

Curriculum Map

Subject: English Language Arts	Grade: 4
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Standard	Big Ideas/Objectives	Academic Vocabulary	Formative Assessments / Classroom Activities	Summative Assessments
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Reading: Foundational Skills				
RF.4.3 (Phonics and Word Recognition) (4.3a) Know and apply grade-level phonics and word analysis skills in decoding words	1. To read words orally and analyze key words. 2. To read, decode, and sound out words in text. 3. To use Greek and Latin Roots to identify the meanings of words. 4. To use and write grade level words in complete sentences.	<ul style="list-style-type: none"> ● Letter sound recognition ● Syllabication ● Patterns ● Multisyllabic words ● Phonics and word study ● Greek and Latin Roots ● Blends ● Diagrams ● Compound words ● “Sound it out” 	<ul style="list-style-type: none"> ● Word analysis charts ● Writing words in sentences ● Decodable readers ● Dictionary work ● Spelling cards ● Games ● Reader’s Writer’s Workbook Practice ● Pearson Website ● Fresh Reads for Fluency 	<ul style="list-style-type: none"> ● Weekly Test ● Charts ● Oral readers ● Unit and Benchmark Tests ● Reader’s Writer’s Notebook ● Running Records
RF.4.4 (Fluency) (4a, 4b, 4c) Read with sufficient accuracy and fluency.	1. To read a story orally and be able to explain the story’s meaning. 2. To identify key vocabulary through the use of context clues.	<ul style="list-style-type: none"> ● Expression ● Phrasing ● Summarize ● Text/structure ● Predict ● Comprehension 	<ul style="list-style-type: none"> ● Oral Readers ● Leveled Books ● Fresh reads for Fluency ● Close Reads ● Reader’s Writer’s Notebook 	<ul style="list-style-type: none"> ● Oral test ● Running Records ● RS Weekly Test ● Unit Test
Speaking and Listening: Comprehension and Collaboration				
SL.4.1 (SL.4.a.b.c.d.) Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led)	1. To engage in one on one discussions about a topic or story. 2. To work with partners or small groups to discuss and engage in collaborative	<ul style="list-style-type: none"> ● Interpretation ● Viewpoint ● Fact/opinion ● Interviews ● Retelling ● Dramatize ● Share ideas 	<ul style="list-style-type: none"> ● Brainstorm ● Pre-write activities ● Asking questions and record answers in a journal ● Leveled Books and cooperative group 	<ul style="list-style-type: none"> ● Teacher Made tests ● Running Records ● Oral and Listening Test ● Oral Group Reports

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with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.	<p>discussions.</p> <p>3. To answer questions and discuss in regards to a topic or story</p> <p>4. To clarify or follow up on information.</p>	<ul style="list-style-type: none"> ● Discuss questions ● Role play ● Speech ● Analog ● Compare and contrast ● Critique 	<p>activities and discussions</p> <ul style="list-style-type: none"> ● Reading Street Listening CDs to weekly stories ● Pearson Website. 	
SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	<p>1. Students will retell information in their own words given information orally and or by text.</p> <p>2. To brainstorm key ideas/concepts and be able to present orally, as well as in written format.</p> <p>3. To use various media to help retell information.</p>	<ul style="list-style-type: none"> ● Draw conclusions ● Information ● Media ● Formats ● Paraphrase ● Present ● Summarize ● Retell/recall ● Recall orally 	<ul style="list-style-type: none"> ● Journals ● Discussion Questions ● Group Word ● Group Skits ● Read Alouds (independent as well in groups) 	<ul style="list-style-type: none"> ● Book Reports ● Oral Reports ● Illustrate or create a poster to show information in a variety of ways. ● Diorama ● Essay ● Fresh Reads for Fluency Read Alouds
SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.	<p>1. Students will identify the main points a speaker uses to support his/her ideas.</p> <p>2. To provide supporting details to support viewpoints.</p> <p>3. To give reasons why a speaker would use particular points.</p>	<ul style="list-style-type: none"> ● Identify ● Reasoning ● Provide ● Support ● Retell ● Author's purpose and point of view ● Organize ● Produce ● Explain ● Question 	<ul style="list-style-type: none"> ● Journal Work ● Group Discussions ● Dramatic Retelling ● Graphic Organizers ● Oral and Written responses to questions 	<ul style="list-style-type: none"> ● Cooperative learning group assessment ● Reader's Writer's Notebook ● Oral Test ● Fresh Reads for Fluency Exercises

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		<ul style="list-style-type: none"> • Solve 		
Speaking and Listening: Presentation of Knowledge and Ideas				
<p>SL.4.4 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>	<ol style="list-style-type: none"> 1. To follow and use information gathered orally or from graphic features of a text to help understand text better. 2. To add to discussions and connect ideas to what others say. 3. To cite relevant facts and identify supporting detail to support main ideas. 	<ul style="list-style-type: none"> • Expression • Main idea/detail • Author’s purpose and point of view • Story structure • Speaking clearly • Repeat • Recount • Describe • Locate • Recite • State • Retell • Critique • Dramatic retelling • Advertise 	<ul style="list-style-type: none"> • Reading Street Textbook and discussion questions • Summary writing • Oral responses • Reader’s Writer’s Practice Pages • Highlighting and Underlining main ideas and details by color coding • Journal Responses 	<ul style="list-style-type: none"> • Test • Report • Fresh Reads for Fluency Response Questions
<p>SL.4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p>	<ol style="list-style-type: none"> 1. To use audio recordings and technology to enhance comprehension of a topic or text. 2. To choose appropriate technology to enhance presentations. 3. To view daily videos that relate to daily topics introduced each 	<ul style="list-style-type: none"> • Theme • Main idea detail • Presentation • Oral expression • Theory • Fact/opinion • Preview • Predict • Draw conclusions 	<ul style="list-style-type: none"> • Listening CDs • Journal Brainstorms • Grammar Jammer Videos • Group Discussions • Fresh Reads for Fluency Responses • Audio Story Tellers 	<ul style="list-style-type: none"> • Weekly Test • Dictation Test • Oral responded from main selected text (Weekly Story)

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	week to aid in comprehension.			
SL.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.	<ol style="list-style-type: none"> To distinguish between formal and informal English to help evaluate the discourse to present in that setting. To use appropriate English to help communicate effectively. To present ideas and situations in a small group setting. 	<ul style="list-style-type: none"> Discourse English Language Task Situation Formal Informal Present Analyze Discuss Collaborate Ask Infer Ideas 	<ul style="list-style-type: none"> Brainstorm Webs Group Work Present group questions and answers Leveled book questions Fresh Reads for Fluency Activities 	<ul style="list-style-type: none"> Oral Presentations Benchmark Test Unit Test Book Report Recite Poetry Fresh Reads for Fluency

Reading Literature: Key Ideas and Details

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.	<ol style="list-style-type: none"> To use details and examples from a text to support an inference. To identify details and examples in text to support main ideas or when making an inference. To determine what the text says and to make logical inferences from 	<ul style="list-style-type: none"> Details Examples Infer/inference Support Define Explain Draw Defend Reference: cite Quote Analyze 	<ul style="list-style-type: none"> Fresh Reads for Fluency Weekly Story (Main Selection Text) Readers Writer's Notebook Leveled Book Work (independent as well as small groups work) 	<ul style="list-style-type: none"> The Family under the Bridge (Read in December as Fourth Grade Literature) (About 2 weeks) <p>RL.4. (1-10)</p> <ul style="list-style-type: none"> Test/Quiz Unit and Benchmark Test
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	what was read.	<ul style="list-style-type: none"> ● Unknown words ● Draw conclusions ● Fact/opinion 		
<p>RL.4.2</p> <p>Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p>	<ol style="list-style-type: none"> 1. To be able to read a story, poem, or drama and identify the details which helped to understand the text. 2. To give a summary of the text by using the message, details and clue words identified in the text. 3. To explain a character's motives to which influence the theme of the story. 	<ul style="list-style-type: none"> ● Theme ● Story ● Drama ● Poem ● Details ● Text ● Clue words ● Summarize ● Explain ● Paraphrase ● Main idea/supporting detail ● Question ● Respond ● Analyze 	<ul style="list-style-type: none"> ● Graphic Organizers ● Journal Writing ● Group Discussions ● Illustrations/drawing pictures from story ● Four Square Graphic Organizer ● Text Questions ● Leveled Book Activities (alone as well in small groups) ● Poems ● Reader's Writer's Notebook Practice pages 	<ul style="list-style-type: none"> ● Weekly Test ● Book Report ● Response Questions ● Analyze a poem
<p>RL.4.3</p> <p>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>	<ol style="list-style-type: none"> 1. To identify and explain story elements. 2. To analyze a story's character, setting, as well as important events in a story by referring to details provided in the text. 3. To complete a character 	<ul style="list-style-type: none"> ● Character ● Setting ● Plot ● Events ● Drama ● Details ● Infer ● Thoughts ● Words 	<ul style="list-style-type: none"> ● Graphic Organizers ● Journal Writing ● Venn Diagrams ● Group Discussions ● Illustrations ● Descriptive Paragraph Writing ● Leveled Book Activities 	<ul style="list-style-type: none"> ● Weekly Text ● Writing Prompt ● Story Element Chart

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	trait map.	<ul style="list-style-type: none"> • Actions • Analyze 	<ul style="list-style-type: none"> • Story Reviews • Class Discussions • RW Notebook 	
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Reading Literature: Craft and Structure

<p>RL.4.4 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., Herculean).</p>	<ol style="list-style-type: none"> 1. To determine the meaning of words and phrases to help justify the significance of the symbolism used. 2. Discover symbolism in text to help distinguish literal and nonliteral language. 3. To define a myth and explain the Key Features of myth 	<ul style="list-style-type: none"> • Meaning • Text • Allude • Determine • Identify • Context clues • Experience clues • Explain • Infer • Represent • Storytelling • Symbolism • Justify 	<ul style="list-style-type: none"> • Reader’s Writer’s Notebook • Sentence Strips • Word Analysis Charts • Reading Street Textbook Passages • Leveled Books • Library Sources • Vocabulary Trivia Games • Pearson Website Activities • Highlight Context Clues/Meanings • Vocabulary Cards 	<ul style="list-style-type: none"> • Weekly Test • Vocabulary Test • Oral Presentations • Role Play • Response Questions • Read “ How Night Came from the Sea • Essay (Myth)
<p>RL.4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g.,</p>	<ol style="list-style-type: none"> 1. The students will differentiate the different structural elements of poems, drama and prose to support clarity in writing and speaking 	<ul style="list-style-type: none"> • Differentiate • Dialogue • Write/produce • Speak/tone • Develop • Describe • Analyze 	<ul style="list-style-type: none"> • Reader’s Writer’s Notebook • Analyze Poetry • Venn Diagrams • Journal Writing • Group Work • Poetry Corners 	<ul style="list-style-type: none"> • Create and Perform a Play • Write and analyze poem • Group Assessments • Reflection Essay

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casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.	<p>about the text.</p> <p>2. To interpret voice for a specific structural element to enhance comprehension of a text.</p>	<ul style="list-style-type: none"> ● Drama ● Prose ● Verse ● Rhythm ● Meter ● Categorize 	<ul style="list-style-type: none"> ● Role Plays ● Library Workshop 	
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<p>RL.4.6</p> <p>Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p>	<p>1. To identify the similarities and differences between the narration of a story written in first and third person.</p> <p>2. To explain the difference between first and third person and to give examples of each.</p> <p>3. To summarize the narrator’s point of view in a story.</p>	<ul style="list-style-type: none"> ● Compare ● Contrast ● Identify ● Explain ● Summarize ● Express ● Point of view ● Differentiate ● Give examples ● Interrelate ● Express ● Distinguish ● Narrate ● Cite ● Critique ● Voice 	<ul style="list-style-type: none"> ● Reading Street Textbook Passages ● Group Work ● Venn Diagrams ● Leveled Book Activities ● Highlight Evidence ● Library Workshop ● Journal Writing ● Reader’s Writer’s Notebook ● Listening CD ● Reading Street Interactive Videos 	<ul style="list-style-type: none"> ● Weekly Test ● Teacher Made Test Questions ● Open Response Questions ● Venn diagram ● Essay
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Reading Literature: Integration of Knowledge and Ideas

<p>RL.4.7</p> <p>Make connections between the text of a story or drama</p>	<p>1. To compare and contrast the text of a story or drama to a</p>	<ul style="list-style-type: none"> ● Make ● Identify ● Reflect 	<ul style="list-style-type: none"> ● Reading Street Textbook ● Reader’s Writer’s 	<ul style="list-style-type: none"> ● Oral Presentation ● Compare and Contrast Essay
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and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	<p>visual or oral presentation for the same text.</p> <p>2. Students will work in small groups to identify and note the similarities and differences of a text to what is visualized and/or heard.</p>	<ul style="list-style-type: none"> ● Interpret/explain ● Connect ● Present ● Visualize ● Listen ● Text ● Drama ● Specify ● Compare/contrast 	<p>Notebook</p> <ul style="list-style-type: none"> ● Cooperative Learning ● Group Discussions ● Interactive Digital Path (Reading Street Videos) ● Listening CD ● Read Alouds ● Visual Charts/Posters ● Chart Paper Outlines ● Fresh Reads for Fluency ● Color Coding Activities 	<ul style="list-style-type: none"> ● Poster
RL.4.8 Not applicable to literature.				
RL.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>1. To engage students with themes by showing them how they are part of every story, with many stories sharing the same theme.</p> <p>2. To allow students to understand stories that follow archetypical story arcs, which will give them insight on how stories are made</p>	<ul style="list-style-type: none"> ● Compare/contrast ● Themes ● Patterns ● Archetypical story arcs ● Relate ● Distinguish ● Infer ● Interrelate ● Extend ● Write and explain 	<ul style="list-style-type: none"> ● Group Work ● Role Play ● Write your own story ● Leveled Books/Group Work Discussions ● Pearson Website ● Listening CDs ● Example story: “How Night Came from the Sea”.. 	<ul style="list-style-type: none"> ● Reading Street Weekly Test ● Storybook Questions ● Group Project ● Reader’s Writer’s Notebook Activity Pages ● Essay from weekly story ● Look Back and Write section of text

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Reading Literature: Range of Reading and Level of Text Complexity				
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<p>RL.4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<ol style="list-style-type: none"> The students will be able to read and comprehend types of literature with purpose and understanding. To be able to read. Discuss, and explain what they have learned by the end of Grade 4. To read and comprehend literature as well as to explain what the text says through oral discussion and writing prompts. 	<ul style="list-style-type: none"> Read Write/rewrite Comprehend Dictate Explain Research Discuss Match Restate Summarize Extend Interrelate Interpret Apply Express Give examples Defend Categorize Paraphrase Illustrate Connect 	<ul style="list-style-type: none"> Literature Circles Group Work Role Play Journal Entries Explain though Artwork Story Questions Chart Activities in small groups Leveled Book Work Response Questions Reader’s Writer’s Notebook Fresh Reads for Fluency Write It Prompts! Group Play Summarize Poetry Pearson Listening CDs 	<ul style="list-style-type: none"> Journal Responses Story Question Analysis Book Report Research Project Test/Quiz Compare and Contrast Essay Prompt.
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Reading Informational: Key Ideas and Details				
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<p>RI.4.1 Refer to details and examples in a text when</p>	<ol style="list-style-type: none"> The students will make inferences about what they read by citing 	<ul style="list-style-type: none"> Detail Example Infer 	<ul style="list-style-type: none"> Reader’s Writer’s Notebook Exercises Fresh Reads for 	<ul style="list-style-type: none"> Weekly Test Teacher Made Test/Quiz
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explaining what the text says explicitly and when drawing inferences from the text.	<p>examples and supporting detail from the text.</p> <p>2. Students will make connections by identifying main idea and details.</p>	<ul style="list-style-type: none"> ● Draw inferences ● Make connections ● State ● Label ● Underline clues ● List ● Locate ● Point out 	<p>Fluency</p> <ul style="list-style-type: none"> ● Graphic Organizers ● Context Clue Games ● Pearson Website ● Journal Note taking ● iPad Activities 	<ul style="list-style-type: none"> ● Unit and Benchmark Test
<p>RI.4.2</p> <p>Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p>	<p>1. Students will be able to explain play by play when that text is about.</p> <p>2. Students will summarize how a main idea of a text is supported by individual points and how it is backed up by supporting detail(s).</p>	<ul style="list-style-type: none"> ● Connect ● Match ● Restate ● Paraphrase ● Rewrite ● Give examples ● Express ● Illustrate ● Explain ● Defend ● Support ● Interrelate ● Interpret ● Main idea/ key details ● Label 	<ul style="list-style-type: none"> ● Reader's Writer's notebook ● Fresh Reds for Fluency Activities ● Journal Entries ● Workbook Practice Pages ● Teacher made worksheets ● Group Work ● iPad activities ● Main idea and detail graphic organizers ● Color Code main idea and details in text. 	<ul style="list-style-type: none"> ● Test/Quiz ● Essay
<p>RI.4.3</p> <p>Explain events, procedures, ideas, or concepts in a historical, scientific, or</p>	<p>1. Students will apply the skills they have learned (especially the skill of identifying cause and</p>	<ul style="list-style-type: none"> ● Organize ● Generalize ● Dramatize ● Explain 	<ul style="list-style-type: none"> ● Literature Circles ● Small group work ● Highlight evidence ● Journal activities/notes 	<ul style="list-style-type: none"> ● Weekly Test ● Writing Prompt ● Journal Open Responses

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technical text, including what happened and why, based on specific information in the text.	<p>effect) and apply them to explain WHY something happened)</p> <p>2. To explain the who, what, when, where, how, and why something happened in a more precise and clear explanation</p>	<ul style="list-style-type: none"> • Produce • Choose • Sketch • Apply • Prove • Cause/effect relationships • Show • Specify • defend 	<ul style="list-style-type: none"> • Pearson website videos • Group and whole class discussions • Main idea and detail graphic organizers. 	<ul style="list-style-type: none"> • Cause/Effect Essay
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Reading Informational: Craft and Structure

<p>RI.4.4</p> <p>Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</p>	<p>1. To determine the meanings of academic vocabulary through the use of experience as well as context clues.</p> <p>2. To know the meanings of Grade 4 academic vocabulary and or phrases.</p> <p>3. To be able to use general academic and domain-specific words in complete sentences</p>	<ul style="list-style-type: none"> • Determine meaning • Word analysis • Context clues • Identify meaning • Use of Greek/Latin roots and affixes • Parts of speech • Root words • Base words • Prefixes/suffixes 	<ul style="list-style-type: none"> • Reader’s Writer’s Notebook Practice • Fresh Reads for Fluency • Reading Street Vocabulary Cards • Greek and Latin Roots Crossword Puzzles • Sentence Writing (In journals) Highlight context clues • Vocabulary games • Reading Street Vocabulary Jammers 	<ul style="list-style-type: none"> • Weekly Test • Sentence Writing • Vocabulary Check-Up Quizzes
<p>RI.4.5</p>	<p>1. To understand the</p>	<ul style="list-style-type: none"> • Structure 	<ul style="list-style-type: none"> • Reader’s Writer’s 	<ul style="list-style-type: none"> • Weekly Test/Quiz

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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>different ways a text can be organized.</p> <p>2. To describe the overall structure of information in a text by order of importance, topic based as well as sequence.</p>	<ul style="list-style-type: none"> ● Chronological order ● Compare/contrast ● Cause/effect ● Problem/resolution ● Events ● Ideas ● Concepts ● Sequencing ● Analyze 	<p>Notebook Practice Exercises</p> <ul style="list-style-type: none"> ● Fresh Reads for Fluency ● Graphic Organizers ● Venn Diagrams ● Problem/Solution Card Games ● Pearson Website Videos 	<ul style="list-style-type: none"> ● Essay ● Writing Prompts ● Text Questions ● Open Response Questions
RI.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>1. To compare and contrast the point of view from which different stories are narrated, including the difference between first and third person narrations.</p> <p>2. To identify the important details from the text which indicate the author's purpose, event, or topic.</p> <p>3. To compare and contrast details and information provided by a different account of the same event or topic.</p>	<ul style="list-style-type: none"> ● Account ● Firsthand ● Focus ● Perspective ● Point of view ● Primary source ● Secondary source ● Style ● Identify similarities and differences ● Narrations ● Compare ● Differentiate ● Apply knowledge 	<ul style="list-style-type: none"> ● Author's Purpose/point of View ● (Graphic Organizer) ● Individual and Small group work ● First-Third Person Leveled Book Work (Reading Street Leveled Readers Student Booklets) 	<ul style="list-style-type: none"> ● Journal Responses ● Essay ● Quiz

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Reading Informational: Integration of Knowledge and Ideas				
<p>RI.4.7</p> <p>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>	<ol style="list-style-type: none"> To analyze information altered by the presentation of text in different text structures. To explain how text features contribute to an understanding of the text in which it appears. To compare and contrast as well as interpret information form charts, graphs, diagrams, time lines, animations, or interactive elements. 	<ul style="list-style-type: none"> • Animations • Compare • Contrast • Elements • Features • Internet • Interpret • Non-fiction representations (Charts, legends, graphs, etc.) • Analyze • Visualize • Explain information • Contribute ideas orally, visually, and in written form 	<ul style="list-style-type: none"> • Pearson Website • Word Analysis Charts • Reader’s Writer’s Notebook Exercises • Integrate Science and Social Studies information (make a chart, diagram, time line, graph, etc. based on information collected and shared) • Make a personal time line • Online resources 	<ul style="list-style-type: none"> • Project • Posters • Activity Sheets • Test/Quiz
<p>RI.4.8</p> <p>Explain how an author uses reasons and evidence to support particular points in a text.</p>	<ol style="list-style-type: none"> Students will identify reasons and evidence used to support particular points in a text. To evaluate whether or not the reasons and evidence given support the particular points posed by the author. 	<ul style="list-style-type: none"> • Argument • Evidence • Particular points • Reasons • Support • Themes • Validity • Point out • Cite examples • Infer 	<ul style="list-style-type: none"> • Reading Street Text Response Questions • Author’s Corner • “If I were an Author” (Essay) • Reader’s Writer’s Notebook • Leveled Readers Booklets • Whole and Small 	<ul style="list-style-type: none"> • Weekly Test • Teacher Made Test • Personal Reflection Essay (What did the author say and why?)

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			Group Discussions	
<p>RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably</p>	<ol style="list-style-type: none"> 1. Students will use more than one text to gain information on a single topic. 2. To identify key and relevant details on a single topic between two texts. 3. To categorize key detail to support information. 4. To speak knowledgeably about a topic, integrating information from two texts. 5. To compose a piece of writing on a topic, integrating information from two texts. 	<ul style="list-style-type: none"> ● Integrate ● Synthesize ● Identify details ● Compose ● Analyze ● Formulate ● Evaluate ● Classify ● Categorize ● Support ● Recite ● State ● Compare ● Contrast 	<ul style="list-style-type: none"> ● Library Workshop ● Literature Circles ● Whole and Small group work project ● Leveled book activities ● Fresh Reads for Fluency Written Responses and Reflection Prompts ● Oral Summaries ● Student Critique (How is the topic related?) ● Pearson Website Activities ● Online Resources ● Peer Editing 	<ul style="list-style-type: none"> ● Oral Presentation ● Written Prompt ● Weekly and Teacher made test ● Group Response Assignment (geared toward a specific topic; integrate Science and Social Studies) using Classroom and Library Resources.

Reading Informational: Range of Reading and Level of Text Complexity

<p>RI.4.10 By the end of year, read and comprehend informational texts, including history/social</p>	<ol style="list-style-type: none"> 1. Students will read and comprehend informational texts with purpose and understanding. 	<ul style="list-style-type: none"> ● Read/write ● Re-write ● Comprehend ● Dictate ● Explain 	<ul style="list-style-type: none"> ● Literature Circles ● Group work ● Role play ● Journal reflection responses 	<ul style="list-style-type: none"> ● Pearson Website ● Weekly RS Test ● Running Records ● Comprehension Essay ● Journal Responses
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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.	<ol style="list-style-type: none"> To be able to read, discuss/explain informational text which includes history, social studies, and science information. To read, comprehend and explain through small and whole group discussions and writing activities. To support comprehension of material through writing and art. 	<ul style="list-style-type: none"> Research Discuss Match Restate Summarize Compare Conclude Extend Interrelate Interpret Apply Express Give examples Defend Categorize Paraphrase Illustrate Connect ideas/opinions 	<ul style="list-style-type: none"> Explain through writing and artwork Chart paper activities Small and whole group discussions Fresh reads for fluency Plays Graphic organizer activities Library Workshop (integrating reading with history, social studies, and science) Listening CDs Teacher/Student one on One Discussions Illustrations/Art work Online Resources 	<ul style="list-style-type: none"> Book Report Research Project Compare/Contrast Summaries
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Language: Conventions of Standard English

L.4.1 (L.4.1a-g) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	<ol style="list-style-type: none"> TO define and label the parts of speech within sentences. To identify the functions of nouns, pronouns, adjectives, verbs, and adverbs in sentences. 	<ul style="list-style-type: none"> Nouns/common and proper nouns Singular and plural nouns/pronouns Plural and possessive pronouns Antecedents Adjectives 	<ul style="list-style-type: none"> Pearson Website (Grammar Jammer videos) Reader’s Writer’s Notebook Chart Paper activities Grammar Highlighting Activities 	<ul style="list-style-type: none"> Weekly Test Teacher Made Test and Quizzes Essay Formal Letter Friendly Letter Summary (Both oral and Written)
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	<ol style="list-style-type: none"> 3. To write sentences using conventions of Standard English. 4. To identify run-ons and sentence fragments. 5. To correctly use common homophones in sentences. (e.g. their, there, they're) 6. To identify and use prepositional phrases when writing or speaking. 	<ul style="list-style-type: none"> ● Articles ● Verbs/adverbs ● Comparative and superlative adjectives and adverbs ● Irregular plural nouns ● Singular/plural possessive nouns ● Action and linking verbs ● Main and helping verbs ● Subject/verb agreement ● Present, past, and future tenses ● Irregular verbs ● Conjunctions ● Clauses/complex sentences ● Declarative, interrogative, imperative and exclamatory sentences ● Time order words ● Prepositions and prepositional phrases ● Homophones and homographs 	<ul style="list-style-type: none"> ● White Board Practice Games ● Grammar Rap videos and CDs ● School House Rock videos ● Word Searched ● Crossword Puzzles ● Writing Sentences in Journals ● Online resources (Selected read alouds, tutorials, teacher read alouds) ● Interview ● Persuasive speech ● Reader's Theatre ● Media Literacy: Weather Broadcast ● Dry Erase Sentence Strip Activities (small and whole group) ● Dictionary and Thesaurus Activities (Dictionary Study) ● Daily Fix-its 	<ul style="list-style-type: none"> ● Unit and Benchmark Test
L.4.2	<ol style="list-style-type: none"> 1. To use correct 	<ul style="list-style-type: none"> ● CHIPS (capitalization, 	<ul style="list-style-type: none"> ● Reader's Writer's 	<ul style="list-style-type: none"> ● Essay

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<p>(L.4.2a-d) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> 2. To use commas and quotation marks to mark direct speech and quotations from a text. 3. To use a comma before a coordinating conjunction in a compound sentence. 4. To spell grade appropriate words correctly, consulting references as needed. 5. To write both a formal and friendly letter using correct punctuation, capitalization, and spelling. 	<p>handwriting, punctuation, spelling)</p> <ul style="list-style-type: none"> • Word choice • Comma • Period • Exclamation • Question mark • Direct quotation • Contractions • Final syllable patterns • Declarative, imperative, interrogative and exclamatory sentence writing • Prefixes • Suffixes • Silent consonants • Conventional patterns • Multisyllabic words 	<p>Notebook</p> <ul style="list-style-type: none"> • Journal Writing • Spelling Cards • Word Tiles • Dry Erase Games (Sparkle Spelling Game) • Fresh Reads for Fluency Responses • Pearson Website • Spelling City • Dry Erase Sentence Strip Activities • Worksheet Exercises • Small Group/Whole Group Writing Games • Dictionary Study • Thesaurus Study Group • Class Activities • Daily Fit-its 	<ul style="list-style-type: none"> • Formal and Friendly Letter • Weekly Test • Dictation Sentences • Writing in complete sentences • Book Summaries • Book Report • Reflection Essay (From Weekly Selection in RS Text)
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Language: Knowledge of Language

<p>L.4.3 (L.4.3a,b,c) Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>	<ol style="list-style-type: none"> 1. Students will choose words and phrases to convey ideas precisely. 2. To choose correct punctuation for effect. 3. To differentiate 	<ul style="list-style-type: none"> • Active voice • Passive voice • Word choice • Unknown words • Affixes; suffixes • context clues 	<ul style="list-style-type: none"> • Formal and Informal Writing and Speaking • Reader's Writer's Workbook • Fresh Reads for fluency • Daily Fix-It Activity 	<ul style="list-style-type: none"> • Weekly Test • Book Report • Diorama • Benchmark Test • Teacher and Student/ One on One Discussion
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	<p>between contexts that call for formal English and situations where informal discourse is appropriate (e.g. small group discussions)</p>	<ul style="list-style-type: none"> ● Multiple meaning words ● Synonyms and antonyms ● Figurative language; similes ● Word structure ● Unknown phrases ● Punctuation ● (Capitalization, handwriting, indentation, punctuation, spelling) 	<p>Sheets</p> <ul style="list-style-type: none"> ● Pearson Website Clips ● Oral Group Discussions ● Peer Interviews Role Please Activities ● Self-Reflection Responses ● Journal Prompts 	<p>Questions</p> <ul style="list-style-type: none"> ● Story Summary ● Opinion Essay ● Compare and Contrast Essay Prompt
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Language: Vocabulary Acquisition and Use

<p>L.4.4 (L.4.4a,b,c) 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>	<ol style="list-style-type: none"> 1. To use context such as definitions, examples, or restatements in text as clue to the meaning of a word or phrase. 2. To use Greek and Latin affixes and roots as clues to meanings of words. 3. To use reference books such as dictionaries, thesauruses, and glossaries to find both 	<ul style="list-style-type: none"> ● Determine ● Clarify ● Context ● Function ● Parts of speech ● Greek/Latin Roots and Affixes ● Reference books such as dictionaries and thesaurus ● Context clues ● Multiple meaning words 	<ul style="list-style-type: none"> ● Reader’s Writer’s Notebook ● Fresh Reads for Fluency ● Pearson Website Vocabulary Games ● Student created Crossword Puzzles and Word finds ● Dictionary Study ● Thesaurus Activities ● Journal Work ● Sentence Strip 	<ul style="list-style-type: none"> ● Weekly Vocabulary Test ● Word Analysis Test ● Benchmark Test ● Highlight Test
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	punctuation and meaning to clarify the precise meaning of key words and phrases.	<ul style="list-style-type: none"> ● Unknown words ● Word structure ● Prefixes and suffixes 	<p>Activities</p> <ul style="list-style-type: none"> ● Highlight key words and phrases in text to aid with comprehension of unfamiliar words (CONTEXT CLUE KICKOFF) ● Daily Fix-its ● Leveled book independent and small group work ● Word analysis charts and tables ● Writing words in complete sentences ● Teacher/Student Checklist 	
L.4.5 (L.4.5a,b,c) Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	<ol style="list-style-type: none"> 1. The students will identify and use figurative language in their writing as well as in poetry. 2. To define the different types of figurative language. 3. To apply knowledge of figurative language and to understand how 	<ul style="list-style-type: none"> ● Simile ● Metaphor ● Personification ● Alliteration ● Onomatopoeia ● Hyperbole ● Idioms 	<ul style="list-style-type: none"> ● Reader's Writer's Notebook ● Pearson Website Games ● Poetry Corner ● Journal Activities ● Figurative Language Worksheets ● School House Rock Videos 	<ul style="list-style-type: none"> ● Quiz/Test ● Poem ● Figurative Poster

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	language functions in different contexts.			
L.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).	<ol style="list-style-type: none"> To acquire and use general academic and specific words and phrases at a fourth grade level or above To acquire and apply vocabulary words to aid in comprehension as students read and discuss text. 	<ul style="list-style-type: none"> Explain Defend Distinguish Summarize Interpret Give example Express Illustrate Dictate Acquire Apply Write 	<ul style="list-style-type: none"> Reader’s Writer’s Notebook Pages Dictionary Study Thesaurus Work Sentence Strip Activities Literacy Circles Leveled Book Activities Library Resources Pearson Website Vocabulary Cards 	<ul style="list-style-type: none"> Weekly and Cumulative Tests Group Skit

Writing: Text Types and Purposes

W.4.1 (W.4.1a-d) Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	<ol style="list-style-type: none"> To write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. 	<ul style="list-style-type: none"> Personal opinion Constructed response Extended response Persuade Comparison Fact opinion Time order words 	<ul style="list-style-type: none"> Reader’s Writer’s Notebook Exercises Fresh Reads for Fluency Writing Process Individual Group Work Rough draft writing 	<ul style="list-style-type: none"> Writing Rubrics and Anchor Papers Weekly Prompts (From Reading Street Weekly Selections) Argument/Persuasive Essay
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	<ol style="list-style-type: none"> The students will be able to provide reasoning that is supported by facts and details. To introduce a topic or text clearly, state an opinion, and create and organizational structure in which related ideas are grouped to support the writer's purpose. 	<ul style="list-style-type: none"> Concluding phrases Link opinions Provide reasons Provide concluding statements 	<ul style="list-style-type: none"> Journal Responses Oral Discourse Discussion of Authors purpose Four Square writing graphic organizer Pearson (Reading Street Interactive Videos) Tutorials 	<ul style="list-style-type: none"> News Article Opinion Article Opinion Paragraph Mini Writes Unit Prompt
<p>W.4.2 (W.4.2a-e) Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>	<ol style="list-style-type: none"> To write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization and analysis of content. To be able to use precise language and domain-specific vocabulary to inform about or explain the topic. 	<ul style="list-style-type: none"> Informative writing Explanatory writing Examine Convey ideas Introduce Develop a topic Link ideas Provide a concluding statement Analyze ideas Domain-specific vocabulary Explain ideas Convey information clearly Vocabulary discourse 	<ul style="list-style-type: none"> Reader's Writer's Workbook Fresh Reads for Fluency Journal Entries Weekly Story Questions Rough Draft Writing Graphic Organizers Analyze information/content in group settings Thesaurus and Vocabulary Cards Pearson Website 	<ul style="list-style-type: none"> Writing Rubrics and Anchor Papers Constructed Response Compare and Contrast Essay Explanatory Essay using details Essay using linking verbs and phrases to convey ideas

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		<ul style="list-style-type: none"> ● Use precise language 		
<p>W.4.3 (W.4.3a-e) Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>	<p>1. Students will be able to write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.</p> <p>2. To write a well written narrative using main ideas and supporting details.</p>	<ul style="list-style-type: none"> ● Develop ideas ● Critique ● Summarize ● Writing techniques ● Describe details ● Organize sequence ● Use dialogue ● Analyze ● Dictate ● Apply sources ● Outline ideas 	<ul style="list-style-type: none"> ● Reader’s Writer’s Workbook ● Fresh Reads for Fluency ● Leveled Book Sources ● Group discussions ● Reading Street Basal Reader ● Tutorials ● Pearson Website ● Student Sample Writings ● Teacher Read Alouds 	<ul style="list-style-type: none"> ● Tall Tale Episode ● Personal Narrative ● Story/Narrative Writing Essay ● Sources: <ul style="list-style-type: none"> -“Because of Winn Dixie” -“On the Banks of Plum Creek” -“The Fox and the Tiger”

Writing: Production and Distribution of Writing

<p>W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p>	<p>1. The students will produce and write clear and coherent writing in which the development of their writing is clearly developed, organized and style are appropriate to task, purpose and its audience.</p>	<ul style="list-style-type: none"> ● Read ● Summarize ● Develop ● Organize ● Persuade ● Use persuasive adjectives ● State opinion ● Convincing language ● Provide concluding statement 	<ul style="list-style-type: none"> ● Reader’s Writer’s Workbook ● Fresh Reads ● Graphic Organizers ● Four Square Writers ● Pearson Website Clips ● Tutorials ● Rough Draft Writing ● Groups discussion ● Peer Edit ● Revise Word as a group 	<ul style="list-style-type: none"> ● Application Essay ● Compare and contrast essay ● Advertisement ● Persuasive ad ● Persuasive Speech
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		<ul style="list-style-type: none"> ● Good word choices ● Produce and evaluate 	<ul style="list-style-type: none"> ● Use of dictionaries and thesauruses 	
<p>W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>	<p>1. The students will develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	<ul style="list-style-type: none"> ● Pre-write ● Apply ● Develop ● Organize ● Generalize ● Prepare ● Proof read ● Categorize ● Evaluate ● Peer edit ● Revise ● Publish ● Read and think alouds ● Guided writing ● Sentence formation 	<ul style="list-style-type: none"> ● Reader’s Writer’s Workbook ● Fresh Read for Fluency ● Pearson Website Clips ● Teacher/Peer group work ● Daily Fix-it practice exercises for editing ● Teach/Peer Edits ● Read alouds ● Sample essays displayed to correct/edit work ● Rough draft journal responses ● Paragraph development 	<ul style="list-style-type: none"> ● Personal Narrative ● Opinion Essay ● Fact/opinion Essay ● Journal Entries ● Book Reports
<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</p>	<p>1. The students will use technology such as school and home computers, chrome books and iPads to produce and publish writing and to interact and collaborate with others.</p>	<ul style="list-style-type: none"> ● Word processor ● Font ● Margins ● Typing fluency ● Chrome book class activities ● Download ● Internet research ● Hard drive 	<ul style="list-style-type: none"> ● Overhead activates ● Classroom iPad ● Reading Street/Pearson Website tutorials ● Chrome book in class research ● Computer lab reports with Mr. Maguire ● Apple computer 	<ul style="list-style-type: none"> ● Tour the States Song ● State Box Report ● Ancestor Doll Report ● Animal Ecosystem Diorama and typed report ● Science: Element Research Report and poster

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<p>keyboard skills to type a minimum of one page in a single sitting.</p>		<ul style="list-style-type: none"> ● Google ● Reports/written and types ● Teacher and peer editing ● Using a printer ● Spacing ● Cut and paste 	<ul style="list-style-type: none"> ● Mr. Maguire has been working with both fourth grade classes on research reports as well as introducing them to various educational websites (such as Symbaloo and Multiplication.com) ● Educational Songs 	<ul style="list-style-type: none"> ● Extra credit research always encourages to familiarize students with the internet and educational websites ● Reports presented to class
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Writing: Research to Build and Present Knowledge

<p>W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p>	<ol style="list-style-type: none"> 1. To introduce a topic clearly. 2. To introduce formatting (e.g. headings, illustrations, and multimedia) to help the reader understand my writing. 3. To use fiction and nonfiction reading skills to support my analysis, reflection, and research. 	<ul style="list-style-type: none"> ● Conduct ● Sustained research ● Demonstrate ● Understand ● Understand ● Investigate ● Research ● Heading ● Illustrations ● Reflect ● Interpret ● Observe ● Analyze 	<ul style="list-style-type: none"> ● Pearson Website Interactive Videos ● Peer Group Discussions/Teacher Lead Ideas ● Journal Entries ● Reader's Writer's Workbook Activities ● Rough draft Prompts 	<ul style="list-style-type: none"> ● Teacher made worksheets ● Computer activities ● Chrome books ● Computer activities with Mr. Maguire (Computer Teacher) ● Landmark Project
<p>W.4.8 Recall relevant information</p>	<ol style="list-style-type: none"> 1. The students will learn to gather information 	<ul style="list-style-type: none"> ● Gather reasons ● Details 	<ul style="list-style-type: none"> ● Reader's Writer's Workbook 	<ul style="list-style-type: none"> ● Opinion Essay ● Personal Story

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<p>from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources</p>	<p>from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p>	<ul style="list-style-type: none"> ● Organize information ● Reason ● Outline ● First drafts ● Opinion ● Introduce ● Conclusion ● Note taking ● Source ● Provide a list ● Use of good word choice 	<ul style="list-style-type: none"> ● Writing and research handbook activities ● Journal entries ● Make a list, both individually and well as group about the topic given. ● Writing to sources handbook ● Leveled readers/ activities to link content areas ● Reading street textbook stories/activity questions such as “Look Back and Write!” ● Pearson Website Activities. What’s the information about? 	<ul style="list-style-type: none"> ● Story Responses ● Free Write Essay
<p>W.4.9 (W.4.9a-b) Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<ol style="list-style-type: none"> 1. The students will read and highlight important information from the text and be able to identify supporting detail. 2. Students will use highlighters to highlight 	<ul style="list-style-type: none"> ● Main idea and details ● Draw evidence ● Support ● Support analysis ● Complete a diagram ● Highlight ● Defend ● Explain 	<ul style="list-style-type: none"> ● Reader’s Writer’s Workbook (pg. 153) ● Graphic organizer ● Classroom charts ● Chart paper activities (students will write the main idea while others identify the main idea 	<ul style="list-style-type: none"> ● Narrative dialogue ● Weekly story responses ● Reader’s Writer’s Workbook Quiz Page ● Daily fix-it ● Pearson interactive worksheet quizzes ● Written Summary (brief

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	the main ideas and underline the supporting details from the text.	<ul style="list-style-type: none"> ● Give examples ● Identify ● Oral discussions ● Recognize 	in their Language Arts Journals)	write up) according to information presented.
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Writing: Range of Writing

<p>W.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>1. The students will be able to successfully write research papers, short essays, and daily writing prompts.</p> <p>2. To be able to reflect, revise and edit their writing successfully.</p>	<ul style="list-style-type: none"> ● Research ● Reflection ● Compose ● Create ● Analyze ● Plan ● Produce ● Edit ● Revise ● Purpose ● State ● Summarize ● Compose ● Construct 	<ul style="list-style-type: none"> ● Reading Street (Common Core) ● Writing to Sources workbook ● Writing Rubrics and Anchor paper graphic organizers ● Pre-writes ● Journal entries ● Reflection and revision summaries (peer groups) ● Pearson Website ● Interactive videos ● YouTube Tutorials ● Sample videos 	<ul style="list-style-type: none"> ● Compare and Contrast Essay ● Expository Text ● Personal Narrative Story ● Persuasive Article ● Also in the areas of Science and Social Studies ● Brief responses to academic questions in all subject areas.
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Curriculum Map

Subject: English Language Arts	Grade: 4	
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Standard	Big Ideas/Objectives	Academic Vocabulary	Formative Assessments / Classroom Activities	Summative Assessments
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Curriculum Map

Subject: English Language Arts	Grade: 4	
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