

## Curriculum Map

<b>Subject: English Language Arts</b>	<b>Grade: 4</b>
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Standard	Big Ideas/Objectives	Academic Vocabulary	Formative Assessments / Classroom Activities	Summative Assessments
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**Texts and Workbooks:**

**Savvas Realize  
My View Workbook/Textbook  
Weekly Test Booklet  
Cold Reads/Leveled Readers**

**Online Resources/Worksheets to practice skill.**

Reading: Foundational Skills				
<p>RF.4.3 (Phonics and Word Recognition) (4.3a) Know and apply grade-level phonics and word analysis skills in decoding words</p>	<ol style="list-style-type: none"> <li>1. To read words orally and analyze key words.</li> <li>2. To read, decode, and sound out words in text.</li> <li>3. To use Greek and Latin Roots to identify the meanings of words.</li> <li>4. To use and write grade level words in complete sentences.</li> </ol>	<ul style="list-style-type: none"> <li>● Letter sound recognition</li> <li>● Syllabication</li> <li>● Patterns</li> <li>● Multisyllabic words</li> <li>● Phonics and word study</li> <li>● Greek and Latin Roots</li> <li>● Blends</li> <li>● Diagrams</li> <li>● Compound words</li> <li>● “Sound it out”</li> </ul>	<ul style="list-style-type: none"> <li>● Word analysis charts</li> <li>● Writing words in sentences</li> <li>● Decodable readers</li> <li>● Dictionary work</li> <li>● Spelling cards</li> <li>● Games</li> <li>● My View Workbook Practice</li> <li>● Pearson Website</li> <li>● Fresh Reads for Fluency</li> </ul>	<ul style="list-style-type: none"> <li>● Weekly Test</li> <li>● Charts</li> <li>● Oral readers</li> <li>● Unit and Benchmark Tests</li> <li>● My View Notebook</li> </ul>
<p>RF.4.4 (Fluency) (4a, 4b, 4c) Read with sufficient accuracy and fluency.</p>	<ol style="list-style-type: none"> <li>1. To read a story orally and be able to explain the story’s meaning.</li> <li>2. To identify key vocabulary through the</li> </ol>	<ul style="list-style-type: none"> <li>● Expression</li> <li>● Phrasing</li> <li>● Summarize</li> <li>● Text/structure</li> <li>● Predict</li> </ul>	<ul style="list-style-type: none"> <li>● Oral Readers</li> <li>● Leveled Books</li> <li>● Fresh reads for Fluency</li> <li>● Close Reads</li> </ul>	<ul style="list-style-type: none"> <li>● Oral test</li> <li>● Running Records</li> <li>● RS Weekly Test</li> <li>● Unit Test</li> </ul>

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	use of context clues.	<ul style="list-style-type: none"> <li>● Comprehension</li> </ul>	<ul style="list-style-type: none"> <li>● Reader's Writer's Notebook</li> </ul>	
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### Speaking and Listening: Comprehension and Collaboration

<p>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) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</p>	<ol style="list-style-type: none"> <li>1. To engage in one on one discussions about a topic or story.</li> <li>2. To work with partners or small groups to discuss and engage in collaborative discussions.</li> <li>3. To answer questions and discuss in regards to a topic or story</li> <li>4. To clarify or follow up on information.</li> </ol>	<ul style="list-style-type: none"> <li>● Interpretation</li> <li>● Viewpoint</li> <li>● Fact/opinion</li> <li>● Interviews</li> <li>● Retelling</li> <li>● Dramatize</li> <li>● Share ideas</li> <li>● Discuss questions</li> <li>● Role play</li> <li>● Speech</li> <li>● Compare and contrast</li> <li>● Critique</li> </ul>	<ul style="list-style-type: none"> <li>● Brainstorm</li> <li>● Pre-write activities</li> <li>● Asking questions and record answers in a journal</li> <li>● Leveled Books and cooperative group activities and discussions</li> <li>● My View workbook and listening to weekly stories</li> <li>● Pearson Website.</li> </ul>	<ul style="list-style-type: none"> <li>● Teacher Made tests</li> <li>● Running Records</li> <li>● Oral and Listening Test</li> <li>● Oral Group Reports</li> </ul>
<p>SL.4.2 Paraphrase portions of a text read aloud or information presented in</p>	<ol style="list-style-type: none"> <li>1. Students will retell information in their own words given information orally and</li> </ol>	<ul style="list-style-type: none"> <li>● Draw conclusions</li> <li>● Information</li> <li>● Media</li> <li>● Formats</li> </ul>	<ul style="list-style-type: none"> <li>● Journals</li> <li>● Discussion Questions</li> <li>● Group Word</li> </ul>	<ul style="list-style-type: none"> <li>● Book Reports</li> <li>● Oral Reports</li> <li>● Illustrate or create a poster to show</li> </ul>

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diverse media and formats, including visually, quantitatively, and orally.	<ul style="list-style-type: none"> <li>or by text.</li> <li>2. To brainstorm key ideas/concepts and be able to present orally, as well as in written format.</li> <li>3. To use various media to help retell information.</li> </ul>	<ul style="list-style-type: none"> <li>● Paraphrase</li> <li>● Present</li> <li>● Summarize</li> <li>● Retell/recall</li> <li>● Recall orally</li> </ul>	<ul style="list-style-type: none"> <li>● Group Skits</li> <li>● Read Alouds (independent as well in groups)</li> </ul>	<p>information in a variety of ways.</p> <ul style="list-style-type: none"> <li>● Diorama</li> <li>● Essay</li> <li>● Cold Reads for Fluency Read Alouds</li> </ul>
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SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.	<ul style="list-style-type: none"> <li>1. Students will identify the main points a speaker uses to support his/her ideas.</li> <li>2. To provide supporting details to support viewpoints.</li> <li>3. To give reasons why a speaker would use particular points.</li> </ul>	<ul style="list-style-type: none"> <li>● Identify</li> <li>● Reasoning</li> <li>● Provide</li> <li>● Support</li> <li>● Retell</li> <li>● Author's purpose and point of view</li> <li>● Organize</li> <li>● Produce</li> <li>● Explain</li> <li>● Question</li> <li>● Solve</li> </ul>	<ul style="list-style-type: none"> <li>● Journal Work</li> <li>● Group Discussions</li> <li>● Dramatic Retelling</li> <li>● Graphic Organizers</li> <li>● Oral and Written responses to questions</li> </ul>	<ul style="list-style-type: none"> <li>● Cooperative learning group assessment</li> <li>● Reader's Writer's Notebook</li> <li>● Oral Test</li> <li>● Cold Reads for Fluency Exercises</li> </ul>
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Speaking and Listening: Presentation of Knowledge and Ideas

SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate	<ul style="list-style-type: none"> <li>1. To follow and use information gathered orally or from graphic features of a text to help understand text</li> </ul>	<ul style="list-style-type: none"> <li>● Expression</li> <li>● Main idea/detail</li> <li>● Author's purpose and point of view</li> <li>● Story structure</li> </ul>	<ul style="list-style-type: none"> <li>● My View Textbook and discussion questions</li> <li>● Summary</li> </ul>	<ul style="list-style-type: none"> <li>● Test</li> <li>● Report</li> <li>● Fresh Reads for Fluency Response Questions</li> </ul>
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<p>facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>	<p>better.</p> <ol style="list-style-type: none"> <li>To add to discussions and connect ideas to what others say.</li> <li>To cite relevant facts and identify supporting detail to support main ideas.</li> </ol>	<ul style="list-style-type: none"> <li>Speaking clearly</li> <li>Repeat</li> <li>Recount</li> <li>Describe</li> <li>Locate</li> <li>Recite</li> <li>State</li> <li>Retell</li> <li>Critique</li> <li>Dramatic retelling</li> <li>Advertise</li> </ul>	<p>writing</p> <ul style="list-style-type: none"> <li>Oral responses</li> <li>Reader’s Writer’s Practice Pages</li> <li>Highlighting and Underlining main ideas and details by color coding</li> <li>Journal Responses</li> </ul>	
<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"> <li>To use audio recordings and technology to enhance comprehension of a topic or text.</li> <li>To choose appropriate technology to enhance presentations.</li> <li>To view daily videos that relate to daily topics introduced each week to aid in comprehension.</li> </ol>	<ul style="list-style-type: none"> <li>Theme</li> <li>Main idea detail</li> <li>Presentation</li> <li>Oral expression</li> <li>Theory</li> <li>Fact/opinion</li> <li>Preview</li> <li>Predict</li> <li>Draw conclusions</li> </ul>	<ul style="list-style-type: none"> <li>Listening CDs</li> <li>Journal</li> <li>Brainstorms</li> <li>Grammar Jammer Videos</li> <li>Group Discussions</li> <li>Fresh Reads for Fluency Responses</li> <li>Audio Story Tellers</li> </ul>	<ul style="list-style-type: none"> <li>Weekly Test</li> <li>Dictation Test</li> <li>Oral responded from main selected text (Weekly Story)</li> </ul>
<p>SL.4.6 Differentiate between</p>	<ol style="list-style-type: none"> <li>To distinguish between formal and informal</li> </ol>	<ul style="list-style-type: none"> <li>Discourse</li> <li>English Language</li> </ul>	<ul style="list-style-type: none"> <li>Brainstorm Webs</li> </ul>	<ul style="list-style-type: none"> <li>Oral Presentations</li> <li>Benchmark Test</li> </ul>

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<p>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>English to help evaluate the discourse to present in that setting.</p> <ol style="list-style-type: none"> <li>To use appropriate English to help communicate effectively.</li> <li>To present ideas and situations in a small group setting.</li> </ol>	<ul style="list-style-type: none"> <li>Task</li> <li>Situation</li> <li>Formal</li> <li>Informal</li> <li>Present</li> <li>Analyze</li> <li>Discuss</li> <li>Collaborate</li> <li>Ask</li> <li>Infer</li> <li>Ideas</li> </ul>	<ul style="list-style-type: none"> <li>Group Work</li> <li>Present group questions and answers</li> <li>Leveled book questions</li> <li>Cold Reads for Fluency Activities</li> </ul>	<ul style="list-style-type: none"> <li>Unit Test</li> <li>Book Report</li> <li>Recite Poetry</li> <li>Fresh Reads for Fluency</li> </ul>
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Reading Literature: Key Ideas and Details

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

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character’s thoughts, words, or actions).	referring to details provided in the text. 3. To complete a character trait map.	<ul style="list-style-type: none"> <li>● Infer</li> <li>● Thoughts</li> <li>● Words</li> <li>● Actions</li> <li>● Analyze</li> </ul>	<ul style="list-style-type: none"> <li>● Illustrations</li> <li>● Descriptive Paragraph Writing</li> <li>● Leveled Book Activities</li> <li>● Story Reviews</li> <li>● Class Discussions</li> <li>● RW Notebook</li> </ul>	
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Reading Literature: Craft and Structure

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).	<ol style="list-style-type: none"> <li>1. To determine the meaning of words and phrases to help justify the significance of the symbolism used.</li> <li>2. Discover symbolism in text to help distinguish literal and nonliteral language.</li> <li>3. To define a myth and explain the Key Features of myth</li> </ol>	<ul style="list-style-type: none"> <li>● Meaning</li> <li>● Text</li> <li>● Allude</li> <li>● Determine</li> <li>● Identify</li> <li>● Context clues</li> <li>● Experience clues</li> <li>● Explain</li> <li>● Infer</li> <li>● Represent</li> <li>● Storytelling</li> <li>● Symbolism</li> <li>● Justify</li> </ul>	<ul style="list-style-type: none"> <li>● My View Workbook</li> <li>● Sentence Strips</li> <li>● Word Analysis Charts</li> <li>● Reading Street Textbook Passages</li> <li>● Leveled Books</li> <li>● Library Sources</li> <li>● Vocabulary Trivia Games</li> <li>● Pearson</li> </ul>	<ul style="list-style-type: none"> <li>● Weekly Test</li> <li>● Vocabulary Test</li> <li>● Oral Presentations</li> <li>● Role Play</li> <li>● Response Questions</li> <li>● Read “ How Night Came from the Sea</li> <li>● Essay (Myth)</li> </ul>
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			Website Activities <ul style="list-style-type: none"> <li>● Highlight Context Clues/Meanings</li> <li>● Vocabulary Cards</li> </ul>	
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., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.	1. The students will differentiate the different structural elements of poems, drama and prose to support clarity in writing and speaking about the text.  2. To interpret voice for a specific structural element to enhance comprehension of a text.	<ul style="list-style-type: none"> <li>● Differentiate</li> <li>● Dialogue</li> <li>● Write/produce</li> <li>● Speak/tone</li> <li>● Develop</li> <li>● Describe</li> <li>● Analyze</li> <li>● Drama</li> <li>● Prose</li> <li>● Verse</li> <li>● Rhythm</li> <li>● Meter</li> <li>● Categorize</li> </ul>	<ul style="list-style-type: none"> <li>● My View Workbook</li> <li>● Analyze Poetry</li> <li>● Venn Diagrams</li> <li>● Journal Writing</li> <li>● Group Work</li> <li>● Poetry Corners</li> <li>● Role Plays</li> <li>● Library Workshop</li> </ul>	<ul style="list-style-type: none"> <li>● Create and Perform a Play</li> <li>● Write and analyze poem</li> <li>● Group Assessments</li> <li>● Reflection Essay</li> </ul>
RL.4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first-	1. To identify the similarities and differences between the narration of a story written in first and third person.	<ul style="list-style-type: none"> <li>● Compare</li> <li>● Contrast</li> <li>● Identify</li> <li>● Explain</li> <li>● Summarize</li> <li>● Express</li> </ul>	<ul style="list-style-type: none"> <li>● My View Textbook Passages</li> <li>● Group Work</li> <li>● Venn Diagrams</li> <li>● Leveled Book</li> </ul>	<ul style="list-style-type: none"> <li>● Weekly Test</li> <li>● Teacher Made Test Questions</li> <li>● Open Response Questions</li> <li>● Venn diagram</li> </ul>



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and third-person narrations.	<ol style="list-style-type: none"> <li>To explain the difference between first and third person and to give examples of each.</li> <li>To summarize the narrator’s point of view in a story.</li> </ol>	<ul style="list-style-type: none"> <li>Point of view</li> <li>Differentiate</li> <li>Give examples</li> <li>Interrelate</li> <li>Express</li> <li>Distinguish</li> <li>Narrate</li> <li>Cite</li> <li>Critique</li> <li>Voice</li> </ul>	<p>Activities</p> <ul style="list-style-type: none"> <li>Highlight Evidence</li> <li>Library Workshop</li> <li>Journal Writing</li> <li>Reader’s Writer’s Notebook</li> <li>Listening CD</li> <li>Reading Street Interactive Videos</li> </ul>	<ul style="list-style-type: none"> <li>Essay</li> </ul>
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Reading Literature: Integration of Knowledge and Ideas

<p>RL.4.7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.</p>	<ol style="list-style-type: none"> <li>To compare and contrast the text of a story or drama to a visual or oral presentation for the same text.</li> <li>Students will work in small groups to identify and note the similarities and differences of a text to what is visualized and/or heard.</li> </ol>	<ul style="list-style-type: none"> <li>Make</li> <li>Identify</li> <li>Reflect</li> <li>Interpret/explain</li> <li>Connect</li> <li>Present</li> <li>Visualize</li> <li>Listen</li> <li>Text</li> <li>Drama</li> <li>Specify</li> <li>Compare/contrast</li> </ul>	<ul style="list-style-type: none"> <li>My View Textbook</li> <li>My View Notebook</li> <li>Cooperative Learning Group Discussions</li> <li>Interactive Digital Path (Reading Street Videos)</li> </ul>	<ul style="list-style-type: none"> <li>Oral Presentation</li> <li>Compare and Contrast Essay</li> <li>Poster</li> </ul>
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			<ul style="list-style-type: none"> <li>● Listening CD</li> <li>● Read Alouds</li> <li>● Visual Charts/Posters</li> <li>● Chart Paper Outlines</li> <li>● Fresh Reads for Fluency</li> <li>● Color Coding Activities</li> </ul>	
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.	<ol style="list-style-type: none"> <li>1. To engage students with themes by showing them how they are part of every story, with many stories sharing the same theme.</li> <li>2. To allow students to understand stories that follow archetypical story arcs, which will give them insight on how stories are made</li> </ol>	<ul style="list-style-type: none"> <li>● Compare/contrast</li> <li>● Themes</li> <li>● Patterns</li> <li>● Archetypical story arcs</li> <li>● Relate</li> <li>● Distinguish</li> <li>● Infer</li> <li>● Interrelate</li> <li>● Extend</li> <li>● Write and explain</li> </ul>	<ul style="list-style-type: none"> <li>● Group Work</li> <li>● Role Play</li> <li>● Write your own story</li> <li>● Leveled Books/Group Work Discussions</li> <li>● Pearson Website</li> <li>● Listening CDs</li> <li>● Example story: “How Night Came from the Sea”..</li> </ul>	<ul style="list-style-type: none"> <li>● Weekly Test</li> <li>● Storybook Questions</li> <li>● Group Project</li> <li>● Reader’s Writer’s Notebook Activity Pages</li> <li>● Essay from weekly story</li> <li>● Look Back and Write section of text</li> </ul>

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Reading Literature: Range of Reading and Level of Text Complexity				
<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"> <li>1. The students will be able to read and comprehend types of literature with purpose and understanding.</li> <li>2. To be able to read. Discuss, and explain what they have learned by the end of Grade 4.</li> <li>3. To read and comprehend literature as well as to explain what the text says through oral discussion and writing prompts.</li> </ol>	<ul style="list-style-type: none"> <li>● Read</li> <li>● Write/rewrite</li> <li>● Comprehend</li> <li>● Dictate</li> <li>● Explain</li> <li>● Research</li> <li>● Discuss</li> <li>● Match</li> <li>● Restate</li> <li>● Summarize</li> <li>● Extend</li> <li>● Interrelate</li> <li>● Interpret</li> <li>● Apply</li> <li>● Express</li> <li>● Give examples</li> <li>● Defend</li> <li>● Categorize</li> <li>● Paraphrase</li> <li>● Illustrate</li> <li>● Connect</li> </ul>	<ul style="list-style-type: none"> <li>● Literature Circles</li> <li>● Group Work</li> <li>● Role Play</li> <li>● Journal Entries</li> <li>● Explain though Artwork</li> <li>● Story Questions</li> <li>● Chart Activities in small groups</li> <li>● Leveled Book Work Response Questions</li> <li>● My View Notebook</li> <li>● Fresh Reads for Fluency</li> <li>● Write It Prompts!</li> <li>● Group Play</li> <li>● Summarize Poetry</li> <li>● Pearson</li> </ul>	<ul style="list-style-type: none"> <li>● Journal Responses</li> <li>● Story Question Analysis</li> <li>● Book Report</li> <li>● Research Project</li> <li>● Test/Quiz</li> <li>● Compare and Contrast Essay Prompt.</li> </ul>

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Standard	Big Ideas/Objectives	Academic Vocabulary	Formative Assessments / Classroom Activities	Summative Assessments
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			Listening CDs	
Reading Informational: Key Ideas and Details				
<p>RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<ol style="list-style-type: none"> <li>The students will make inferences about what they read by citing examples and supporting detail from the text.</li> <li>Students will make connections by identifying main idea and details.</li> </ol>	<ul style="list-style-type: none"> <li>Detail</li> <li>Example</li> <li>Infer</li> <li>Draw inferences</li> <li>Make connections</li> <li>State</li> <li>Label</li> <li>Underline clues</li> <li>List</li> <li>Locate</li> <li>Point out</li> </ul>	<ul style="list-style-type: none"> <li>Reader's Writer's Notebook Exercises</li> <li>Fresh Reads for Fluency</li> <li>Graphic Organizers</li> <li>Context Clue Games</li> <li>Pearson Website</li> <li>Journal Note taking</li> <li>iPad Activities</li> </ul>	<ul style="list-style-type: none"> <li>Weekly Test</li> <li>Teacher Made Test/Quiz</li> <li>Unit and Benchmark Test</li> </ul>
<p>RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p>	<ol style="list-style-type: none"> <li>Students will be able to explain play by play when that text is about.</li> <li>Students will summarize how a main idea of a text is supported by individual points and how it is backed up by</li> </ol>	<ul style="list-style-type: none"> <li>Connect</li> <li>Match</li> <li>Restate</li> <li>Paraphrase</li> <li>Rewrite</li> <li>Give examples</li> <li>Express</li> <li>Illustrate</li> <li>Explain</li> </ul>	<ul style="list-style-type: none"> <li>Reader's Writer's notebook</li> <li>Fresh Reds for Fluency Activities</li> <li>Journal Entries</li> <li>Workbook Practice Pages</li> </ul>	<ul style="list-style-type: none"> <li>Test/Quiz</li> <li>Essay</li> </ul>

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	supporting detail(s).	<ul style="list-style-type: none"> <li>● Defend</li> <li>● Support</li> <li>● Interrelate</li> <li>● Interpret</li> <li>● Main idea/ key details</li> <li>● Label</li> </ul>	<ul style="list-style-type: none"> <li>● Teacher made worksheets</li> <li>● Group Work</li> <li>● iPad activities</li> <li>● Main idea and detail graphic organizers</li> <li>● Color Code main idea and details in text.</li> </ul>	
<p>RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p>	<ol style="list-style-type: none"> <li>1. Students will apply the skills they have learned (especially the skill of identifying cause and effect) and apply them to explain WHY something happened)</li> <li>2. To explain the who, what, when, where, how, and why something happened in a more precise and clear explanation</li> </ol>	<ul style="list-style-type: none"> <li>● Organize</li> <li>● Generalize</li> <li>● Dramatize</li> <li>● Explain</li> <li>● Produce</li> <li>● Choose</li> <li>● Sketch</li> <li>● Apply</li> <li>● Prove</li> <li>● Cause/effect relationships</li> <li>● Show</li> <li>● Specify</li> <li>● defend</li> </ul>	<ul style="list-style-type: none"> <li>● Literature Circles</li> <li>● Small group work</li> <li>● Highlight evidence</li> <li>● Journal activities/notes</li> <li>● Pearson website videos</li> <li>● Group and whole class discussions</li> <li>● Main idea and detail graphic organizers.</li> </ul>	<ul style="list-style-type: none"> <li>● Weekly Test</li> <li>● Writing Prompt</li> <li>● Journal Open Responses</li> <li>● Cause/Effect Essay</li> </ul>

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

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<p>structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p>	<p>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"> <li>● Compare/contrast</li> <li>● Cause/effect</li> <li>● Problem/resolution</li> <li>● Events</li> <li>● Ideas</li> <li>● Concepts</li> <li>● Sequencing</li> <li>● Analyze</li> </ul>	<p>Notebook Practice Exercises</p> <ul style="list-style-type: none"> <li>● Fresh Reads for Fluency</li> <li>● Graphic Organizers</li> <li>● Venn Diagrams</li> <li>● Problem/Solution Card Games</li> <li>● Pearson Website</li> <li>● Videos</li> </ul>	<ul style="list-style-type: none"> <li>● Writing Prompts</li> <li>● Text Questions</li> <li>● Open Response Questions</li> </ul>
<p>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>	<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</p>	<ul style="list-style-type: none"> <li>● Account</li> <li>● Firsthand</li> <li>● Focus</li> <li>● Perspective</li> <li>● Point of view</li> <li>● Primary source</li> <li>● Secondary source</li> <li>● Style</li> <li>● Identify similarities and differences</li> <li>● Narrations</li> <li>● Compare</li> <li>● Differentiate</li> <li>● Apply knowledge</li> </ul>	<ul style="list-style-type: none"> <li>● Author’s Purpose/point of View</li> <li>● (Graphic Organizer)</li> <li>● Individual and Small group work</li> <li>● First-Third Person Leveled Book Work (Reading Street Leveled Readers Student</li> </ul>	<ul style="list-style-type: none"> <li>● Journal Responses</li> <li>● Essay</li> <li>● Quiz</li> </ul>

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	information provided by a different account of the same event or topic.		Booklets)	
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Reading Informational: Integration of Knowledge and Ideas				
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<p>RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p>	<ol style="list-style-type: none"> <li>1. To analyze information altered by the presentation of text in different text structures.</li> <li>2. To explain how text features contribute to an understanding of the text in which it appears.</li> <li>3. To compare and contrast as well as interpret information form charts, graphs, diagrams, time lines, animations, or interactive elements.</li> </ol>	<ul style="list-style-type: none"> <li>● Animations</li> <li>● Compare</li> <li>● Contrast</li> <li>● Elements</li> <li>● Features</li> <li>● Internet</li> <li>● Interpret</li> <li>● Non-fiction representations (Charts, legends, graphs, etc.)</li> <li>● Analyze</li> <li>● Visualize</li> <li>● Explain information</li> <li>● Contribute ideas orally, visually, and in written form</li> </ul>	<ul style="list-style-type: none"> <li>● Pearson Website</li> <li>● Word Analysis Charts</li> <li>● Reader’s Writer’s Notebook Exercises</li> <li>● Integrate Science and Social Studies information (make a chart, diagram, time line, graph, etc. based on information collected and shared)</li> <li>● Make a personal time</li> </ul>	<ul style="list-style-type: none"> <li>● Project</li> <li>● Posters</li> <li>● Activity Sheets</li> <li>● Test/Quiz</li> </ul>
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			<ul style="list-style-type: none"> <li>line</li> <li>● Online resources</li> </ul>	
<p>RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.</p>	<ol style="list-style-type: none"> <li>1. Students will identify reasons and evidence used to support particular points in a text.</li> <li>2. To evaluate whether or not the reasons and evidence given support the particular points posed by the author.</li> <li>3. To highlight/underline text evidence in a short story.</li> </ol>	<ul style="list-style-type: none"> <li>● Argument</li> <li>● Evidence</li> <li>● Particular points</li> <li>● Reasons</li> <li>● Support</li> <li>● Themes</li> <li>● Validity</li> <li>● Point out</li> <li>● Cite examples</li> <li>● Infer</li> <li>● Text Evidence</li> </ul>	<ul style="list-style-type: none"> <li>● Reading Street Text Response Questions</li> <li>● Author’s Corner</li> <li>● “If I were an Author” (Essay)</li> <li>● Reader’s Writer’s Notebook</li> <li>● Leveled Readers Booklets</li> <li>● Whole and Small Group Discussions</li> </ul>	<ul style="list-style-type: none"> <li>● Weekly Test</li> <li>● Teacher Made Test</li> <li>● Personal Reflection Essay (What did the author say and why?)</li> </ul>
<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"> <li>1. Students will use more than one text to gain information on a single topic.</li> <li>2. To identify key and relevant details on a single topic between</li> </ol>	<ul style="list-style-type: none"> <li>● Integrate</li> <li>● Synthesize</li> <li>● Identify details</li> <li>● Compose</li> <li>● Analyze</li> <li>● Formulate</li> <li>● Evaluate</li> </ul>	<ul style="list-style-type: none"> <li>● Library Workshop</li> <li>● Literature Circles</li> <li>● Whole and Small group work project</li> </ul>	<ul style="list-style-type: none"> <li>● Oral Presentation</li> <li>● Written Prompt</li> <li>● Weekly and Teacher made test</li> <li>● Group Response Assignment (geared toward a specific topic;</li> </ul>

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	<p>two texts.</p> <p>3. To categorize key detail to support information.</p> <p>4. To speak knowledgeably about a topic, integrating information from two texts.</p> <p>5. To compose a piece of writing on a topic, integrating information from two texts.</p>	<ul style="list-style-type: none"> <li>● Classify</li> <li>● Categorize</li> <li>● Support</li> <li>● Recite</li> <li>● State</li> <li>● Compare</li> <li>● Contrast</li> </ul>	<ul style="list-style-type: none"> <li>● Leveled book activities</li> <li>● Fresh Reads for Fluency</li> <li>● Written Responses and Reflection Prompts</li> <li>● Oral Summaries</li> <li>● Student Critique (How is the topic related?)</li> <li>● Pearson Website Activities</li> <li>● Online Resources</li> <li>● Peer Editing</li> </ul>	<p>integrate Science and Social Studies) using Classroom and Library Resources.</p>
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Reading Informational: Range of Reading and Level of Text Complexity

<p>RI.4.10</p> <p>By the end of year, read and comprehend informational texts, including history/social</p>	<p>1. Students will read and comprehend informational texts with purpose and understanding.</p>	<ul style="list-style-type: none"> <li>● Read/write</li> <li>● Re-write</li> <li>● Comprehend</li> <li>● Dictate</li> <li>● Explain</li> </ul>	<ul style="list-style-type: none"> <li>● Literature Circles</li> <li>● Group work</li> <li>● Role play</li> <li>● Journal</li> </ul>	<ul style="list-style-type: none"> <li>● Pearson Website</li> <li>● Weekly RS Test</li> <li>● Running Records</li> <li>● Comprehension Essay</li> <li>● Journal Responses</li> </ul>
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<p>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.</p>	<ol style="list-style-type: none"> <li>2. To be able to read, discuss/explain informational text which includes history, social studies, and science information.</li> <li>3. To read, comprehend and explain through small and whole group discussions and writing activities.</li> <li>4. To support comprehension of material through writing and art.</li> </ol>	<ul style="list-style-type: none"> <li>● Research</li> <li>● Discuss</li> <li>● Match</li> <li>● Restate</li> <li>● Summarize</li> <li>● Compare</li> <li>● Conclude</li> <li>● Extend</li> <li>● Interrelate</li> <li>● Interpret</li> <li>● Apply</li> <li>● Express</li> <li>● Give examples</li> <li>● Defend</li> <li>● Categorize</li> <li>● Paraphrase</li> <li>● Illustrate</li> <li>● Connect ideas/opinions</li> </ul>	<p>reflection responses</p> <ul style="list-style-type: none"> <li>● Explain through writing and artwork</li> <li>● Chart paper activities</li> <li>● Small and whole group discussions</li> <li>● Fresh reads for fluency</li> <li>● Plays</li> <li>● Graphic organizer activities</li> <li>● Library Workshop (integrating reading with history, social studies, and science)</li> <li>● Listening CDs</li> <li>● Teacher/Student one on One Discussions</li> <li>● Illustrations</li> <li>● Online</li> </ul>	<ul style="list-style-type: none"> <li>● Book Report</li> <li>● Research Project</li> <li>● Compare/Contrast Summaries</li> </ul>
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			Resources	
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Language: Conventions of Standard English

<p>L.4.1 (L.4.1a-g) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<ol style="list-style-type: none"> <li>1. TO define and label the parts of speech within sentences.</li> <li>2. To identify the functions of nouns, pronouns, adjectives, verbs, and adverbs in sentences.</li> <li>3. To write sentences using conventions of Standard English.</li> <li>4. To identify run-ons and sentence fragments.</li> <li>5. To correctly use common homophones in sentences. (e.g. their, there, they're)</li> <li>6. To identify and use prepositional phrases when writing or speaking.</li> </ol>	<ul style="list-style-type: none"> <li>● Nouns/common and proper nouns</li> <li>● Singular and plural nouns/pronouns</li> <li>● Plural and possessive pronouns</li> <li>● Antecedents</li> <li>● Adjectives</li> <li>● Articles</li> <li>● Verbs/adverbs</li> <li>● Comparative and superlative adjectives and adverbs</li> <li>● Irregular plural nouns</li> <li>● Singular/plural possessive nouns</li> <li>● Action and linking verbs</li> <li>● Main and helping verbs</li> <li>● Subject/verb agreement</li> <li>● Present, past, and future tenses</li> <li>● Irregular verbs</li> <li>● Conjunctions</li> <li>● Clauses/complex sentences</li> <li>● Declarative, interrogative, imperative and exclamatory</li> </ul>	<ul style="list-style-type: none"> <li>● Pearson Website (Grammar Jammer videos)</li> <li>● My View Notebook</li> <li>● Chart Paper activities</li> <li>● Grammar Highlighting Activities</li> <li>● White Board Practice Games</li> <li>● Grammar Rap videos and CDs</li> <li>● School House Rock videos</li> <li>● Word Searched</li> <li>● Crossword Puzzles</li> <li>● Writing Sentences in Journals</li> </ul>	<ul style="list-style-type: none"> <li>● Weekly Test</li> <li>● Teacher Made Test and Quizzes</li> <li>● Essay</li> <li>● Formal Letter</li> <li>● Friendly Letter</li> <li>● Summary (Both oral and Written)</li> <li>● Unit and Benchmark Test</li> </ul>
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		<p>sentences</p> <ul style="list-style-type: none"> <li>● Time order words</li> <li>● Prepositions and prepositional phrases</li> <li>● Homophones and homographs</li> </ul>	<ul style="list-style-type: none"> <li>● Online resources (Selected read alouds, tutorials, teacher read alouds)</li> <li>● Interview</li> <li>● Persuasive speech</li> <li>● Reader's Theatre</li> <li>● Media Literacy: Weather Broadcast</li> <li>● Dry Erase Sentence Strip Activities (small and whole group)</li> <li>● Dictionary and Thesaurus Activities (Dictionary Study)</li> <li>● Daily Fix-its</li> </ul>	
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<p>L.4.2 (L.4.2a-d) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<ol style="list-style-type: none"> <li>1. To use correct capitalization, punctuation, and spelling when writing.</li> <li>2. To use commas and quotation marks to mark direct speech and quotations from a text.</li> <li>3. To use a comma before a coordinating conjunction in a compound sentence.</li> <li>4. To spell grade appropriate words correctly, consulting references as needed.</li> <li>5. To write both a formal and friendly letter using correct punctuation, capitalization, and spelling.</li> </ol>	<ul style="list-style-type: none"> <li>● CHIPS (capitalization, handwriting, punctuation, spelling)</li> <li>● Word choice</li> <li>● Comma</li> <li>● Period</li> <li>● Exclamation</li> <li>● Question mark</li> <li>● Direct quotation</li> <li>● Contractions</li> <li>● Final syllable patterns</li> <li>● Declarative, imperative, interrogative and exclamatory sentence writing</li> <li>● Prefixes</li> <li>● Suffixes</li> <li>● Silent consonants</li> <li>● Conventional patterns</li> <li>● Multisyllabic words</li> </ul>	<ul style="list-style-type: none"> <li>● My View Notebook</li> <li>● Journal Writing</li> <li>● Spelling Cards</li> <li>● Word Tiles</li> <li>● Dry Erase Games (Sparkle Spelling Game)</li> <li>● Fresh Reads for Fluency Responses</li> <li>● Pearson Website</li> <li>● Spelling City</li> <li>● Dry Erase Sentence Strip Activities</li> <li>● Worksheet Exercises</li> <li>● Small Group/Whole Group Writing Games</li> <li>● Dictionary Study</li> <li>● Thesaurus Study Group Class Activities</li> </ul>	<ul style="list-style-type: none"> <li>● Essay</li> <li>● Formal and Friendly Letter</li> <li>● Weekly Test</li> <li>● Dictation Sentences</li> <li>● Writing in complete sentences</li> <li>● Book Summaries</li> <li>● Book Report</li> <li>● Reflection Essay (From Weekly Selection in RS Text)</li> </ul>
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			<ul style="list-style-type: none"> <li>• Daily Fit-its</li> </ul>	
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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"> <li>1. Students will choose words and phrases to convey ideas precisely.</li> <li>2. To choose correct punctuation for effect.</li> <li>3. To differentiate between contexts that call for formal English and situations where informal discourse is appropriate (e.g. small group discussions)</li> </ol>	<ul style="list-style-type: none"> <li>• Active voice</li> <li>• Passive voice</li> <li>• Word choice</li> <li>• Unknown words</li> <li>• Affixes; suffixes context clues</li> <li>• Multiple meaning words</li> <li>• Synonyms and antonyms</li> <li>• Figurative language; similes</li> <li>• Word structure</li> <li>• Unknown phrases</li> <li>• Punctuation</li> <li>• (Capitalization, handwriting, indentation, punctuation, spelling)</li> </ul>	<ul style="list-style-type: none"> <li>• Formal and Informal Writing and Speaking</li> <li>• My View Workbook</li> <li>• Fresh Reads for fluency</li> <li>• Daily Fix-It Activity Sheets</li> <li>• Pearson Website Clips</li> <li>• Oral Group Discussions</li> <li>• Peer Interviews Role Play Activities</li> <li>• Self-Reflection Responses</li> <li>• Journal Prompts</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly Test</li> <li>• Book Report</li> <li>• Diorama</li> <li>• Benchmark Test</li> <li>• Teacher and Student/ One on One Discussion Questions</li> <li>• Story Summary</li> <li>• Opinion Essay</li> <li>• Compare and Contrast Essay Prompt</li> </ul>
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Language: Vocabulary Acquisition and Use

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

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

<p>W.4.1 (W.4.1a-d) Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p>	<ol style="list-style-type: none"> <li>To write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient</li> </ol>	<ul style="list-style-type: none"> <li>Personal opinion</li> <li>Constructed response</li> <li>Extended response</li> <li>Persuade</li> <li>Comparison</li> <li>Fact opinion</li> </ul>	<ul style="list-style-type: none"> <li>Reader’s Writer’s Notebook Exercises</li> <li>Fresh Reads for Fluency</li> </ul>	<ul style="list-style-type: none"> <li>Writing Rubrics and Anchor Papers</li> <li>Weekly Prompts (From Reading Street Weekly Selections)</li> <li>Argument/Persuasive</li> </ul>
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	<p>evidence.</p> <p>2. The students will be able to provide reasoning that is supported by facts and details.</p> <p>3. To introduce a topic or text clearly, state an opinion, and create organizational structure in which related ideas are grouped to support the writer’s purpose.</p>	<ul style="list-style-type: none"> <li>● Time order words</li> <li>● Concluding phrases</li> <li>● Link opinions</li> <li>● Provide reasons</li> <li>● Provide concluding statements</li> </ul>	<ul style="list-style-type: none"> <li>● Writing Process Individual Group Work</li> <li>● Rough draft writing</li> <li>● Journal Responses</li> <li>● Oral Discourse</li> <li>● Discussion of Author's purpose</li> <li>● Four Square writing graphic organizer</li> <li>● Pearson (Reading Street Interactive Videos)</li> <li>● Tutorials</li> </ul>	<p>Essay</p> <ul style="list-style-type: none"> <li>● News Article</li> <li>● Opinion Article</li> <li>● Opinion Paragraph</li> <li>● Mini Writes</li> <li>● Unit Prompt</li> </ul>
<p>W.4.2 (W.4.2a-e)</p> <p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>	<p>1. To write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization and</p>	<ul style="list-style-type: none"> <li>● Informative writing</li> <li>● Explanatory writing</li> <li>● Examine</li> <li>● Convey ideas</li> <li>● Introduce</li> <li>● Develop a topic</li> <li>● Link ideas</li> <li>● Provide a concluding</li> </ul>	<ul style="list-style-type: none"> <li>● My View Workbook</li> <li>● Fresh Reads for Fluency</li> <li>● Journal Entries</li> <li>● Weekly Story Questions</li> <li>● Rough Draft</li> </ul>	<ul style="list-style-type: none"> <li>● Writing Rubrics and Anchor Papers</li> <li>● Constructed Response</li> <li>● Compare and Contrast Essay</li> <li>● Explanatory Essay using details</li> <li>● Essay using linking</li> </ul>

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	<p>analysis of content.</p> <p>2. To be able to use precise language and domain-specific vocabulary to inform about or explain the topic.</p>	<p>statement</p> <ul style="list-style-type: none"> <li>● Analyze ideas</li> <li>● Domain-specific vocabulary</li> <li>● Explain ideas</li> <li>● Convey information clearly</li> <li>● Vocabulary discourse</li> <li>● Use precise language</li> </ul>	<p>Writing</p> <ul style="list-style-type: none"> <li>● Graphic Organizers</li> <li>● Analyze information/content in group settings</li> <li>● Thesaurus and Vocabulary Cards</li> <li>● Pearson Website</li> </ul>	<p>verbs and phrases to convey ideas</p>
<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> <p>3. To write a personal narrative about a positive experience..</p>	<ul style="list-style-type: none"> <li>● Develop ideas</li> <li>● Critique</li> <li>● Summarize</li> <li>● Writing techniques</li> <li>● Describe details</li> <li>● Organize sequence</li> <li>● Use dialogue</li> <li>● Analyze</li> <li>● Dictate</li> <li>● Apply sources</li> <li>● Outline ideas</li> </ul>	<ul style="list-style-type: none"> <li>● My View Workbook</li> <li>● Fresh Reads for Fluency</li> <li>● Leveled Book Sources</li> <li>● Group discussions</li> <li>● Reading Street Basal Reader</li> <li>● Tutorials</li> <li>● Pearson Website</li> <li>● Student Sample Writings</li> <li>● Teacher Read</li> </ul>	<ul style="list-style-type: none"> <li>● Tall Tale Episode</li> <li>● Personal Narrative</li> <li>● Story/Narrative Writing Essay</li> <li>● Sources: Read the Story of Paul Bunyan</li> </ul>

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			Alouds	
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"> <li>● Read</li> <li>● Summarize</li> <li>● Develop</li> <li>● Organize</li> <li>● Persuade</li> <li>● Use persuasive adjectives</li> <li>● State opinion</li> <li>● Convincing language</li> <li>● Provide concluding statement</li> <li>● Good word choices</li> <li>● Produce and evaluate</li> </ul>	<ul style="list-style-type: none"> <li>● My View Workbook</li> <li>● Fresh Reads</li> <li>● Graphic Organizers</li> <li>● Four Square Writers</li> <li>● Pearson Website Clips</li> <li>● Tutorials</li> <li>● Rough Draft Writing</li> <li>● Groups discussion</li> <li>● Peer Edit</li> <li>● Revise Word as a group</li> <li>● Use of dictionaries and thesauruses</li> </ul>	<ul style="list-style-type: none"> <li>● Application Essay</li> <li>● Compare and contrast essay</li> <li>● Advertisement</li> <li>● Persuasive ad</li> <li>● Persuasive Speech</li> </ul>
<p>W.4.5 With guidance and support from peers and adults, develop and strengthen</p>	<p>1. The students will develop and strengthen writing as needed by planning, revising,</p>	<ul style="list-style-type: none"> <li>● Pre-write</li> <li>● Apply</li> <li>● Develop</li> <li>● Organize</li> </ul>	<ul style="list-style-type: none"> <li>● My View Workbook</li> <li>● Fresh Read for Fluency</li> </ul>	<ul style="list-style-type: none"> <li>● Personal Narrative</li> <li>● Opinion Essay</li> <li>● Fact/opinion Essay</li> <li>● Journal Entries</li> </ul>

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<p>writing as needed by planning, revising, and editing.</p>	<p>editing, rewriting, or trying a new approach.</p> <p>2. Creative Writing Prompt: If I Were A Pumpkin</p>	<ul style="list-style-type: none"> <li>● Generalize</li> <li>● Prepare</li> <li>● Proof read</li> <li>● Categorize</li> <li>● Evaluate</li> <li>● Peer edit</li> <li>● Revise</li> <li>● Publish</li> <li>● Read and think alouds</li> <li>● Guided writing</li> <li>● Sentence formation</li> </ul>	<ul style="list-style-type: none"> <li>● Pearson Website Clips</li> <li>● Teacher/Peer group work</li> <li>● Daily Fix-it practice exercises for editing</li> <li>● Teach/Peer Edits</li> <li>● Read alouds</li> <li>● Sample essays displayed to correct/edit work</li> <li>● Rough draft journal responses</li> <li>● Paragraph development</li> </ul>	<ul style="list-style-type: none"> <li>● Book Reports</li> </ul>
<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</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</p>	<ul style="list-style-type: none"> <li>● Word processor</li> <li>● Font</li> <li>● Margins</li> <li>● Typing fluency</li> <li>● Chrome book class activities</li> <li>● Download</li> <li>● Internet research</li> <li>● Hard drive</li> </ul>	<ul style="list-style-type: none"> <li>● Overhead activates</li> <li>● Classroom iPad</li> <li>● Website tutorials</li> <li>● Chrome book in class research</li> </ul>	<ul style="list-style-type: none"> <li>● Tour the States Song</li> <li>● State Box Report</li> <li>● Ancestor Doll Report</li> <li>● Animal Ecosystem Diorama and typed report</li> <li>● Science: Element Research Report and</li> </ul>

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sufficient command of keyboarding skills to type a minimum of one page in a single sitting.	others.	<ul style="list-style-type: none"> <li>● Google</li> <li>● Reports/written and types</li> <li>● Teacher and peer editing</li> <li>● Using a printer</li> <li>● Spacing</li> <li>● Cut and paste</li> </ul>	<ul style="list-style-type: none"> <li>● Computer lab reports with Mr. Maguire</li> <li>● Apple computer</li> <li>● 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)</li> <li>● Educational Songs</li> </ul>	<p>poster</p> <ul style="list-style-type: none"> <li>● Extra credit research always encourages to familiarize students with the internet and educational websites</li> <li>● Reports presented to class</li> </ul>
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Writing: Research to Build and Present Knowledge

W.4.7 Conduct short research projects that build knowledge through	<ol style="list-style-type: none"> <li>1. To introduce a topic clearly.</li> <li>2. To introduce formatting (e.g. headings,</li> </ol>	<ul style="list-style-type: none"> <li>● Conduct</li> <li>● Sustained research</li> <li>● Demonstrate</li> <li>● Understand</li> </ul>	<ul style="list-style-type: none"> <li>● Pearson Website</li> <li>● Interactive Videos</li> </ul>	<ul style="list-style-type: none"> <li>● Teacher made worksheets</li> <li>● Computer activities</li> <li>● Chrome books</li> </ul>
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<p>investigation of different aspects of a topic.</p>	<p>illustrations, and multimedia) to help the reader understand my writing.</p> <p>3. To use fiction and nonfiction reading skills to support my analysis, reflection, and research.</p>	<ul style="list-style-type: none"> <li>● Understand</li> <li>● Investigate</li> <li>● Research</li> <li>● Heading</li> <li>● Illustrations</li> <li>● Reflect</li> <li>● Interpret</li> <li>● Observe</li> <li>● Analyze</li> </ul>	<ul style="list-style-type: none"> <li>● Peer Group Discussions/Teacher Lead Ideas</li> <li>● Journal Entries</li> <li>● My View Workbook Activities</li> <li>● Rough draft Prompts</li> </ul>	<ul style="list-style-type: none"> <li>● Computer activities with Mr. Maguire (Computer Teacher)</li> <li>● Landmark Project</li> </ul>
<p>W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources</p>	<p>1. The students will learn to gather information 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"> <li>● Gather reasons</li> <li>● Details</li> <li>● Organize information</li> <li>● Reason</li> <li>● Outline</li> <li>● First drafts</li> <li>● Opinion</li> <li>● Introduce</li> <li>● Conclusion</li> <li>● Note taking</li> <li>● Source</li> <li>● Provide a list</li> <li>● Use of good word choice</li> </ul>	<ul style="list-style-type: none"> <li>● My View Workbook</li> <li>● Writing and research handbook activities</li> <li>● Journal entries</li> <li>● Make a list, both individually and well as group about the topic given.</li> <li>● Writing to sources handbook</li> <li>● Leveled readers/</li> </ul>	<ul style="list-style-type: none"> <li>● Opinion Essay</li> <li>● Personal Story</li> <li>● Story Responses</li> <li>● Free Write Essay</li> </ul>



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			<p>activities to link content areas</p> <ul style="list-style-type: none"> <li>● Reading street textbook stories/activity questions such as “Look Back and Write!”</li> <li>● Pearson Website Activities. What’s the information about?</li> </ul>	
<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"> <li>1. The students will read and highlight important information from the text and be able to identify supporting detail.</li> <li>2. Students will use highlighters to highlight the main ideas and underline the supporting details from the text.</li> </ol>	<ul style="list-style-type: none"> <li>● Main idea and details</li> <li>● Draw evidence</li> <li>● Support</li> <li>● Support analysis</li> <li>● Complete a diagram</li> <li>● Highlight</li> <li>● Defend</li> <li>● Explain</li> <li>● Give examples</li> <li>● Identify</li> <li>● Oral discussions</li> <li>● Recognize</li> </ul>	<ul style="list-style-type: none"> <li>● My View Workbook (pg. 153)</li> <li>● Graphic organizer</li> <li>● Classroom charts</li> <li>● Chart paper activities (students will write the main idea while others identify</li> </ul>	<ul style="list-style-type: none"> <li>● Narrative dialogue</li> <li>● Weekly story responses</li> <li>● My View Workbook Quiz Page</li> <li>● Daily fix-it</li> <li>● Pearson interactive worksheet quizzes</li> <li>● Written Summary (brief write up) according to information presented.</li> </ul>

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