

# Reading SPED 4th grade Curriculum Map

| CCSS             | 1 <sup>st</sup> Quarter: Fiction   | 2 <sup>nd</sup> Quarter: Non-Fiction   | 3 <sup>rd</sup> Quarter: Fiction  | 4 <sup>th</sup> Quarter: Non-Fiction   |
|------------------|--|--|---|--|
| <b>Big Ideas</b> | <p><b>Big Idea 1:</b> Students will understand how an author uses characters in fictional text to contribute to events and deliver a central message.</p> <p><b>Big Idea 2:</b> Students will write supported opinion pieces by using evidence from text and personal experiences</p>  | <p><b>Big Idea 1:</b> Students describe characters' thoughts or actions and interpret information and explain how they contribute to comprehension.</p> <p><b>Big Idea 2:</b> Students will be able to describe the relationship between main ideas, historical events, or scientific concepts from a non-fiction reading selection.</p> <p><b>Big Idea 3:</b> Students will write an essay to support an opinion on a given topic, using proper sentence mechanics.</p> | <p><b>Big Idea 1:</b> Students will be able to ask and answer clarifying questions to support comprehension.</p> <p><b>Big idea 2:</b> Students will use information from illustrations and texts to compose a narrative essay.</p> <p><b>Big Idea 3:</b> Students will be able to create and present expressive and/or interpretive writing.</p>   | <p><b>Big Idea 1:</b> Students will use context clues, glossaries, or meaning of unfamiliar words.</p> <p><b>Big Idea 2:</b> Students will create different genres by transforming ideas into a finished publication using a writing process.</p> <p><b>Big Idea 3:</b> Students will compare and contrast different literary elements written by the same author about the same or similar characters (in a book from a series).</p>  |
| <b>Standards</b> | <p><b>4.RL.1</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text</p> <p><b>4.RF.3a</b> Know and apply grade level phonics and word analysis skills decoding words</p> <p><b>4.RL.4</b> 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)</p> | <p><b>4.RI.1</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text</p> <p><b>4.RI.2</b> Determine the main idea of a text and explain how it is supported by key details, summarize the text</p> <p><b>4.RL.3</b> 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).</p>        | <p><b>4.RF.4b</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.</p> <p><b>4.RL.6</b> Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p> <p><b>4.RI.6</b> Compare and contrast a firsthand and secondhand account of differences in focus and the information provided.</p> <p><b>4.RL.5</b> Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings,</p> | <p><b>4.RL.9</b> 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><b>4.RI.9</b> Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</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.</p> <p><b>4.RI.10</b> By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the</p> |

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|                    |  |  | descriptions, dialogue, stage directions) when writing or speaking about a text.   | grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.   |
| <b>Materials</b>   | Houghton Mifflin 4 <sup>th</sup> grade textbook<br>Hooked on Phonics<br>Direct Instruction Program   | National Geographic articles/books<br>Houghton Mifflin 4 <sup>th</sup> grade textbook<br>Hooked on Phonics<br>Direct Instruction Program                     | Houghton Mifflin 4 <sup>th</sup> grade textbook<br>Shel Silverstein's "Where the Sidewalk Ends"<br>Hooked on Phonics<br>Direct Instruction Program           | National Geographic articles/books<br>Houghton Mifflin 4 <sup>th</sup> grade textbook<br>Hooked on Phonics<br>Direct Instruction Program                     |
| <b>Assessments</b> | Reading Rubrics<br>Graphic Organizers<br>Formative Assessments<br>Data Collection<br>Summative Assessments<br>Proficiency Scales<br>IEP goals and objectives | Reading Rubrics<br>Graphic Organizers<br>Formative Assessments<br>Data Collection<br>Summative Assessments<br>Proficiency Scales<br>IEP goals and objectives | Reading Rubrics<br>Graphic Organizers<br>Formative Assessments<br>Data Collection<br>Summative Assessments<br>Proficiency Scales<br>IEP goals and objectives | Reading Rubrics<br>Graphic Organizers<br>Formative Assessments<br>Data Collection<br>Summative Assessments<br>Proficiency Scales<br>IEP goals and objectives |

# Language SPED Curriculum Map for 4<sup>th</sup> grade

| CCSS                               | 1 <sup>st</sup> Quarter<br>Fiction   | 2 <sup>nd</sup> Quarter<br>Non-Fiction  | 3 <sup>rd</sup> Quarter<br>Poetry   | 4 <sup>th</sup> Quarter<br>Non-Fiction   |
|------------------------------------|--|---|---|--|
| <b>Theme: ELA</b><br><b>Focus:</b> | <b>Big Idea 1:</b> Students will understand how an author uses characters in fictional text to contribute to events and deliver a central message.   | <b>Big Idea 1:</b> Students will be able to use grade-level phonics for decoding and parts of speech in writing and speaking.<br><b>Big Idea 2:</b> Students will be able to describe the relationship between main ideas, historical events, or scientific concepts from a non-fiction reading selection.  | <b>Big Idea 1:</b> Students will use context clues, glossaries, or dictionaries to determine the meaning of unfamiliar words.<br><b>Big idea 3</b> Students will compare and contrast different literary elements written by the same author about the same or similar characters( in a book from a series)   | <b>Big Idea 1</b> Students will be able to ask and answer clarifying questions to support comprehension.   |
| <b>Standards</b>                   | <b>4.L.1a</b> 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).<br><b>4.L.1b</b> 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.<br><b>4.L.1c</b> 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<br><b>4.L.2a</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing: Use correct capitalization.<br><b>4.L.2b</b> Demonstrate command of | <b>4.L.2a</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing: Use correct capitalization.<br><b>4.L.2b</b> 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.<br><b>4.L.2d</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing: Spell grade-appropriate words correctly, consulting references as needed.<br><b>4.L.3a</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening: Choose words and phrases to convey ideas precisely. | <b>4.L.5a</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings: Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.<br><b>4.L.6</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being *e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). | <b>4.L.5b</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings: Recognize and explain the meaning of common idioms, adages, and proverbs.<br><b>4.W.1a</b> 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.<br><b>4.W.3b</b> 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.<br><b>4.W.3c</b> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event |

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|                    | <p>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><b>4.L.2d</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing: Spell grade-appropriate words correctly, consulting references as needed.</p> |   |   | <p>sequences: Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</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.</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.</p> |
| <b>Resources</b>   | <p>Adopted Textbook<br/>Workbooks<br/>Online resources</p>  | <p>Adopted Textbook<br/>Workbooks<br/>Online resources</p>                        | <p>Adopted Textbook<br/>Workbooks<br/>Online resources</p>                        | <p>Adopted Textbook<br/>Workbooks<br/>Online resources</p>  |
| <b>Assessments</b> | <p>Common Formative Assessments<br/>Essays<br/>Rubrics<br/>Proficiency Scales</p>   | <p>Common Formative Assessments<br/>Essays<br/>Rubrics<br/>Proficiency Scales</p> | <p>Common Formative Assessments<br/>Essays<br/>Rubrics<br/>Proficiency Scales</p> | <p>Common Formative Assessments<br/>Essays<br/>Rubrics<br/>Proficiency Scales</p>   |