

4th Grade ELA Curriculum Map (1st Quarter)

Cluster: Reading Unit 2 and Unit 3**Standard(s)**

4.RI.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.

4.RL.10: 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. *(Mastered)

4.RI.2: Determine the main idea of a text and explain how it is supported by key details; summarize the text. *(Mastered)

4.RI.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. **Introduce and Support

4.RI.10: 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.

4.RL.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. *(Mastered)

4.RL.4: 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., Hercules). **Introduce and Support

4.RL.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.) *(Mastered)

Learning Targets:**Academic Vocabulary****Resources****Assessments****Days**

I can learn more about informational text by analyzing the main idea and details.

prey, brittle, system, bristle, contour

Feathers: Not Just for Flying by Melissa Stewart

Unit 2 Week 1 Quiz

I can learn more about informational text by analyzing cause and effect text structure.

mimicry, species, environment, arranged, habitat

Animal Mimics by Marie Racanelli

Unit 2 Week 2 Quiz

I can learn about fiction and read a text that helps me analyze the significance of plot and setting.

rapids, shimmering, desire, shallow, deserted

Minn of the Mississippi by Holling Clancy

Unit 2 Week 3 Quiz

I can learn about poetry and read a text that helps me analyze structure, rhythm, rhyme and meter.

tender, steeped, excreted, vessels, ultraviolet

Bubble Song, Sap Spong, Heavenly, Ultraviolet, The Gray Ones, We are Waiting,

Unit 2 Week 4 Quiz

I can develop knowledge about language to make connections between reading and writing.

unique, monotremes, adaptations, burrow

The Weird and Wonderful Echidna

Unit 2 Week 5 Quiz

I can learn more about fiction by analyzing characters in realistic fiction.

frustrated, cool, confused, irritable, bothered

Out of my mind by Sharon M. Draper

Unit 3 Week 1 Quiz

I can learn about fiction about fiction and read a text that helps me analyze plot and setting.

subsidied, dedication, impulsively, trance, grudge

Mama's Window

Unit 3 Week 2 Quiz

I can learn more about the theme Diversity by analyzing author's purpose in autobiography.

inspiration, create, heritage, festival, performance

Trombone Shorty

Unit 3 Week 3 Quiz

I can learn about fiction and read texts that help me compare and contrast point of view.

miserable, thrilling

Weslandia

Unit 3 Week 4 Quiz

I can learn more about the theme Diversity by analyzing poetic elements.

plunge, thud, trilled buoy, flocked

Poetry Collection

Unit 3 Week 5 Quiz

Cluster: Foundational Skills**Standard(s)**

4.RI.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.

4.RL.10: 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. *(Mastered)

4.RI.2: Determine the main idea of a text and explain how it is supported by key details; summarize the text. *(Mastered)

4.RI.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. **Introduce and Support

4.RI.10: 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.

4.RL.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. *(Mastered)

4.RL.4: 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., Hercules). **Introduce and Support

4.RL.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.) *(Mastered)

4.W.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly. 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.

SL 4.4 Presentation of Knowledge and Ideas: Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

SL 4.5 Presentation of Knowledge and Ideas: Add audio recording and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

Learning Targets:**Academic Vocabulary****Resources****Assessments****Days**

I can learn how to analyze the main idea and details to understand informational text.

synonym, antonym

Feathers: Not Just for Flying by Melissa Stewart

Unit 2 Week 1 Lesson 1 Quiz

I can learn how to analyze cause-effect relationships and structure in informational text.

structure, chronological, cause-and-effect

Animal Mimics by Marie Racanelli

Unit 2 Week 2 Lesson 2 Quiz

I can learn how to analyze the significance of plot and setting in fiction.

description, classification

Minn of the Mississippi by Holling Clancy

Unit 2 Week 3 Lesson 3 Quiz

I can learn how to analyze structure, rhythm, rhyme, and meter to visualize imagery in poetry.

survive, defense, sufficient, acquire

Bubble Song, Sap Spong, Heavenly, Ultraviolet, The Gray Ones, We are Waiting,

Unit 2 Week 4 Lesson 4 Quiz

I can learn how to monitor comprehension to help synthesize information from multiple sources.

mimicry, species, environment, arranged, habitat

The Weird and Wonderful Echidna

Unit 2 Week 5 Lesson 5 Quiz

I can learn more about fiction by analyzing characters in realistic fiction.

conflict, accomplish, challenge, participate, expand

Out of my mind by Sharon M. Draper

Unit 3 Week 1 Lesson 1 Quiz

I can learn about fiction about fiction and read a text that helps me analyze plot and setting.

frustrated, cool, confused, irritable, bothered

Mama's Window

Unit 3 Week 2 Lesson 2 Quiz

I can learn more about the theme Diversity by analyzing author's purpose in autobiography.	integrate, challenges, expands	Trombone Shorty	Unit 3 Week 3 Lesson 3 Quiz	
I can learn about fiction and read texts that help me compare and contrast point of view.	accomplish, challenge, expand, participate, conflict	Weslandia	Unit 3 Week 4 Lesson 4 Quiz	
I can learn more about the theme Diversity by analyzing poetic elements.	integrate	Poetry Collection	Unit 3 Week 5 Lesson 5 Quiz	

Cluster: Writing

Standard(s)

4.W.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly. 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.

Learning Targets:	Academic Vocabulary	Resources	Assessments	Days
Unit 2 Week 1: Prewriting Introduce and Immerse: Analyze a Travel Article, Analyze a Lead Paragraph, Analyze Photographs, Brainstorm and Set a Purpose	Spelling Words: services, primaries, consumers, holidays, lenses, sandwiches, monkeys, berries, counties, taxes, hoaxes, classes, gases, viruses, speeches, skies, activities, colonies, galaxies, victories	SAVVAS, quill.org	Conferences, Spelling Test	
Unit 2 Week 2: Drafting Develop Elements: Develop an Introduction, Develop Relevant Details, Develop Different Types of Details, Compose Captions for Visuals, Develop a Conclusion	Spelling Words: coward, boundary, foundation, announce, boycott, voyage, exploit, poison, toil, decoy, scrounge, moist, choice, boil, ouch, scout, allow, sour, browser, outline	SAVVAS, quill.org	Conferences, Spelling Test	
Unit 2 Week 3: Drafting Develop the structure of: Compose a Headline, Compose Body Paragraphs, Group Paragraphs into Sections, Develop Transitions, Compose with Multimedia	Spelling Words: tooth, teeth, shelf, shelves, halves, leaf, leaves, scissors, veto, vetoes, antenna, antennae, ox, oxen, species, life, lives, moose, echo, echoes	SAVVAS, quill.org	Conferences, Spelling Test	
Unit 2 Week 4: Writer's Craft: Add and delete ideas for Coherence and Clarity, edit for Adjectives, Adverbs and Pronouns	Spelling Words: biography, biology, biologist, biome, telephone, microphone, headphones, gyroscope, telescope, microscope, headphoned, gyroscope, telescope, periscope, telegraph, pictograph, photograph, kilometer, barometer, centimeter, diameter, teleport, phonics, perimeter	SAVVAS, quill.org	Conferences, Spelling Test	
Unit 2 Week 5: Publishing Publish, Celebrate, and Assess: Edit Complete Sentences, Edit for Nouns, Publish and Celebrate, Prepare for Assessment, Assessment	Spelling Words: attract, distract, distraction, erupt, eruption, disrupt, interrupt, territory, territorial, terrain, traction, abstract, aquatic, aquamarine, aquarium, abrupt, diction, dictionary, dictate, verdict	SAVVAS, quill.org	Conferences, Spelling Test	
Unit 3 Week 1: Introduce and Immerse Understand Realistic Fiction, Identify Parts of the Plot, Recognize Elements of Realistic Fiction, Brainstorm a Topic, Plan Your Realistic Fiction Story.	Spelling Words: breath, breathe, image, imagine, product, production, heal, health, triple, triplet, relate, relative, medic, medical, compose, composition, crumb, crumble, tutor, tutorial	SAVVAS, quill.org	Conferences, Spelling Test	
Unit 3 Week 2: Develop Elements Compose a Character Description: External, Compose a Character Description: Internal, Compose Information about the setting, Compose a Plot: Develop a problem, Compose a plot: Develop a Resolution	Spelling Words: discard, margin, marvel, remark, orchard, portrait, foreign, dormant, format, permanent, nervous, thermal, purchase, conserve, confirm, absurd, ardent, rehearse, versus, converse	SAVVAS, quill.org	Conferences, Spelling Test	
Unit 3 Week 3: Develop Structure Compose from a point of view, compose an event sequence, compose dialogue, Plan illustrations, select a genre	Spelling Words: pollute, pollution, revolve, revolution, generate, generation, decorate, decoration, confuse, confusion, erode, erosion, conclude, conclusion, timetable, castle, adorable, stifle, stable, vehicle	SAVVAS, quill.org	Conferences, Spelling Test	
Unit 3 Week 4: Writer's Craft Use irregular Verbs, Edit for Punctuation, Edit Prepositional Phrases, Edit for Coordinating Conjunctions, Use Prepositional Phrases, Edit for Coordinating Conjunctions, Use Pronouns	Spelling Words: hazard, result, novel, decent, savage, rival, habit, cubic, vanish, vapor, proper, humor, balance, pilot, credit, final, modern, student, vivid, focus	SAVVAS, quill.org	Conferences, Spelling Test	
Unit 3 Week 5: Publishing Rearrange and Combine Ideas, Edit for Capitalization, Publish and Celebrate, Prepare for Assessment, Assessment	Spelling Words: glisten, heir, sword, mortgage, subtle, debris, wreckage, corps, wrestle, asthma, align, gourmet, salmon, tongue, autumn, ballet, aisle, condemn, doubt, yolk	SAVVAS, quill.org	Conferences, Spelling Test	

Cluster: Speaking and Listening

Standard(s)

SL 4.4 Presentation of Knowledge and Ideas: Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

SL 4.5 Presentation of Knowledge and Ideas: Add audio recording and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

Learning Targets:	Academic Vocabulary	Resources	Assessments	Days
I can use language to make connections between reading and writing.	prey, adaptation, predator, effective	Read Aloud: Snowy Owls	Main Idea and Details organizer	
Listen actively, ask relevant questions to clarify information, and make pertinent comments.		Read Aloud: Moths in Hiding	Two-Box sequence chart	
Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.		Read Aloud: Encounter	Sequence Chart	
Recognize and analyze literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts.	camouflage, color, disappear, magic, special, tomato	Read Aloud: Chameleon	Cause-and-effect organizer	
Recognize characteristics and structures of informational text.	geological, distinctive, pinnacle	Read Aloud: Primates of Madagascar	Four-square graphic organizer	

Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally	cafeteria, sandwich	Read Aloud: Just Lunch	T- chart
	final, record, competitor, energy, finish, athlete	Read Aloud: The Race	plot diagram
	second, sports, xylophone, radio, population	Read Aloud: Garage Girl	Timeline Graphic Organizer
	different, enter, nervous	Read Aloud: To Trying New Things	Sequence Chart
	gardens, simple, tomatoes, herbs, salsa	Read Aloud: The Harvest	T-chart

Cluster: Language

Standard(s)

CC.4.L.2.c Conventions of Standard English: Use a comma before a coordinating conjunction in a compound sentence.

CC.4.L.1 Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CC.4.L.1.e Conventions of Standard English: Form and use prepositional phrases.

CC.4.L.1.b Conventions of Standard English: Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.

Learning Targets:	Academic Vocabulary	Resources	Assessments	Days
Unit 2/Week 1: Compound Sentences	Compound Sentences	SAVVAS, Teachers pay Teachers, quill.org	exit ticket, Standard Mastery, i-Ready	
Unit 2/Week 2: Complex Sentences	Complex Sentences	SAVVAS, Teachers pay Teachers, quill.org	exit ticket, Standard Mastery, i-Ready	
Unit 2/Week 3: Common and Proper Nouns	Common and Proper Nouns	SAVVAS, Teachers pay Teachers, quill.org	exit ticket, Standard Mastery, i-Ready	
Unit 2/Week 4: Singular and Plural Nouns	Singular and Plural Nouns	SAVVAS, Teachers pay Teachers, quill.org	exit ticket, Standard Mastery, i-Ready	
Unit 2/Week 5: Subject - Verb Agreement	Subject - Verb Agreement	SAVVAS, Teachers pay Teachers, quill.org	exit ticket, Standard Mastery, i-Ready	
Unit 3/Week 1: Prepositions and Prepositional Phrases	Preposition and Prepositional Phrase	SAVVAS, Teachers pay Teachers, quill.org	exit ticket, Standard Mastery, i-Ready	
Unit 3/Week 2: Subject - Verb Agreement	Subject - Verb Agreement	SAVVAS, Teachers pay Teachers, quill.org	exit ticket, Standard Mastery, i-Ready	
Unit 3/Week 3: Irregular Verbs	Irregular Verbs	SAVVAS, Teachers pay Teachers, quill.org	exit ticket, Standard Mastery, i-Ready	
Unit 3/Week 4: Progressive Verb Tense	Progressive Verb Tense	SAVVAS, Teachers pay Teachers, quill.org	exit ticket, Standard Mastery, i-Ready	
Unit3/Week 5: Auxillary Verbs	Auxillary Verbs	SAVVAS, Teachers pay Teachers, quill.org	exit ticket, Standard Mastery, i-Ready	

4th Grade ELA Curriculum Map (2nd Quarter)

Cluster: Reading Unit 4

Standard(s)

4.RL.10. 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. *(Mastered)

RL.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).

RL.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.

RI.4.10. 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.

Learning Targets:	Academic Vocabulary	Resources	Assessments	Days
I can learn about traditional literature and read texts that help me analyze characters in traditional tales.	deceived, bargain, reputation, reputation, astonishment, composure	Can You Guess My Name?	Unit 4: Week 1 quiz	
I can learn more about traditional literature by inferring theme.	accentuated, obliged, misled, commendable, riled	Thunder Rose	Unit 4: Week 2 quiz	
I can learn more about the theme impacts by reading a text that helps me identify elements of a drama.	sensitive, exchange, deed, insisted, satisfied	La Culebra	Unit 4: Week 3 quiz	
I can learn more about traditional literature and read a text that helps me analyze myths.	drought, intricate, wavering, unbidden, snoozing	The Secret of the Winter Count	Unit 4: Week 4 quiz	
I can learn more about traditional literature and read a text that helps me analyze myths.	shrewd, ornate, temperaments, parapet, infernal	Pandora and Race to the Top	Unit 5: Week 5 quiz	

Cluster: Foundational Skills

Standard(s)

RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding words.

Learning Targets:	Academic Vocabulary	Resources	Assessments	Days
I can apply knowledge of Greek and Latin words (prefix, root, suffix) to learn the meanings of "new" words.	prefix, root, suffix	Flocabulary, i-Ready	exit ticket, standard mastery, i-Ready	
Greek and Latin Prefix Prefixes	auto, anti, trans, amphi	Flocabulary, i-Ready	exit ticket, standard mastery, i-Ready	
Suffixes	-able, -ible	Flocabulary, i-Ready	exit ticket, standard mastery, i-Ready	
Prefixes	im-, in-, ir-	Flocabulary, i-Ready	exit ticket, standard mastery, i-Ready	

Cluster: Writing

Standard(s) W4.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information

W4.1a. Introduce a topic or text clearly, state an opinion and create an organizational structure in which related ideas are grouped to support the writers purpose

W4.1b. Provide reasons that are supported by facts and details

W4.1c. Link opinion and reasons using words and phrases

W4.5 With guidance and support from peers and adults, develop and strengthen writing as needed with planning, revising, and editing.

W4.6 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.

Learning Targets:	Academic Vocabulary	Resources	Assessments	Days
Unit 4 Week 1: Prewriting Introduce and Immerse: Opinion Essay, Point of View, Reasons and Information, Brainstorm a Topic and Opinion, Plan Your Opinion Essay	To Be Determined based on new writing program		Unit 4 Week 1 Quiz	
Unit 4 Week 2: Develop Elements: Develop a Topic and Opinion, Develop Reasons, Develop Supporting Details and Facts, Develop a Concluding Statement, Use Technology to Produce Writing			Unit 4 Week 2 Quiz	
Unit 4 Week 3: Develop Structure: Introduction and Conclusion, Organize Reasons, Organize Supporting Details, Linking Words and Phrases, Use Technology to Collaborate			Unit 4 Week 3 Quiz	
Unit 4 Week 4: Writers Craft: Rearrange Ideas for Coherence and Clarity; Complete Sentences with Subject Verb Agreement, Combine Ideas for Coherence and Clarity, Peer Edit, Edit for Complete Sentences			Unit 4 Week 4 Quiz	
Unit 4 Week 5: Publish, Celebrate, Assess: Incorporate Peer and Teacher Suggestions, Publish a Final Draft, Publish and Celebrate, Prepare for Assessment, Assessment			Unit 4 Week 5 Quiz	

Cluster: Speaking and Listening

Standard(s)

SL.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.

Learning Targets:	Academic Vocabulary	Resources	Assessments	Days

<p>4.SL.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>survive, classified, sufficient, defense, acquire</p>	<p>Read aloud trade book library: One and Only Ivan, The Trumpet Swan, Because of Winn-Dixie, Water Buffalo Days, On the Banks of Plum Creek, Informational Text Editable Anchor Chart, Informational Chart Informational Text, Infographic-Why Animals Adapt, Leveled Readers Teacher's Guide- The Light at Jupiter Lake, Shared Read- Feathers: Not Just for Flying, Read Aloud- Snowy Owls, Interactive Read Aloud Lesson Plan Guide- Fiction Lesson Plan, Resource Download Center- Word Study U2W1, Spelling U2W1, Language & Conventions U2W1, Grammar Practice: Use Onomatopoeia, Literacy Stations, Book Club</p>	<p>U2W1 Progress Check up, U2W1 Feathers are not Just for Flying</p>	<p>Days: 8</p>
<p>4.SL.3: Identify the reasons and evidence a speaker provides to support particular points</p>		<p>Infographic: Survival Adaptations, Reading Anchor Chart: Informational Text, Editable Anchor Chart Informational Text, Read Aloud <i>Moths in Hiding</i>, Read aloud trade book library: One and Only Ivan, The Trumpet Swan, Because of Winn-Dixie, Water Buffalo Days, On the Banks of Plum Creek, Interactive Read Aloud Lesson Plan Guide Fiction Lesson Plan, Shared Read: <i>Animal Mimics</i>, Book Club- Titles related to Spotlight Genre and Theme T484-T485, Writing Workshop T337, Literacy Stations, Resource Download Center: U2W2 Language & Conventions: Complex Sentences, U2W2 Spelling: Vowel Diphthongs, U2W2 Word Study: Vowel Diphthongs</p>	<p>U2W2 Progress Check up-online, U2W2 Quiz Animal Mimics</p>	<p>Days: 8</p>
<p>4.SL.4: Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>	<p>Academic Vocabulary: survive, classified, sufficient, defense, acquire</p>	<p>U2W3 From Minn of the Mississippi</p>	<p>U2W3 Progress Check up-online, U2W3 from Minn of the Mississippi</p>	<p>Days: 8</p>
<p>4.SL.5: Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p>	<p>Academic Vocabulary: survive, classified, sufficient, defense, acquire</p>	<p>U2W4 From Butterfly Eyes and Other Secrets of the Meadow</p>	<p>U2W4 Progress Check up-online, U2W5 From Butterfly Eyes and Other Secrets of the Meadow</p>	<p>Days: 8</p>
<p>4.SL.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>Academic Vocabulary: survive, classified, sufficient, defense, acquire</p>	<p>U2W5 The Weird and Wonderful Echidna</p>	<p>U2W5 Progress Check up, U2W5 The Weird and Wonderful Echidna</p>	<p>Days: 8</p>
<p>Cluster: Language</p>				
<p>Standard(s)</p>				
<p>L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>				
<p>L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>				
<p>4.L.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening. **Introduce and Support</p> <p>a. Choose words and phrases to convey ideas precisely.</p> <p>b. Choose punctuation for effect.</p>				
<p>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. **Introduce and Support</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.L.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. **Introduce and Support</p> <p>a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.</p> <p>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p>				
<p>4.L.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>Learning Targets:</p>	<p>Academic Vocabulary</p>	<p>Resources</p>	<p>Assessments</p>	<p>Days</p>

I can demonstrate the conventions using capitalization, punctuation, and spelling when writing and speaking	reveal, traditional, illustrate, interpret, predict		exit ticket, standard mastery, i-Ready; Savvas Assessment & Practice tab, Unit 4 week 1-5, U4 W1 Progress Checkup Online; U4 W2 Progress Checkup Online; U4 W3 Progress Checkup Online; U4 W4 Progress Checkup Online; U4 W5 Progress Checkup Online	
I can choose words to convey ideas precisely.			exit ticket, standard mastery, i-Ready	
I can use punctuation for effect.			exit ticket, standard mastery, i-Ready	
I can determine meanings of unknown and multiple meaning words.			exit ticket, standard mastery, i-Ready	

Prairie -Hills Elementary School District 144

4th Grade ELA Curriculum Map (3rd Quarter)

Cluster: Reading Unit 1

Standard(s)RI.4.7 7 Integration of Knowledge and Ideas: 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

RI.4.10 0 Range of Reading and Complexity of Text: 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 necessary at the high end of the range.

RI.4.8 Integration of Knowledge and Ideas: Explain how an author uses reasons and evidence to support particular points in a text.

RI.4.2 2 Key Ideas and Details: Determine the main idea of a text and explain how it is supported by key details; summarize the text.

RI.4.1 1 Key Ideas and Details: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

RI.4.8 Integration of Knowledge and Ideas: Explain how an author uses reasons and evidence to support particular points in a text

RI.4.3 3 Key Ideas and Details: 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.

Learning Targets:	Academic Vocabulary	Resources	Assessments	Days
I can learn more about narrative nonfiction by analyzing the author's purpose in an autobiography.	Determination Independence Specialized Struggled Confidence	Reaching for the Moon	Unit 1 Week1 Quiz	
I can learn more about narrative nonfiction by analyzing how an author supports ideas with details.	Poverty Pursued Treacherous Remarkable Assembled	Rare Treasure(Shared Read)	Unit 1 Week 2 Quiz	
I can learn more about the theme Networks by analyzing the text structure of a magazine article.	Identical Radiation Duplicate Comparison DNA Chromosomes	Twins in Space(Shared Read)	Unit 1 Week 3 Quiz	
I can learn more about the theme Networks by analyzing the text structure of an informational text.	Endurance Excel Capacity Motivation Drive	Life at the Top(Shared Read)	Unit 1 Week 4 Quiz	
I can learn more about the theme Networks by analyzing the text structure of a magazine article.			Unit 1 Week 5 Quiz	

Cluster: Foundational Skills

Standard(s)

4.R.F.3 Phonics and Word Recognition: Know and apply grade-level phonics and word analysis skills in decoding words.

4.3a Phonics and Word Recognition: 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.

Learning Targets:	Academic Vocabulary	Resources	Assessments	Days
I can add suffixes with -ed, -ing, -s, -er, -est to create new meaning	Word Study T26, T50, T58,T66, T72 contribute, exposed, habit, severe, significant	I-Ready, Edmentum, Flocabulary	I-Ready comprehension checks, Exit tickets, weekly quiz	
I can add suffixes with -ity, -ty, -ic, -ment to create new meaning	Word Study T88, T110, T118, T126, T132	I-Ready, Edmentum, Flocabulary	I-Ready comprehension checks, Exit tickets, weekly quiz	
I can create words with the syllable pattern VCe	Word Study T148, T168, T176, 184, T190	I-Ready, Edmentum, Flocabulary	I-Ready comprehension checks, Exit tickets, weekly quiz	
I can learn vowel teams and digraphs	Word Study T206, T230, T238 T246 T252	I-Ready, Edmentum, Flocabulary	I-Ready comprehension checks, Ex	
I can add prefixes -mis, -en- em, to create new meaning	Word Study, T268, T302, T310, T318, T324	I-Ready, Edmentum, Flocabulary	I-Ready comprehension checks, Ex	

Cluster: Writing

Standard(s) CC.4.W.3 Text Types and Purposes: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. CC.4.W.3.d Text Types and Purposes: Use concrete words and phrases and sensory details to convey experiences and events precisely CC.4.W.3.c Text Types and Purposes: Use a variety of transitional words and phrases to manage the sequence of events. CC.4.W.3.e Text Types and Purposes: Provide a conclusion that follows from the narrated experiences or events CC.4.L.1.d Conventions of Standard English: Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). CC.4.L.1.a Conventions of Standard English: Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).

4.W.3.a Text Types and Purposes: Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally

4.W.5 Production and Distribution of Writing: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.(Editing for conventions should demonstrate command of Language standards 1–3up to and including grade 4 on page 29.)

4.W.3.b Text Types and Purposes: Use dialogue and description to develop experiences and events or show the responses of characters to situations.

Learning Targets:	Daily Skills	Resources	Assessments	Days
Week 1 I can learn more about narrative nonfiction by analyzing the author's purpose in an autobiography. I can use language to make connections between reading and writing. I can use elements of narrative nonfiction writing to write a personal narrative	Day 1: Analyze a travel article Day 2: Analyze a lead paragraph Day 3: Analyze photographs Day 4: Brainstorm and set up purpose Day 5: Plan your travel article	SAVVAS		
Week 2 I can learn more about narrative nonfiction by analyzing how an author supports ideas with details in an autobiography. I can develop knowledge about language to make connections between reading and writing. I can use elements of narrative nonfiction writing to write a personal narrative.	Day 1: Develop and introduction Day 2: Develop relevant details Day 3: Develop different types of details Day 4: Compose captions for visuals Day 5: Develop a conclusion	SAVVAS		
Week 3 I can learn more about the theme Networks by analyzing the text structure of a magazine article. I can develop knowledge about language to make connections between reading and writing. I can use elements of narrative nonfiction writing to write a personal narrative.	Day 1: Compose a headline Day 2: Compose body paragraphs Day 3: Group paragraphs into sections Day 4: Develop transitions Day 5: Compose with multimedia	SAVVAS		
Week 4 I can learn more about the theme Networks by analyzing the text structure of an informational text. I can use language to make connections between reading and writing. I can use elements of narrative nonfiction writing to write a personal narrative.	Day 1: Use linking words and phrases Day 2: Use precise language and vocabulary Day 3: Edit for Capitalization Day 4: Edit for adverbs Day 5: Edit for coordinating conjunctions	SAVVAS		
Week 5 I can learn more about narrative nonfiction by analyzing text structure in a biography. I can use language to make connections between reading and writing. I can use elements of narrative nonfiction writing to write a personal narrative.	Day 1: Edit complete sentences Day 2: Edit Pronouns Day 3: Publish and celebrate Day 4: Prepare for assessments Day 5: Assessment	SAVVAS		

Cluster: Speaking and Listening

Standard(s) SL.4.1.d Comprehension and Collaboration: Review the key ideas expressed and explain their own ideas and understanding in light of the discussion

SL.4.1.c Comprehension and Collaboration: 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.

4.L. 3: Use knowledge of language and its conventions when writing, speaking, reading, or listening. **Introduce and Support
 a. Choose words and phrases to convey ideas precisely.
 b. Choose punctuation for effect.

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. **Introduce and Support
 a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
 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

Learning Targets:	Academic Vocabulary	Resources	Assessments	Days
I can use language to make connections between reading and writing.		Read aloud-"Sally Ride"		
		Read aloud-"Defying Gravity"		
		Read aloud-"Exploring Mars"		
		Read aloud-"Early Exploration"		
		Read aloud-"The Babe"		

Cluster: Language**Standard(s)**L.4.5 Vocabulary Acquisition and Use: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.4.4.c Vocabulary Acquisition and Use: 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.

L.4.6.6 Vocabulary Acquisition and Use: 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).

Learning Targets:	Academic Vocabulary	Resources	Assessments	Days
I can demonstrate and apply phonetic knowledge	Suffixes, -ed, -ing, -s, -er, -est	SAVVAS, Teachers pay Teachers, quill.org	exit ticket, Standard Mastery, i-Ready	
I can determine the meaning of words with the suffixes -ty, -ity, -ic and -ment	Suffixes, -ty, -ity, -ic, -ment	SAVVAS, Teachers pay Teachers, quill.org	exit ticket, Standard Mastery, i-Ready	
I can decode multisyllabic words with VCe syllables.	Syllable Pattern VCe	SAVVAS, Teachers pay Teachers, quill.org	exit ticket, Standard Mastery, i-Ready	
I can decode multisyllabic words with closed syllables; open syllables: VCe syllables: vowel teams and digraphs	Vowel Teams and Digraphs	SAVVAS, Teachers pay Teachers, quill.org	exit ticket, Standard Mastery, i-Ready	
I can decode words using knowledge of prefixes	Prefixes mis-, en-, em-	SAVVAS, Teachers pay Teachers, quill.org	exit ticket, Standard Mastery, i-Ready	

Prairie -Hills Elementary School District 144

4th Grade ELA Curriculum Map (4th Quarter)

Cluster: Reading Unit 5

Standard(s)

RI. 4.10, RF.4.3.3, RI.4.5, RF.4.3

RI.4.3, RF.4.3.a

RI.4.1, RF.4.10

Learning Targets:	Academic Vocabulary	Resources	Assessments	Days
I can learn more about informational text by analyzing text features.	mantle, circulates, adopted, abundant, molten	Planet Earth	Unit 5: Week 1 Quiz	
I can learn more about informational text by analyzing the main, or central, idea and details.	magma, face, reclaim, gushes, treasured	Volcanoes	Unit 5: Week 2 Quiz	
I can learn more about the theme Features by analyzing the argument in an argumentative text.	emissions, excessive, underline, watt, innovative	Top 10 ways you can reduce waste	Unit 5: Week 3 Quiz	
I can learn more about informational text by explaining ideas from a text.	survey, subcontinent, plateau, altitude, erosion	The Himalayas	Unit 5: Week 4 Quiz	
I can learn more about informational text by explaining concepts in a text.	marred, disposable, crudeoil, toxic, phenomenon	Trashing Paradise	Unit 5: Week 5 Quiz	

Cluster: Foundational Skills

Standard(s)

RF.4.3.a

Learning Targets:	Academic Vocabulary	Resources	Assessments	Days
I can apply knowledge of Greek and Latin roots to determine word meanings	roots: port, gener, dur, and ject	Flocabualry, I-Ready	exit ticket, standard mastery, i-Ready	
I can identify suffixes to determine word meaning	suffixes: -en, -ent, -ence	Flocabualry, I-Ready	exit ticket, standard mastery, i-Ready	
I can identify syllable patterns such as VCCCV	prefixes: -dis, over, -non, -under	Flocabualry, I-Ready	exit ticket, standard mastery, i-Ready	
I can use context clues to determine the meaning of figurative language	synonyms, antonyms	Flocabualry, I-Ready	exit ticket, standard mastery, i-Ready	

Cluster: Writing

Standard(s)

Learning Targets:	Academic Vocabulary	Resources	Assessments	Days

Cluster: Speaking and Listening

Standard(s)

SL.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.

4.L. 5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. **Introduce and Support

a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.

b. Recognize and explain the meaning of common idioms, adages, and proverbs.

4.L.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).

Learning Targets:	Academic Vocabulary	Resources	Assessments	Days
I can demonstrate understanding of figurative language word relationships	hyperbole, personification	I-Ready, SAVVAS, Flocabulary	I-Ready, SAVVAS Unit Test	
I can explain the meanings of similes and metaphors	similes, metaphors	I-Ready, SAVVAS, Flocabulary	I-Ready, SAVVAS Unit Test	
I can explain and recognize the meaning of common proverbs, adages, and idioms	proverbs, idioms, adages	I-Ready, SAVVAS, Flocabulary	I-Ready, SAVVAS Unit Test	
I can accurately use grade level appropriate academic and domain-specific words related to a specific topic	figurative language, synonyms, antonyms, root words, prefixes, suffixes	I-Ready, SAVVAS, Flocabulary	I-Ready, SAVVAS Unit Test	

Cluster: Language

Standard(s) L.4.1.a, L.4.2.a, L.4.2.c, L.4.2.b

Learning Targets:	Academic Vocabulary	Resources	Assessments	Days
Relative Adverbs	adverbs	SAVVAS	exit tickets, standard mastery, Savvas Unit Test	
Capitalization Rules	common nouns, proper nouns, capitalization	SAVVAS	exit tickets, standard mastery, Savvas Unit Test	
Title Capitalization	common nouns, proper nouns, capitalization	SAVVAS	exit tickets, standard mastery, Savvas Unit Test	
Comma Rules	comma	SAVVAS	exit tickets, standard mastery, Savvas Unit Test	
Dialogue Punction	quotation marks, dialogue			