



ELA Curriculum Map 2018-2019

Grade 4th

Quarter	Strand	Focus Standards	Learning Targets	Core Adopted Resources Units/Weeks Texts/Genre	Writing Focus • Genre • Time	Core Adopted Assessments	Supplemental Resources
2							
Unit 2 Week 4-6	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>RL.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize 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> <p>4.6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p> <p>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.</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>Week 4 “Animal Adaptations” “Spiders” Expository “Anansi and the Birds” Trickster Tale</p> <p>Week 5 “The Dog/The Eagle.Chimpanzee/ Rat” “The Sandpiper/ Bat/Grasshopper Springs/Fireflies at Dusk” “Fog/White Cat Winter” Poetry</p> <p>Week 6 Reader’s Theater T 326 Reading Digitally T 328 www.connected.mcgraw-hill.com</p>	<p>Week 4 Weekly Prompts TE p. 222-223 Day 4 Unit Project How-To Text TE p. T220</p> <p>Week 5 Weekly Prompts TE p. 286-287 Day 4 Unit Project How-To Text TE p. T284</p>	<p>Formal Assessment Selection Test (online) Weekly Assessment (Resource book)</p> <p>Informal Assessment Research/Listening /Collaboration (Teacher’s Edition) Oral Reading Fluency (Resource book)</p>	<p>Curriculum Istation Intervention Lesson Engage NY website Novel sets/Chapter books Wonders Leveled Readers Readworks Story works Newsela</p> <p>Teaching Website Teaching Channel Teacher tube Watchknowlearn</p> <p>Assessments Istation PARCC Practice Test</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 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)				
	RF.	4.4 Read with sufficient accuracy and fluency to support comprehension.	-4.4 Read grade-level text with purpose and understanding.				

	<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>	-	Integrate Ideas T 330-331			
W.	<p>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>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>b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.</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</p>	<p>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>				

	<p>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. 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. 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>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.	L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and	Demonstrates the ability to determine the meaning of words and phrases, using context (e.g., definitions,				

	<p>spelling when writing. a. Use correct capitalization.</p> <p>4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. 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. 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). 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. 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>examples, or restatements in text). (1)</p> <p>FOR DIAGNOSTIC ONLY: Demonstrates the ability to 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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Quarter 2	Strand	Focus Standards	Learning Targets	Core Adopted Resources Units/Weeks Texts/Genre	Writing Focus • Genre • Time	Core Adopted Assessments	Supplemental Resources
Unit 3 Week 1-6	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> <p>4.6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p> <p>4.9 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>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> <p>Provides a comparison and contrast of the treatment of similar themes and/or topics (e.g., opposition of good and evil) in stories, myths, and traditional literature from different cultures.</p>	<p>Unit 3 Week 1 “At the Library” “The Cricket in Times Square” Fantasy “The Girl and the Chenoo” Legend</p> <p>Week 2 “Remembering Hurricane Katrina” “Aguinaldo” Realistic Fiction “Partaking in Public Service” Expository Text</p> <p>Week 3 “Judy’s Appalachia” “Delivering Justice” Biography “Keeping Freedom in the Family” Autobiography</p> <p>Week 4 “Words for Change” “Abe’s Honest Words”</p>	<p>Week 1 Weekly Prompts TE p. 30-31 Day 4 Unit Project Book Review TE p. T28</p> <p>Week 2 Weekly Prompts TE p. 94-95 Day 4 Unit Project Book Review TE p. T92</p> <p>Week 3 Weekly Prompts TE p. 158-159 Day 4 Unit Project Book Review TE p. T156</p> <p>Week 4 Weekly Prompts TE p. 222-223 Day 4</p>	<p>Formal Assessment Selection Test (online) Weekly Assessment (Resource book)</p> <p>Informal Assessment Research/Listening/Collaboration (Teacher’s Edition) Oral Reading Fluency (Resource book)</p>	<p>Curriculum Istation Intervention Lesson Engage NY website Novel sets/Chapter books Wonders Leveled Readers Readworks Story works Newsela</p> <p>Teaching Website Teaching Channel Teacher tube Watchknowlearn</p> <p>Assessments Istation PARCC Practice Test</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>Demonstrates the ability to determine the meaning of general</p>				

	<p>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>4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</p> <p>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.</p> <p>4.8. Explain how an author uses reasons and evidence to support particular points in a text.</p>	<p>academic words or phrases in a text relevant to a grade 4 topic or subject area. (1)</p>	<p>Biography “A New Birth Freedom”</p> <p>Speech</p> <p>Week 5 “A New Kind of Corn”</p> <p>Persuasive article “The Pick of the Patch”</p> <p>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>Unit Project Opinion Essay TE p. T220</p> <p>Week 5 Weekly Prompts TE p. 286-287 Day 4 Unit Project Opinion Essay TE p. T284</p>		
RF.	<p>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>b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>					
W.	<p>4.1. Write opinion pieces on topics or texts,</p>	<p>With guidance and</p>				

		<p>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>c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).</p> <p>d. Provide a concluding statement or section related to the opinion presented.</p> <p>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>c. Use a variety of transitional words and phrases to manage the sequence of events.</p> <p>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</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>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>				
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		<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 texts to support analysis, reflection, and research. 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>					
	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</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</p>				

		<p>orally.</p> <p>4.3 Identify the reasons and evidence a speaker provides to support particular points.</p> <p>4.6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.</p>	<p>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> <p>Demonstrates ability to speak clearly, including use of an understandable pace. (4)</p>				
	<p>L.</p>	<p>4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>b. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.</p> <p>c. Use modal auxiliaries (e.g., can, may, must) to convey various conditions.</p> <p>4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use correct capitalization.</p> <p>c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).</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>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 use common, gradeappropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). (2)</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>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>					
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ESPAÑOLA PUBLIC SCHOOLS
 REACHING FOR EXCELLENCE

_____ Grade ELA Map Year at a Glance 2018-2019

		Weeks 1-3		Weeks 4-6		Weeks 7-9		Assessments	
Q1	RL		Resources		Resources		Resources	Required	Other
	RI								
	RF								
	W								
	SL								
	L								
		Weeks 1-3		Weeks 4-6		Weeks 7-9		Assessments	
Q2	RL		Resources		Resources		Resources	Required	Other
	RI								
	RF								
	W								
	SL								
	L								
		Weeks 1-3		Weeks 4-6		Weeks 7-9		Assessments	
Q3	RL		Resources		Resources		Resources	Required	Other
	RI								
	RF								
	W								

	SL								
	L								
			Weeks 1-3	Weeks 4-6		Weeks 7-9		Assessments	
Q4	RL		Resources		Resources		Resources	Required	Other
	RI								
	RF								
	W								
	SL								
	L								