar and usage when writing or speaking: Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). (DOK 1) Which is correct?</p> <ol style="list-style-type: none"> The big, black cat played with a toy. The black, big cat played with a toy. <p>(DOK 3) Have students create a written piece containing examples of skill and/or use in small group or partnership oral discussions.</p>	<p><i>4.L.5a and c Demonstrate understanding of figurative language, word relationships, and nuances in word meanings: a) Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context; c) Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</i> (DOK 1) <i>Identify the similie/metaphor in a given sentence.</i></p> <p>(DOK 2) Similes Complete these sentences. Pick words that would help readers picture what is being described.</p> <ol style="list-style-type: none"> The pillow was as soft as _____ His heart pounded like _____ <p>Metaphors</p> <p>Write your own sentence using a metaphor to relate stars to diamonds.</p> <p>(DOK 3) Compare and contrast similes and metaphors. Write a simile and metaphor using the same idea:</p> <p>Example Simile: Jose is as fast as the wind. Metaphor: Jose is the wind when he runs.</p> <p>4.L.1f Demonstrate command of conventions of standard English grammar and usage when writing or speaking: Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.* (DOK 1) Write sentence or fragment for each group of words.</p>	<p>4.W.8 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. (DOK 4) <i>Create a digital presentation and present to an audience.</i></p> <p>4.W.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (DOK 2) Put these sentences in order.</p> <ol style="list-style-type: none"> While we were shopping we saw my cousin Lucy. My mom said we should all eat lunch together. This morning my mom and I went shopping for a prom dress. Lucy was looking for a prom dress too. <p>(DOK 3) How does thinking about your audience help you decide what tone of voice you should use?</p> <p>(DOK4) Write about a trip or vacation for the purpose of entertaining your peers. Use appropriate sequence words (time – order words).</p> <p>4.W.6 With some guidance and support from adults, 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.</p>	

	<p>4.SL.1a 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: Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (DOK 3)</p> <p>How would you prepare to discuss with your classmates, The Human Body Digestive System?</p>	<p>4.L.1e Demonstrate command of conventions of standard English grammar and usage when writing or speaking: Form and use prepositional phrases. (DOK 1)</p> <p>Underline the prepositional phrase.</p> <ol style="list-style-type: none"> Jaime flew the plane over a group of boys. Will worked from day to night. <p>(DOK 3) Have students create written piece containing examples of skill and/or use in small group or partnership oral discussions.</p>	<ol style="list-style-type: none"> The cat feeds her kittens. Is very hungry today. <p>Correct the run-on sentence by separating them into two sentences.</p> <ol style="list-style-type: none"> I am bored at grandma's house she doesn't have a T.V. We're going bird watching you can bring your friend along. <p>(DOK 2) Correct the run-on sentence by making it a compound or complex sentence.</p> <ol style="list-style-type: none"> The boy played baseball he played it all day. I went to the party the party was fun. <p>(DOK 3) Have students create a written piece containing examples of skill and/or use in small group or partnership oral discussions.</p> <p>4.L.1g Demonstrate command of conventions of standard English grammar and usage when writing or speaking: Correctly use frequently confused words (e.g., to, too, two; their, there).* (DOK1)</p> <p>Read each sentence. If the underlined word is used correctly, write C. If the underlined word is used incorrectly, write I.</p> <ol style="list-style-type: none"> Pablo knows who's backpack that belongs to. _____ The author of this book writes well. _____ <p>(DOK 3)</p> <p>Write a story about a real or imaginary pet. Use some problem words and some easily confused words in your story. Underline each problem word and easily confused word you use. Then check to be sure you have used and spelled it correctly.</p>		
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<p>Vocabulary:</p>	<p>inferred text evidence, explicit text evidence, homophones, Greek roots, Latin roots, affixes, simile, metaphor, antonym, synonym</p>	<p>inferred text evidence, explicit text evidence, homophones, Greek roots, Latin roots, affixes, simile, metaphor, antonym, synonym</p> <p>theme, format, quantitative, oral, paraphrase, summarize, reason, evidence, drama, poem, prose, prepositional phrase, adjective order</p>	<p>inferred text evidence, explicit text evidence, homophones, Greek roots, Latin roots, affixes, simile, metaphor, antonym, synonym</p>	<p>inferred text evidence, explicit text evidence, homophones, Greek roots, Latin roots, affixes, simile, metaphor, antonym, synonym</p> <p>theme, format, quantitative, oral, paraphrase, summarize, reason, evidence, drama, poem, prose, prepositional phrase, adjective order</p>	
<p>Assessment /Resources</p>	<p>Resources & Links to Technology</p> <p>http://www.corestandards.org/ELA-Literacy Appendix C – grade-level writing samples with annotation</p> <p>www.studenthandouts.com keyword: graphic organizers</p> <p>www.perfect-english-grammar.com verb tenses, parts of speech</p> <p>www.ereadingworksheet.com/pointofview keywords: language arts, verb tense–verb and sentence structure and grammar worksheets</p> <p>www.ereadingworksheet.com keyword: theme–worksheet Understanding Theme with Fables</p> <p>Houghton Mifflin Fourth Grade English, Research and Study Strategies, Summarizing, pp. H29–H30</p> <p>Houghton Mifflin Fourth Grade English, Using Technology, p. H35</p>	<p>Resources & Links to Technology</p> <p>http://www.corestandards.org/ELA-Literacy Appendix C – grade-level writing samples with annotation</p> <p>www.studenthandouts.com keyword: graphic organizers</p> <p>www.perfect-english-grammar.com verb tenses, parts of speech</p> <p>www.ereadingworksheet.com/pointofview keywords: language arts, verb tense–verb and sentence structure and grammar worksheets</p> <p>www.ereadingworksheet.com keyword: theme–worksheet Understanding Theme with Fables</p> <p>Houghton Mifflin Fourth Grade English, Research and Study Strategies, Summarizing, pp. H29–H30</p> <p>Houghton Mifflin Fourth Grade English, Using Technology, p. H35</p>	<p>Resources & Links to Technology</p> <p>http://www.corestandards.org/ELA-Literacy Appendix C – grade-level writing samples with annotation</p> <p>www.studenthandouts.com keyword: graphic organizers</p> <p>http://www.plattscsd.org/oak/smartboard/vocabulary.htm</p> <p>www.perfect-english-grammar.com verb tenses, parts of speech worksheets for different grade levels</p> <p>Houghton Mifflin Fourth Grade English, Tools and Tips, Building Vocabulary, pp. H11–H17 (e.g., similes, metaphors, idioms, synonyms, antonyms)</p> <p>Houghton Mifflin Fourth Grade English, U. 5, Combining Sentences, pp. 178–181 (using commas)</p> <p>Houghton Mifflin Fourth Grade English, U. 6, Pronouns and Homophones, pp. 218–220 (e.g., their, they’re, there)</p> <p>Houghton Mifflin Fourth Grade English, U. 7, What is a Preposition? pp. 244–247</p>	<p>Resources & Links to Technology</p> <p>http://www.corestandards.org/ELA-Literacy Appendix C – grade-level writing samples with annotation</p> <p>www.studenthandouts.com keyword: graphic organizers</p> <p>http://www.plattscsd.org/oak/smartboard/vocabulary.htm</p> <p>www.perfect-english-grammar.com verb tenses, parts of speech worksheets for different grade levels</p> <p>Houghton Mifflin Fourth Grade English, Tools and Tips, Building Vocabulary, pp. H11–H17 (e.g., similes, metaphors, idioms, synonyms, antonyms)</p> <p>Houghton Mifflin Fourth Grade English, U. 5, Combining Sentences, pp. 178–181 (using commas)</p> <p>Houghton Mifflin Fourth Grade English, U. 6, Pronouns and Homophones, pp. 218–220 (e.g., their, they’re, there)</p> <p>Houghton Mifflin Fourth Grade English, U. 7, What is a Preposition? pp. 244–247</p>	
<p>ESSENTIAL QUESTIONS</p>	<p>Essential Question(s):</p> <p>What strategies can help determine the meaning of words or phrases in a text?</p>	<p>Essential Question(s):</p> <p>How does theme impact the overall meaning of a story?</p> <p>How does an author use theme to enhance the reader’s experience?</p>			

		<p>How do adjectives and prepositional phrases contribute to writing?</p> <p>What strategies can help determine the meaning of words or phrases in a text?</p>			
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