



ELA Curriculum Map 2018-2019

Grade 4th

Quarter 3	Strand	Focus Standards	Learning Targets	Core Adopted Resources Units/Weeks Texts/Genre	Writing Focus <ul style="list-style-type: none"> Genre Time 	Core Adopted Assessments	Supplemental Resources
Unit 4 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>4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.</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>	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 4</p> <p>Week 1 “A World Without Rules” “See How They Run” Narrative Fiction “The Birth of American Democracy” Expository Text</p> <p>Week 2 “The Time Specs 3000” “LaRue for Mayor” Fantasy “Bringing Government Home” Expository Text</p> <p>Week 3 “A Telephone Mix-Up” “The Moon Over Star” Historical Fiction “3... 2... 1... We Have Spin-Off” Expository Text</p> <p>Week 4 “Wonders of the Night Sky” “Why Does the Moon Change Shape”</p>	<p>Week 1 Weekly Prompts TE p. 30-31 Day 4 Unit Project Fictional Narrative TE p. T28</p> <p>Week 2 Weekly Prompts TE p. 94-95 Day 4 Unit Project Fictional Narrative TE p. T92</p> <p>Week 3 Weekly Prompts TE p. 158-159 Day 4 Unit Project Fictional Narrative TE p. T156</p> <p>Week 4 Weekly Prompts TE p. 222-223 Day 4 Unit Project Poetry</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>4.2. Determine the main idea of a text and explain how it is supported by key details; summarize 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>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>	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>RF.</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>		<p>Expository Text “How It Came To Be” Myth</p> <p>Week 5 “Sing To Me” / “The Climb” “Swimming to the Rock” “Genius” / “Winner” Poetry</p>	<p>TE p. T220</p> <p>Week 5 Weekly Prompts TE p. 286-287 Day 4 Unit Project Poetry TE p. T284</p>		
<p>W.</p>	<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>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</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>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>Week 6 Reader’s Theater T 326 Reading Digitally T 328 www.connected.mcgraw-hill.com Integrate Ideas T 330-331</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 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. b. Follow agreed-upon rules for discussions and carry out assigned roles.</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>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>L.</p>	<p>4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).</p> <p>g. Correctly use frequently confused words (e.g., to, too, two; there, their).</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>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>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>				

		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).					
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Quarter 3	Strand	Focus Standards	Learning Targets	Core Adopted Resources Units/Weeks Texts/Genre	Writing Focus <ul style="list-style-type: none"> Genre Time 	Core Adopted Assessments	Supplemental Resources
Unit 5 Week 1-3	RL.	4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from 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).	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	Unit 5 Week 1 “Sadie’s Game” “Mama, I’ll Give You The World” “What If It Happened to You” Realistic Fiction Week 2 “My Big Brother Johnny Kaw” “Apple to Oregon” Tall Tale “Westward Bound” Expository Text Week 3 “Stephanie Kwolek: Inventor” “How Ben Franklin Stole the Lightning” Biography “Energy is Everywhere” Expository	Week 1 Weekly Prompts TE p. 30-31 Day 4 Unit Project Expository Letter TE p. T28 Week 2 Weekly Prompts TE p. 94-95 Day 4 Unit Project Expository Letter TE p. T92 Week 3 Weekly Prompts TE p. 158-159 Day 4 Unit Project Expository Letter TE p. T156	Formal Assessment Selection Test (online) Weekly Assessment (Resource book) Informal Assessment Research/Listening/Collaboration (Teacher’s Edition) Oral Reading Fluency (Resource book)	Curriculum 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.	4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. 4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text. 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. 4.5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or	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>information in a text or part of a text.</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. 9: Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</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, 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>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</p>				

	<p>c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).</p> <p>e. Provide a concluding statement or section related to the information or explanation presented.</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>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</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 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>	defined in standards 1–3 above.)				
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	<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>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.</p> <p>a. 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.</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>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>				

	<p>L.</p>	<p>4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).</p> <p>d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).</p> <p>g. Correctly use frequently confused words (e.g., to, too, two; there, their).</p> <p>4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>c. Use a comma before a coordinating conjunction in a compound sentence.</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>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>				
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