

# CURRICULUM MAP

Subject: ELA

Grade: 4<sup>TH</sup>

Quarter: 4th

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

Month _____	WEEK 1-2 _____	WEEK 3-4 _____	WEEK 5-6 _____	WEEK 7-8 _____	WEEK 9 _____
<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><b>4.L.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b></p> <p><b>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 bag</i>). f. Produce complete sentences, recognizing and correcting inappropriate fragments and run- ons.*</b></p> <p><b>g. Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>).*</b></p>	<p><b>RI.6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</b></p> <p><b>4.L.4. 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. a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. pronunciation and determine or clarify the precise meaning of key words and phrases. c. 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.</b></p>	<p><i>RI.6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</i></p>	<p><b>4.RI.10</b> 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><i>4.L.4. 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. a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. pronunciation and determine or clarify the precise meaning of key words and phrases.</i></p>	<p><b>4.RL.10</b> By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity at the high end of the range.</p> <p><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><b>4.W.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</b></p> <p><b>a. 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. b. Provide reasons that are supported by facts and details. c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).</b></p> <p><b>d. Provide a concluding statement or section related to the opinion presented.</b></p>

<p><b>Vocabulary</b></p>	<p><b>Edit</b> (</p> <p><b>Graphic (organizer</b> (</p> <p><b>Plan</b> (</p> <p><b>revise</b> (</p> <p>Cause/effect (</p> <p>Chronology (</p> <p>Compare (</p> <p>Concept (</p> <p>Event (</p> <p>Ideas (</p> <p>Informational (text (</p> <p>Problem/ (solution (</p> <p>Structure (</p> <p>text (</p>	<p><b>Compare</b></p> <p><b>Contrast</b></p> <p><b>Event</b></p> <p><b>Firsthand</b></p> <p><b>Focus</b></p> <p><b>Secondhand</b></p> <p><b>topic</b></p>	<p><b>Compare</b></p> <p><b>Contrast</b></p> <p><b>Event</b></p> <p><b>Firsthand</b></p> <p><b>Focus</b></p> <p><b>Secondhand</b></p> <p><b>topic</b></p>	<p><b>Comprehension</b> (</p> <p><b>Historical text</b> (</p> <p><b>Informational/informative text</b> (</p> <p><b>Scaffolding</b> (</p> <p><b>Scientific text</b> (</p> <p><b>Technical text</b> (</p> <p><b>Text complexity</b> (</p>	<p><i>descriptive details,</i></p> <p><i>event sequence,</i></p> <p><i>sensory details,</i></p> <p><i>engagement</i></p>
<p><b>Assessment</b></p> <p><b>Resources:</b></p>	<p><a href="http://www.corecommonstandards.com">www.corecommonstandards.com</a> workbook purchased online by individual teachers:</p> <p><a href="http://www.corestandards.org/ELA-Literacy">http://www.corestandards.org/ELA-Literacy</a></p> <p>Appendix C – grade-level writing samples with annotation <sup>[L]</sup><sub>[SEP]</sub></p> <p><a href="http://www.kidskonnnect.com/343-figurative-language.html">http://www.kidskonnnect.com/343-figurative-language.html</a></p> <p><a href="http://www.studenthandouts.com">www.studenthandouts.com</a><sup>[L]</sup><sub>[SEP]</sub></p> <p><a href="http://www.ereadingworksheet.com">www.ereadingworksheet.com</a></p> <p><b>Resources &amp; Links to Technology</b></p> <p><a href="http://www.corestandards.org/ELA-">http://www.corestandards.org/ELA-</a></p>	<p><a href="http://www.corecommonstandards.com">www.corecommonstandards.com</a> <b>pg. 203-208 (workbook)</b></p> <p><b>RL.4.5b Three Amigos activity from Common core workbook pg. 55-76</b></p> <p><a href="http://www.corestandards.org/ELA-Literacy">http://www.corestandards.org/ELA-Literacy</a></p> <p>Appendix C – grade-level writing samples with annotation <sup>[L]</sup><sub>[SEP]</sub></p> <p><a href="http://www.kidskonnnect.com/343-figurative-language.html">http://www.kidskonnnect.com/343-figurative-language.html</a></p> <p><a href="http://www.studenthandouts.com">www.studenthandouts.com</a></p> <p>keyword: graphic organizers <sup>[L]</sup><sub>[SEP]</sub></p> <p><a href="http://www.ereadingworksheet.com">www.ereadingworksheet.com</a></p>	<p><a href="http://www.corestandards.org/ELA-Literacy">http://www.corestandards.org/ELA-Literacy</a></p> <p>Appendix C – grade-level writing samples with annotation <sup>[L]</sup><sub>[SEP]</sub></p> <p><a href="http://www.kidskonnnect.com/343-figurative-language.html">http://www.kidskonnnect.com/343-figurative-language.html</a></p> <p><a href="http://www.studenthandouts.com">www.studenthandouts.com</a></p> <p>keyword: graphic organizers <sup>[L]</sup><sub>[SEP]</sub></p> <p><a href="http://www.ereadingworksheet.com">www.ereadingworksheet.com</a></p> <p><sup>[L]</sup><sub>[SEP]</sub></p>	<p><a href="http://www.corestandards.org/ELA-Literacy">http://www.corestandards.org/ELA-Literacy</a></p> <p>Appendix C – grade-level writing samples with annotation <sup>[L]</sup><sub>[SEP]</sub></p> <p><a href="http://www.kidskonnnect.com/343-figurative-language.html">http://www.kidskonnnect.com/343-figurative-language.html</a></p> <p><a href="http://www.studenthandouts.com">www.studenthandouts.com</a></p> <p>keyword: graphic organizers <sup>[L]</sup><sub>[SEP]</sub></p> <p><a href="http://www.ereadingworksheet.com">www.ereadingworksheet.com</a></p>	<p><a href="http://www.corestandards.org/ELA-Literacy">http://www.corestandards.org/ELA-Literacy</a></p> <p>Appendix C – grade-level writing samples with annotation <sup>[L]</sup><sub>[SEP]</sub></p> <p><a href="http://www.kidskonnnect.com/343-figurative-language.html">http://www.kidskonnnect.com/343-figurative-language.html</a></p> <p><a href="http://www.studenthandouts.com">www.studenthandouts.com</a></p> <p>keyword: graphic organizers <sup>[L]</sup><sub>[SEP]</sub></p> <p><a href="http://www.ereadingworksheet.com">www.ereadingworksheet.com</a></p>

	<p>Literacy Appendix C – grade-level writing samples with annotation <sup>[L]</sup><sub>[SEP]</sub></p> <p><a href="http://www.studenthandouts.com">www.studenthandouts.com</a> keyword: graphic organizers <sup>[L]</sup><sub>[SEP]</sub></p> <p><a href="http://www.perfect-english-grammar.com">www.perfect-english-grammar.com</a> verb tenses, parts of speech <sup>[L]</sup><sub>[SEP]</sub></p> <p><a href="http://www.ereadingworksheet.com/pointofview">www.ereadingworksheet.com/pointofview</a> keywords: language arts, punctuation with commas <sup>[L]</sup><sub>[SEP]</sub></p> <p><a href="http://www.englishgrammar.org">www.englishgrammar.org</a> keywords: pronouns, relative pronouns <sup>[L]</sup><sub>[SEP]</sub></p> <p><a href="http://www.Printableworksheets.in">www.Printableworksheets.in</a> keyword 4<sup>th</sup> grade relative adverbs <sup>[L]</sup><sub>[SEP]</sub></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) <sup>[L]</sup><sub>[SEP]</sub></p> <p>Houghton Mifflin Fourth Grade English, U. 6, Pronouns, pp. 203–220 <sup>[L]</sup><sub>[SEP]</sub></p> <p>Houghton Mifflin Fourth Grade English, U. 3, Verbs, pp. 95–118 <sup>[L]</sup><sub>[SEP]</sub></p> <p>Houghton Mifflin Fourth Grade Spelling and Vocabulary , Student Handbook, Writer’s Resources, pp. 253–257 <sup>[L]</sup><sub>[SEP]</sub></p> <p>Houghton Mifflin Fourth Grade spelling and Vocabulary, Spelling-Meaning Index, p. 280 (Latin and Greek word parts) <sup>[L]</sup><sub>[SEP]</sub></p> <p>Houghton Mifflin Fourth Grade Spelling and Vocabulary, Student Handbook, Thesaurus, pp. 258–275 <sup>[L]</sup><sub>[SEP]</sub></p> <p>Houghton Mifflin Fourth Grade Spelling</p>	<p>keyword: text structure (compare text by analyzing text structures) <sup>[L]</sup><sub>[SEP]</sub></p> <p>Houghton Mifflin Fourth Grade English, Building Vocabulary, pp. H11–H17 (similes, metaphors, idioms, synonyms) <sup>[L]</sup><sub>[SEP]</sub></p>			
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	<p>and Vocabulary, Student Handbook, Dictionary, pp. 282–350 [SEP]</p> <p>Houghton Mifflin Fourth Grade Reading, Glossary, pp. 710–718 [SEP]</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 [SEP]</p> <p><a href="http://www.studenthandouts.com">www.studenthandouts.com</a> keyword: graphic organizers [SEP]</p> <p><a href="http://www.perfect-english-grammar.com">www.perfect-english-grammar.com</a> verb tenses, parts of speech [SEP]</p> <p><a href="http://www.ereadingworksheet.com/poin">www.ereadingworksheet.com/poin</a> tofview keywords: 4<sup>th</sup> grade points of view in narrative writing [SEP]</p> <p>Houghton Mifflin Fourth Grade English, Getting Started: Listening, Speaking and Viewing, pp. 1–6 [SEP]</p> <p>Houghton Mifflin Fourth Grade English, Summarizing, pp. H29–H30 [SEP]</p> <p><b>USE RESOURCES TO REVIEW OTHER STANDARDS FROM PREVIOUS QUARTERS</b></p>				
<p><b>ESSENTIAL QUESTIONS</b></p>	<p><i>How do we use the English language appropriately to speak and write?</i></p> <p><b>What is relative pronoun?</b> [SEP]</p> <p><b>What is a relative adverb?</b> [SEP]</p> <p><b>What is the progressive tense?</b></p>	<p><i>How does point of view affect the recount of the focus and information of the same event or topic?</i></p> <ol style="list-style-type: none"> <li>1. <i>What is a firsthand/secondhand account?</i></li> <li>2. <i>What is the focus of the event or the topic?</i></li> </ol>	<p><i>How does point of view affect the recount of the focus and information of the same event or topic?</i></p> <ol style="list-style-type: none"> <li>1. <i>What is a firsthand/secondhand account?</i></li> <li>2. <i>What is the focus of the event or the topic?</i></li> </ol>	<p><b>What strategies do good readers use every time they read to comprehend? How does a good reader use informational texts to gather new knowledge?</b></p> <p><b>Can I comprehend (understand) independently assigned text?</b> [SEP]</p> <p><b>Can I comprehend (understand) self</b></p>	<p><b>What strategies do good readers use every time they read to comprehend? How does a good reader use informational texts to gather new knowledge?</b></p> <p><b>Can I comprehend (understand) independently assigned text?</b> [SEP]</p> <p><b>Can I comprehend (understand) self</b></p>

	<p><b>How do I form the progressive tense?</b></p> <p><b>What is a preposition?</b></p> <p><b>What is a prepositional phrase?</b></p> <p><b>How do I form a prepositional Phrase?</b></p> <p><b>What is the difference between frequently confused words?</b></p> <p><b>What resources do I use to determine the correct usage of frequently used words?</b></p>	<p><b>4L.4</b></p> <p>How does the context affect the meaning of certain (multiple-meaning) words?</p> <ol style="list-style-type: none"> <li><b>How do I use context to determine the meaning of a word?</b></li> <li><b>What is a root word?</b></li> <li><b>What is an affix?</b></li> <li><b>How do I use Greek and Latin affixes and clues to determine the meaning of a word?</b></li> <li><b>What references can I use to increase my understanding of words?</b></li> </ol>		<p><b>selected text?</b></p> <p><b>What strategies do I use if I am not comprehending (understanding) what I am reading?</b></p>	<p><b>selected text?</b></p> <p><b>What strategies do I use if I am not comprehending (understanding) what I am reading?</b></p> <p>What are ways to keep readers engaged in your writing?</p> <p>What are ways to keep audiences engaged in your presentation?</p>
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Month _____	review _____	review _____	review _____	resources _____	Instructional Strategies (District) _____
<p>Concept (CCSS Standards)</p>	<p><b>4.RL.10</b> 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. <b>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:</b></p> <p><b>4.RI.10</b> 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><b>4.W.3d</b> 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. <b>(DOK 4) Write a three paragraph essay using the following narratvie prompt:</b></p> <p><b>The school bus I was riding in came to a sudden stop and smoke began to pour out from under the bus.</b></p> <p><b>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).</b></p>	<p><b>4.W.3e</b> 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. <b>(DOK 4) Write a three paragraph essay using the following narratvie prompt:</b></p> <p><b>The school bus I was riding in came to a sudden stop and smoke began to pour out from under the bus.</b></p> <p><b>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).</b></p> <p><b>4.SL.5</b> Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. <b>(DOK 3) Give a digital presentation and choose recordings and displays that enhance the development of main idea and theme.</b></p>	<p><b>Resources &amp; Links to Technology</b></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 <sup>[SEP]</sup></p> <p><a href="http://www.studenthandouts.com">www.studenthandouts.com</a> keyword: graphic organizers <sup>[SEP]</sup></p> <p><a href="http://www.perfect-english-grammar.com">www.perfect-english-grammar.com</a> verb tenses, parts of speech <sup>[SEP]</sup></p> <p><a href="http://www.ereadingworksheet.com/pointofview">www.ereadingworksheet.com/pointofview</a> keywords: language arts, punctuation with commas <sup>[SEP]</sup></p> <p><a href="http://www.englishgrammar.org">www.englishgrammar.org</a> keywords: pronouns, relative pronouns <sup>[SEP]</sup></p> <p><a href="http://www.Printableworksheets.in">www.Printableworksheets.in</a> keyword 4<sup>th</sup> grade relative adverbs <sup>[SEP]</sup></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) <sup>[SEP]</sup></p> <p>Houghton Mifflin Fourth Grade English, U. 6, Pronouns, pp. 203–220 <sup>[SEP]</sup> Houghton Mifflin Fourth Grade English, U. 3, Verbs, pp. 95–118 <sup>[SEP]</sup></p> <p>Houghton Mifflin Fourth Grade Spelling and</p>	

				<p>Vocabulary , Student Handbook, Writer’s Resources, pp. 253–257 [SEP]</p> <p>Houghton Mifflin Fourth Grade spelling and Vocabulary, Spelling-Meaning Index, p. 280 (Latin and Greek word parts) [SEP]</p> <p>Houghton Mifflin Fourth Grade Spelling and Vocabulary, Student Handbook, Thesaurus, pp. 258–275 [SEP]</p> <p>Houghton Mifflin Fourth Grade Spelling and Vocabulary, Student Handbook, Dictionary, pp. 282–350 [SEP]</p> <p>Houghton Mifflin Fourth Grade Reading, Glossary, pp. 710–718 [SEP]</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 [SEP]</p> <p><a href="http://www.studenthandouts.com">www.studenthandouts.com</a> keyword: graphic organizers [SEP]</p> <p><a href="http://www.perfect-english-grammar.com">www.perfect-english-grammar.com</a> verb tenses, parts of speech [SEP]</p> <p><a href="http://www.ereadingworksheet.com/pointofview">www.ereadingworksheet.com/pointofview</a> keywords: 4<sup>th</sup> grade points of view in narrative writing [SEP]</p> <p>Houghton Mifflin Fourth Grade English, Getting Started: Listening, Speaking and Viewing, pp. 1–6 [SEP]</p> <p>Houghton Mifflin Fourth Grade English, Summarizing, pp. H29–H30</p>	
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<b>Vocabulary</b>	<ul style="list-style-type: none"><li>• Comprehension</li><li>• Historical text</li><li>• Informational/informative text</li><li>• Scaffolding</li><li>• Scientific text</li><li>• Technical text</li></ul> Text complexity				
<b>Assessment /Resources</b>					
<b>ESSENTIAL QUESTIONS</b>					