



ELA Curriculum Map 2018-2019

Grade 4th

Quarter 1	Strand	Focus Standards	Essential Learning Targets	Core Adopted Resources Units/Weeks Texts/Genre	Writing Focus • Genre • Time	Core Adopted Assessments	Supplemental Resources
Unit 1	RL.	<p>4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>4.3 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>	Demonstrates the ability to determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters.	<p>Unit 1 Week 1 “The Dragon Problem” “The Princess and the Pizza” Fairy Tale</p> <p>“Tomas and his Sons” Fable</p>	<p>Week 1 Weekly Prompts TE p. 30-31 Day 4 Unit Project Friendly Letter TE p. T28</p>	<p>Formal Assessment Selection Test (online) Weekly Assessment (Resource book)</p>	<p>Curriculum Istation Intervention Lesson Engage NY website Novel sets/Chapter books Wonders Leveled Readers Readworks Story works Newsela</p>
	RI.	<p>4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>RI.4.3. 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.</p> <p>4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p> <p>RI.4.7. 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</p>	Demonstrates the ability to determine the meaning of general academic words or phrases in a text relevant to a grade 4 topic or subject area. (1)	<p>Week 2 “The Talent Show” “Experts, Incorporated” Realistic Fiction</p> <p>“Speaking Out to Stop Bullying” Expository Text</p> <p>Week 3 “A World of Change” “Earthquakes” “Tornado” Expository</p> <p>Week 4 “The Big Race” “A Crash Course in Faces and Motion with Max Action” Narrative Nonfiction</p>	<p>Week 2 Weekly Prompts TE p. 94-95 Day 4 Unit Project Friendly Letter TE p. T92</p> <p>Week 3 Weekly Prompts TE p. 158-159 Day 4 Unit Project Friendly Letter TE p. T156</p> <p>Week 4 Weekly Prompts TE p. 222-223 Day 4 Unit Project Personal Narrative TE p. T220</p>	<p>Informal Assessment Research/Listening/Collaboration (Teacher’s Edition) Oral Reading Fluency (Resource book)</p>	<p>Teaching Website Teaching Channel Teacher tube Watchknowlearn</p> <p>Assessment Istation PARCC Practice Test</p>

	text in which it appears.		“The Box Zip Project” Science Fiction			
RF.	<p>RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. 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.</p> <p>4.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read grade-level text with purpose and understanding.</p> <p>4.4 b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.</p> <p>4.4 c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>-4.3 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.</p> <p>-4.4 Read grade-level text with purpose and understanding.</p> <p>-4.4 Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.</p> <p>-4.4 Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>Week 5 “Dollars and Sense” “Kids in Business” Persuasive article “Starting a Successful Business” Procedural Text</p> <p>Week 6 Reader’s Theater T 326 Reading Digitally T 328 www.connected.mcgraw-hill.com Integrate Ideas T 330-331</p>	<p>Week 5 Weekly Prompts TE p. 286-287 Day 4 Unit Project Personal Narrative TE p. T284</p>		
W.	<p>W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>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.</p> <p>W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>	<p>-4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>- Introduce a topic or text clearly, -state an opinion create an organizational structure in which related ideas are grouped to support the writer’s purpose</p> <p>-4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. - Develop the topic with facts, definitions, concrete details,</p>				

	<p>b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p> <p>W.4.6. 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>W.4.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> <p>W.4.8. 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.</p> <p>4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. 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>b. 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”).</p> <p>4.10 Write routinely over extended time frames (time for 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>quotations, or other information and examples related to the topic.</p> <p>-4.6 With some guidance and support from adults, use technology, including the Internet, to:</p> <ul style="list-style-type: none"> -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>-4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> <p>-4.8 Recall relevant information from experiences or gather relevant information from print and digital sources;</p> <ul style="list-style-type: none"> -take notes -categorize information -provide a list of sources <p>-4.9 Draw evidence from literary or informational texts to support:</p> <ul style="list-style-type: none"> -analysis -reflection -research <p>-4.10 Write routinely over extended time frames and shorter time frames (for a range of discipline-specific tasks, purposes, and audiences.</p>				
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<p>SL.</p>	<p>4.1 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. b. Follow agreed-upon rules for discussions and carry out assigned roles. d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p> <p>4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>4.3 Identify the reasons and evidence a speaker provides to support particular points.</p>	<p>-4.1 Demonstrates ability to report on a topic or text, tell story, or recount an experience in an organized manner.</p> <p>-4.2 Demonstrates ability to use appropriate facts and relevant, descriptive details to support main ideas.</p> <p>-4.3 Demonstrates ability to use appropriate facts and relevant, descriptive details to support themes.</p>				
<p>L.</p>	<p>4.1 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). f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</p> <p>4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. c. Use a comma before a coordinating conjunction in a compound sentence.</p> <p>4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. b. Choose punctuation for effect.</p>	<p>-4.1 Demonstrates the ability to determine the meaning of words and phrases, using context (e.g., definitions, examples, or restatements in text). - Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). - Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</p> <p>-4.2 Use a comma before a coordinating conjunction in a compound sentence.</p> <p>-4.3 Choose punctuation for effect.</p>				

		<p>4.4. 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.</p> <p>a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p> <p>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.</p> <p>4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p> <p>4.6 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).</p>	<p>-4.4 Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p> <p>- 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.</p> <p>-4.5 Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>- Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p> <p>-4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that:</p> <p>-signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered)</p> <p>-are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).</p>				
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	RL.	4.1 Refer to details and examples in a text when explaining what the text says explicitly and when	Demonstrates the ability to determine the meaning of words and phrases as they are used in a text,	Unit 2 Week 1	Week 1	Formal	Curriculum
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Unit 2 Week 1-3		drawing inferences from the text. RL.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text. 4.3 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). 4.6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. 4.7. 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.	including those that allude to significant characters.	“The Fisherman and The Kaha Bird” “The Secret Message” Folktale “The Fox and the Goat” Fable Week 2 “The Ant and the Grasshopper” “Ranita tha Frog Princess” Drama “The Moonlight Concert Mystery” Mystery	Weekly Prompts TE p. 30-31 Day 4 Unit Project Explanatory Essay TE p. T28 Week 2 Weekly Prompts TE p. 94-95 Day 4 Unit Project Explanatory Essay TE p. T92	Assessment Selection Test (online) Weekly Assessment (Resource book) Informal Assessment Research/Listening /Collaboration (Teacher’s Edition) Oral Reading Fluency (Resource book)	Istation Intervention Lesson Engage NY website Novel sets/Chapter books Wonders Leveled Readers Readworks Story works Newsela Teaching Website Teaching Channel Teacher tube Watchknowlearn Assessments Istation PARCC Practice Test	
	RI.	4.7. 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.	Demonstrates the ability to determine the meaning of general academic words or phrases in a text relevant to a grade 4 topic or subject area. (1)	Week 3 “Rescuing our Reefs” “The Buffalo are Back” Narrative Nonfiction “Energy in the Ecosystem” Expository Text	Week 3 Weekly Prompts TE p. 158-159 Day 4 Unit Project Explanatory Essay TE p. T156			
	RF.	4.4 Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. 4.4 b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. 4.4 c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	-4.4 Read grade-level text with purpose and understanding. -					
	W.	4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. 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.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)					

	<p>4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p> <p>4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>4.6. 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>4.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> <p>4.8. 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.</p> <p>4.9 Draw evidence from literary or informational</p>					
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	<p>texts to support analysis, reflection, and research.</p> <p>b. 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”).</p> <p>4.10 Write routinely over extended time frames (time for 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>					
SL.	<p>4.1 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.</p> <p>b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p> <p>d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p> <p>4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>d. Spell grade-appropriate words correctly, consulting references as needed.</p> <p>4.3 Identify the reasons and evidence a speaker provides to support particular points.</p>	<p>Demonstrates ability to report on a topic or text, tell story, or recount an experience in an organized manner. (1)</p> <p>Demonstrates ability to use appropriate facts and relevant, descriptive details to support main ideas. (2)</p> <p>Demonstrates ability to use appropriate facts and relevant, descriptive details to support themes. (3)</p>				
L.	<p>L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use correct capitalization.</p>	<p>Demonstrates the ability to determine the meaning of words and phrases, using context (e.g., definitions, examples, or restatements in text). (1)</p> <p>FOR DIAGNOSTIC ONLY: Demonstrates the ability to</p>				

	<p>4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Choose words and phrases to convey ideas precisely.</p> <p>4.4. 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.</p> <p>a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</p> <p>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.</p> <p>4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.</p> <p>c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p> <p>4.6 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).</p>	<p>use common, gradeappropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). (2)</p>				
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