

School City of East Chicago

Grade 4 Quarter 3 ELA Curriculum Map

Red=Critical

Green=Important

Black=Additional

Quarter 3	Foundations	Literature	Nonfiction	Vocabulary	Writing	Speaking/Listening & Media Literacy
Suggested Pacing	Pearson Reading Street Unit 3, weeks 1-6 through Unit 4, weeks 1-2					
<p>Constant Standards</p> <p><i>*Taught every quarter</i></p>	<p>4.RF.4.2 Use the six major syllable patterns (CVC, CVr, V, VV, VCe, Cle) to read unknown words.</p> <p>4.RF.4.6 Use knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multi-syllabic words in context.</p> <p>4.RF.5 Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.</p>	<p>4.RL.2.2 Paraphrase or retell the main events in a story, myth, legend, or novel; identify the theme and provide evidence for the interpretation.</p> <p>4.RL.2.3 Describe a character, setting, or event in a story or play, drawing on specific details in the text, and how that impacts the plot.</p>	<p>4.RN.2.1 Refer to details and examples in a text when explaining what a text says explicitly and when drawing inferences from the text.</p> <p>4.RN.2.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>4.RN.3.1 Apply knowledge of text features to locate information and gain meaning from a text (e.g., charts, tables, graphs, headings, subheadings, font/format).</p> <p>4.RN.4.1 Distinguish between fact and opinion; explain how an author uses reasons and evidence to support a statement or position (claim) in a text.</p>	<p>4.RV.2.1 Apply context clues (e.g., word, phrase, sentence, and paragraph clues) and text features (e.g., charts, headings/subheadings, font/format) to determine the meanings of unknown words.</p> <p>4.RV.2.5 Consult reference materials, both print and digital (e.g., dictionary), to find the pronunciation and clarify the precise meanings of words and phrases.</p> <p>4.RV.3.1 Determine how words and phrases provide meaning to works of literature, including figurative language (e.g., similes, metaphors, or hyperbole).</p> <p>4.RV.3.2 Determine the meanings of general academic and content-specific words and phrases in a nonfiction text relevant to a fourth grade topic or subject area.</p>	<p>4.W.2.1 Write legibly in print or cursive, forming letters and words that can be read by others.</p> <p>4.W.4 Apply the writing process to –</p> <ul style="list-style-type: none"> • Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation). • Use technology to interact and collaborate with others to publish legible documents. <p>4.W.6.1 Demonstrate command of English grammar and usage, focusing on:</p> <p>4.W.6.1a Nouns/Pronouns Writing sentences that include relative pronouns (e.g., who, which) and reflexive pronouns (e.g., myself, ourselves) and explaining their functions in the sentence.</p> <p>4.W.6.1b Verbs Writing sentences that use the progressive verb tenses.</p>	<p>4.SL.2.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics and texts, building on others' ideas and expressing personal ideas clearly.</p> <p>4.SL.2.4 Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p> <p>4.SL.3.1 Summarize major ideas and supportive evidence from text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>4.SL.4.1 Using appropriate language, report on a topic or text or provide a narrative in an organized manner, with effective introductions and conclusions, using appropriate structure, appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly and concisely at an understandable pace.</p>

School City of East Chicago

Grade 4 Quarter 3 ELA Curriculum Map

Red=Critical

Green=Important

Black=Additional

Quarter 3	Foundations	Literature	Nonfiction	Vocabulary	Writing	Speaking/Listening & Media Literacy
Suggested Pacing	Pearson Reading Street Unit 3, weeks 1-6 through Unit 4, weeks 1-2					
					<p>Recognizing and correcting inappropriate shifts in verb tense. Using modal auxiliaries (e.g., <i>can</i>, <i>may</i>, <i>must</i>).</p> <p>4.W.6.1c Adjectives/ Adverbs Writing sentences using relative adverbs (e.g., <i>where</i>, <i>when</i>) and explaining their functions in the sentence.</p> <p>4.W.6.1d Prepositions Writing sentences that include prepositions, explaining their functions in the sentence.</p> <p>4.W.6.1e Usage Writing correctly complete simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using coordinating and subordinating conjunctions (e.g., <i>yet</i>, <i>nor</i>, <i>so</i>).</p> <p>4.W.6.2 Demonstrate command of capitalization, punctuation, and spelling, focusing on:</p> <p>4.W.6.2a Capitalization Capitalizing names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations, when appropriate.</p> <p>4.W.6.2b Punctuation Correctly using apostrophes to form possessives and contractions.</p>	<p>4.ML.2.1 Recognize claims in print, image, and multimedia and identify evidence used to support these claims.</p>

School City of East Chicago

Grade 4 Quarter 3 ELA Curriculum Map

Red=Critical

Green=Important

Black=Additional

Quarter 3	Foundations	Literature	Nonfiction	Vocabulary	Writing	Speaking/Listening & Media Literacy
Suggested Pacing	Pearson Reading Street Unit 3, weeks 1-6 through Unit 4, weeks 1-2					
					<p>Correctly using quotation marks and commas to mark direct speech. Using a comma before a coordinating conjunction in a compound sentence.</p> <p>4.W.6.2c Spelling Using spelling patterns and generalizations (e.g., <i>word families, position-based spellings, syllable patterns, ending rules, meaningful word parts, homophones/homographs</i>) in writing single and multi-syllable words.</p>	
<p>Spiral Standards</p> <p>*Reviewed Quarterly</p>	N/A	<p>4.RL.2.1 Refer to details and examples in a text when explaining what a text says explicitly and when drawing inferences from the text.</p> <p>4.RL.3.1 Explain major differences between poems, plays, and prose, and refer to the structural elements of poems and drama.</p> <p>4.RL.3.2 Compare and contrast the point of view from which different stories are narrated, including</p>	<p>4.RN.2.3 Explain the relationships between events, procedures, ideas, or concepts in a historical, scientific, or technical text, based on specific information in the text.</p> <p>4.RN.3.2 Describe the organizational structure (e.g., <i>chronological, problem-solution, comparison/contrast, procedural, cause/effect, sequential, description</i>) of events, ideas, concepts, or information in a text or part of a text.</p>	<p>4.RV.2.2 Identify relationships among words, including more complex homographs, homonyms, synonyms, antonyms, and multiple meanings.</p> <p>4.RV.3.3 Explain the meanings of proverbs, adages, and idioms in context.</p> <p>4.RV.2.4 Apply knowledge of word structure elements (e.g., <i>suffixes, prefixes, common Greek and Latin affixes and roots</i>), known words, and word patterns to determine meaning.</p>	<p>4.W.3.1 Write persuasive compositions in a variety of forms that –</p> <ul style="list-style-type: none"> • In an introductory statement, clearly state an opinion to a particular audience. • Support the opinion with facts and details from various sources, including texts. • Use an organizational structure to group related ideas that support the purpose. • Connect opinion and reasons using words and phrases. • Provide a concluding statement or section related to the position presented. 	N/A

School City of East Chicago

Grade 4 Quarter 3 ELA Curriculum Map

Red=Critical

Green=Important

Black=Additional

Quarter 3	Foundations	Literature	Nonfiction	Vocabulary	Writing	Speaking/Listening & Media Literacy
Suggested Pacing	Pearson Reading Street Unit 3, weeks 1-6 through Unit 4, weeks 1-2					
		<p>the difference between first- and third-person narrations.</p> <p>4.RL.4.1 Describe how visual and multimedia presentations and representations can enhance the meaning of a text.</p> <p>4.RL.4.2 Compare and contrast the treatment of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures.</p>	<p>4.RN.3.3 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided in the accounts.</p> <p>4.RN.4.2 Combine information from two texts on the same topic in order to demonstrate knowledge about the subject.</p>		<p>4.W.3.2 Write informative compositions on a variety of topics that –</p> <ul style="list-style-type: none"> • Provide an introductory paragraph with a clear main idea. • Provide supporting paragraphs with topic and summary sentences. • Provide facts, specific details, and examples from various sources and texts to support ideas and extend explanations. • Connect ideas using words and phrases. • Include text features (e.g., <i>formatting, pictures, graphics</i>) and multimedia when useful to aid comprehension. • Use language and vocabulary appropriate for audience and topic. • Provide a concluding statement or section. <p>4.W.5 Conduct short research on a topic.</p> <ul style="list-style-type: none"> • Identify a specific question to address (e.g., <i>What is the history of the Indy 500?</i>). • Use organizational features of print and digital sources to efficiently to locate further information. 	

School City of East Chicago

Grade 4 Quarter 3 ELA Curriculum Map

Red=Critical

Green=Important

Black=Additional

Quarter 3	Foundations	Literature	Nonfiction	Vocabulary	Writing	Speaking/Listening & Media Literacy
Suggested Pacing	<i>Pearson Reading Street Unit 3, weeks 1-6 through Unit 4, weeks 1-2</i>					
					<ul style="list-style-type: none"> • Determine the reliability of the sources. • Summarize and organize information in their own words, giving credit to the source. • Present the research information, choosing from a variety of formats 	
New (Focus Standards) *Introduced in a Quarter	N/A	N/A	N/A	N/A	N/A	N/A
Essential Skills	4.RF.4.2 *Distinguish long and short vowels when reading regularly spelled one-syllable words *Know spelling-sound correspondences for additional common vowel teams *Decode regularly spelled two-syllable words with long vowels *Decode words with common prefixes and suffixes	4.RL.2.1 *Identify details and examples *Draw inferences *Understand and be able to explain what the text says *Cite specific examples and details to support inferences 4.RL.2.2 *Understand universal themes in stories such as: man vs. nature; love & friendship; a great	4.RN.2.1 *Identify details and examples *Draw inferences *Understand and explain what the text says *Cite specific examples and details to support inferences 4.RN.2.2 *Identify the main idea of the text *Determine which details are key to the text *Explain how the main idea is supported by details *Know how to summarize	4.RV.2.1 *Have strategies for solving unknown words *Understand that the context may provide clues to help determine the meaning of a word or phrase *Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase	4.W.3.1 *Know the difference between fact and opinion *Support a point of view *Know various organizational structures *Know how to group related ideas *Support reasons with facts and details *Use transitional expressions *Write a conclusion that is related to the opinion 4.W.3.2 *Know the difference between writing to inform or explain *Know how to write a topic sentence *Choose facts, definitions, quotes, and/or examples to support the topic	4.SL.2.1 & 4.SL.2.4 *Use rules for conversations *Recognize the ideas of others *Know the language to build on those ideas *Ask questions to clarify information *Offer comments or responses linked to the remarks of others *Know the responsibilities of the different roles given for accomplishing a task *Know how to explain an idea or answer that is different from those already offered 4.SL.3.1 *Recognize the main ideas presented in text *Recognize the main ideas presented in diverse media including visual, oral, or digital formats

School City of East Chicago

Grade 4 Quarter 3 ELA Curriculum Map

Red=Critical

Green=Important

Black=Additional

Quarter 3	Foundations	Literature	Nonfiction	Vocabulary	Writing	Speaking/Listening & Media Literacy
Suggested Pacing	Pearson Reading Street Unit 3, weeks 1-6 through Unit 4, weeks 1-2					
	<p>*Identify words with inconsistent but common spelling-sound correspondences</p> <p>*Recognize and read grade-appropriate irregularly spelled words</p> <p>4.RF.4.6</p> <p>*Know which letters and sounds are related</p> <p>*Be familiar with syllabication patterns</p> <p>*Uses roots, affixes, and base words to read unfamiliar multisyllabic words in context</p> <p>*Combine phonics and word analysis skills to decode unfamiliar multisyllabic words out of context</p> <p>4.RF.5</p> <p>*Set a purpose for reading</p> <p>*Know when understanding has been lost</p> <p>*Use expression when reading</p>	<p>journey; coming of age; good vs. evil</p> <p>*Determine the theme or main message of the text</p> <p>*Support the identification of the theme by giving details from the text</p> <p>*Summarize the text</p> <p>4.RL.2.3</p> <p>*Identify and describe a character and setting in which the story or an event takes places</p> <p>*Describe or sequence an event in a story or play</p> <p>*Provide specific details when describing a character, setting, or event in a story/play</p> <p>*Recognize what a character says, thinks, or does</p> <p>*Understand how character actions, setting, or events impact the plot</p>	<p>text</p> <p>*Use key details and the main idea to summarize</p> <p>4.RN.2.3</p> <p>*Understand the difference between events, procedures, ideas, or concepts</p> <p>*Read and understand history/social science, technical, or science text</p> <p>*Explain what happened and why it happened based on information in the text</p> <p>4.RN.3.1</p> <p>*Know that information can be presented in various forms</p> <p>*Understand how to read charts, graphs, diagrams and timelines in print media</p> <p>*Know that charts, graphs, timelines, animations or interactive elements can help the audience understand text</p> <p>*Explain what the information means</p> <p>4.RN.3.2</p> <p>*Know that organizational structures are used to convey information</p> <p>*Know that some</p>	<p>4.RV.2.2</p> <p>*Use word relationships to help identify meaning of unknown words</p> <p>*Understand that words may have multiple meanings</p> <p>*Use antonyms and synonyms as clues to find the meaning of grade level words</p> <p>4.RV.2.4</p> <p>*Identify the most common Greek and Latin affixes and roots</p> <p>*Use common Greek and Latin affixes and roots to solve unknown words</p> <p>4.RV.2.5</p> <p>*Consult reference materials (e.g., dictionaries, glossaries), both print and digital, to find the pronunciation and determine the precise meaning of key words and phrases</p>	<p>*Know how to organize related information into paragraphs</p> <p>*Use linking/transitional words to group ideas within categories</p> <p>*Know how to conclude by using a statement or section of related information or explanation</p> <p>4.W.4</p> <p>*Know how to write in a logical, sequential manner</p> <p>*Know how to choose words so that meaning is clear</p> <p>*Recognize and use organizational structures such as chronological, cause and effect, etc.</p> <p>*Understand why they are writing</p> <p>*Understand who the writing is for</p> <p>*Understand the writing task, to persuade, to inform, or to entertain</p> <p>*Use brainstorming techniques to help generate ideas for writing</p> <p>*Organize thoughts and ideas using relevant graphic organizer</p> <p>*Understand and use grammar and spelling conventions</p> <p>*Edit for word usage and choice to strengthen details</p> <p>*Use programs such as PowerPoint and Word to create written documents</p>	<p>*Paraphrase information</p> <p>*Recognize what information is being conveyed through diverse media, such as graphs, graphics, video, or digital resources</p> <p>4.SL.4.1</p> <p>*Know the strategies for organizing a presentation such as brainstorming, the use of graphic organizers, or thinking maps</p> <p>*Use structures for organizing presentations such as chronologically, problem/solution, cause and effect, before and after</p> <p>*Plan carefully so that your presentation includes relevant details and clear context</p> <p>*When presenting, use a clear, understandable voice and appropriate pace</p> <p>*Speak clearly, with good pacing and appropriate eye contact</p> <p>4.ML.2.1</p> <p>*Know that media sources include both online, visual and print sources</p> <p>*Infer messages conveyed through media sources</p> <p>*Understand that evidence can be examples, facts, or images</p>

School City of East Chicago

Grade 4 Quarter 3 ELA Curriculum Map

Red=Critical

Green=Important

Black=Additional

Quarter 3	Foundations	Literature	Nonfiction	Vocabulary	Writing	Speaking/Listening & Media Literacy
Suggested Pacing	Pearson Reading Street Unit 3, weeks 1-6 through Unit 4, weeks 1-2					
	<ul style="list-style-type: none"> *Self-monitor for understanding *Use strategies for self-correction *Read a variety of texts *Reread for fluency and comprehension *Skim and scan text 	<p>4.RL.3.1</p> <ul style="list-style-type: none"> *Define and identify elements of poetry, prose, and drama *Explain the difference amongst these texts *Compare and contrast differences between poetry, prose, and drama <p>4.RL.3.2</p> <ul style="list-style-type: none"> *Identify the person who is telling the story *Know that the way a person tells a story is impacted by their role in the story *Know that when telling a story from the first person, the writer will use the terms of <i>I</i> or <i>we</i> *Third person point of view is often indicated by the use of the terms <i>he, she, it, or they</i> *Compare/contrast the point of view from different stories 	<ul style="list-style-type: none"> information is written in sequential order *Know that some information is written comparing objects, people, or events *Know that some information is written telling causes and effects of those causes, events, ideas, or concepts *Know that some information is written telling about problems caused by ideas, concepts or events and the solutions to those problems <p>4.RN.3.3</p> <ul style="list-style-type: none"> *Understand that the word <i>account</i> is a synonym for a description of an event or experience *Understand that a firsthand account is told by someone who was there at the time of the event *Understand that a secondhand account is told by someone who learned of the event from someone who 	<p>4.RV.3.1</p> <ul style="list-style-type: none"> *Understand how author's word choice and use of figurative language contribute to the overall meaning of a passage *Understand and recognize figurative language (e.g. simile, metaphor, hyperbole) <p>4.RV.3.2</p> <ul style="list-style-type: none"> *Know how to use a dictionary, print or digital, to determine the meaning of unknown words *Understand that words may have multiple meanings *Use root words, Latin and Greek suffixes and prefixes to determine the meaning of academic words used in science, history/social studies *Use antonyms and synonyms as clues to find the meaning of grade level words *Understand that words may be used as figurative language 	<ul style="list-style-type: none"> *Work collaboratively to complete a written project/document *Know how to use formatting functions such as setting margins, spacing, capitalizing, and page orientation <p>4.W.5</p> <ul style="list-style-type: none"> *Know how to use reference materials such as encyclopedias, atlas, search engines or databases *Know how to select a topic that can be researched *Know how to uses search engines such as Google *Be able to use keywords for searching a topic *Know how to use the library to locate print resources such as encyclopedias, magazines, and books *Be familiar with the organizational structures used when writing a research project *Realize that there are various perspectives on the same topic *Know how to cite print and digital sources *Use graphic organizers or thinking maps to move through the research logically *Know and use several note-taking strategies, such as use of index cards, notebooks, graphic organizers *Summarize information 	

School City of East Chicago

Grade 4 Quarter 3 ELA Curriculum Map

Red=Critical

Green=Important

Black=Additional

Quarter 3	Foundations	Literature	Nonfiction	Vocabulary	Writing	Speaking/Listening & Media Literacy
Suggested Pacing	Pearson Reading Street Unit 3, weeks 1-6 through Unit 4, weeks 1-2					
		<p>4.RL.4.1 *Read and understand the main ideas of the text/drama *Compare the text of a story/drama and a visual presentation of the text (movie, video, drama) and find where it reflects specific details in the text *Compare the text of a story with an oral presentation and find where it reflects specific descriptions in the text</p> <p>4.RL.4.2 *Identify themes *Identify topics *Sequence events and find patterns *Understand the structure of stories, myths, and stories from other cultures</p>	<p>was there at the time *Compare/contrast first and secondhand accounts *Describe the differences in the information provided *Recognize that the focus of a person that was there at the time would be different from the focus of someone who wasn't there at the time</p> <p>4.RN.4.1 *Distinguish between fact and opinion *Recognize the claims an author is trying to make *Explain what evidence is used and how it supports what the author is claiming</p> <p>*Define the difference between reasons and evidence and fact and opinion *Identify facts and details the author has cited as evidence to support his points</p> <p>4.RN.4.2 *Find the common details about a topic when reading two different informational texts</p>	<p>4.RV.3.3 *Know that words have various levels of meaning, including literal and figurative *Understand that an adage or proverb is a traditional saying that expresses a truth *Recognize and understand the purpose of proverbs and adages *Recognize when words are used as a common idiomatic expression</p>	<p>*Know how to organize information logically *Know how to organize the information by categories *After reading and gathering information, convey the information in the student's words</p> <p>4.W.6.1 a-e *Know and use relative and reflexive pronouns *Know and use progressive verb tenses (e.g., <i>I was walking; I am walking; I will be walking</i>) *Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions *Recognize and correct inappropriate shifts in verb tense *Understand and use relative adverbs (where, when, why) *Form and use prepositional phrases *Produce complete simple, compound, and declarative interrogative, imperative, and exclamatory sentences using coordinating and subordinating conjunctions</p> <p>4.W.6.2 a-c *Capitalize words at the beginning of a sentence, in titles and proper names *Understand the use of quotation marks to denote that someone is speaking *Understand the use of quotation marks when quoting text</p>	

School City of East Chicago

Grade 4 Quarter 3 ELA Curriculum Map

Red=Critical

Green=Important

Black=Additional

Quarter 3	Foundations	Literature	Nonfiction	Vocabulary	Writing	Speaking/Listening & Media Literacy
Suggested Pacing	Pearson Reading Street Unit 3, weeks 1-6 through Unit 4, weeks 1-2					
			<ul style="list-style-type: none"> *Determine which information in both texts are important *Compare the details in the texts to determine which are contrasting *Combine the information to meet the purpose for writing or speaking 		<ul style="list-style-type: none"> *Identify independent clauses *Understand the use of a comma in dialogue *Use spelling patterns, word roots, affixes, syllable construction to help spell words correctly *Understand how to use generalizations and analogies when spelling 	
Instructional Strategies	<p>Colorin Colorado</p> <ul style="list-style-type: none"> ❖ ELL Support http://www.colorincolorado.org/ <p>John Hattie</p> <ul style="list-style-type: none"> ❖ Top 10 High Impact Instructional Strategies http://www.evidencebasedteaching.org.au/hattie-his-high-impact-strategies/ <p>LD Online</p> <ul style="list-style-type: none"> ❖ SPED Support http://www.ldonline.org/ <p>Robert Marzano</p> <ul style="list-style-type: none"> ❖ 9 High Yield Instructional Strategies http://www.epiconline.org/marzanos-nine-high-yield-instructional-strategies/ <p>Reading Horizons</p> <ul style="list-style-type: none"> ❖ Reading Strategies http://www.readinghorizons.com/reading-strategies/ 			<p>Edutopia</p> <ul style="list-style-type: none"> ❖ Techniques for Teaching Vocabulary to Elementary Students https://www.edutopia.org/blog/teaching-vocabulary-elementary-gaetan-pappalardo <p>Robert Marzano</p> <ul style="list-style-type: none"> ❖ 6 Step Process to Vocabulary Instruction http://www.teachthought.com/pedagogy/literacy/vocabulary-instruction-strategies-marzanos-6-step-process/ 	<p>ReadWriteThink</p> <ul style="list-style-type: none"> ❖ Implementing the Writing Process http://www.readwritethink.org/professional-development/strategy-guides/implementing-writing-process-30386.html <p>ReadWriteThink</p> <ul style="list-style-type: none"> ❖ Grammar Lessons http://www.ncte.org/lessons/grammar <p>Scholastic</p> <ul style="list-style-type: none"> ❖ Grammar Lesson Plans and Activities https://www.scholastic.com/teachers/collections/teaching-content/grammar-lesson-plans-and-activities-resources-teachers/ <p>Teaching Ideas</p> <ul style="list-style-type: none"> http://www.teachingideas.co.uk/ 	<p>Colorin Colorado</p> <ul style="list-style-type: none"> ❖ Oral Language Development and ELLS: 5 Challenges and Solutions http://www.colorincolorado.org/article/oral-language-development-and-ells-5-challenges-and-solutions <p>Colorin Colorado</p> <ul style="list-style-type: none"> ❖ Speaking & Listening Skills for ELLs http://www.colorincolorado.org/speaking-listening-skills-ells <p>The Teaching Channel</p> <ul style="list-style-type: none"> ❖ Let's Talk! Five Strategies for Hitting the Speaking and Listening Standards https://www.teachingchannel.org/blog/2015/06/23/lets-talk-five-strategies-for-hitting-the-speaking-and-listening-standards/

School City of East Chicago

Grade 4 Quarter 3 ELA Curriculum Map

Red=Critical

Green=Important

Black=Additional

Quarter 3	Foundations	Literature	Nonfiction	Vocabulary	Writing	Speaking/Listening & Media Literacy	
Suggested Pacing	Pearson Reading Street Unit 3, weeks 1-6 through Unit 4, weeks 1-2						
	<p>ReadWriteThink http://www.readwritethink.org/</p> <p>Tim Shanahan ❖ Close Reading https://www.scholastic.com/teachers/articles/teaching-content/common-core-close-reading-0/</p> <p>Carol Ann Tomlinson ❖ What is Differentiated Instruction? http://www.readingrockets.org/article/what-differentiated-instruction</p> <p>WIDA https://www.wida.us/</p>			<p>Reading Rockets ❖ Teaching Vocabulary http://www.readingrockets.org/article/teaching-vocabulary</p>			
Question Stems	<p>4.RF.4.2 *How many parts do you hear in that word?</p> <p>4.RF.4.6 *Can you make all the sounds in that word in order? *Are there any familiar parts in that word that you can use to help you? *Do you know any other words like that? *Have you looked to see what the root or</p>	<p>4.RL.2.1 *What was the author’s purpose in writing this text? *What does the author mean when he says _____? *Which specific details in the text lead you to that conclusion? *What can you infer from what you have read so far? *Why do you think that? Can you give</p>	<p>4.RN.2.1 *What is the message so far? *What does the author mean when he says _____? *Which details in the text led you to that answer? *Why do you think that? Can you give specific examples from the text that support your thinking? *What was the purpose of this piece?</p>	<p>4.RV.2.1 *What strategies have you tried to help you figure out what this word means? *Have you read the sentences around the word to help you determine what the word means? 4.RV.2.2 *How are these sets of words related?</p>	<p>4.W.3.1 *What is your piece about? How will you support your opinion? *What are your reasons for writing about this topic? *Which details and facts have you included that support your opinion? *How is your writing organized? Chronological order? Cause and effect ...? *Does your conclusion restate your opinion? *Which words or phrases help move the reader logically between your opinions and your reasons for that opinion?</p>	<p>WE WILL NOT INCLUDE QUESTION STEMS FOR SPEAKING/LISTENING AND MEDIA LITERACY STANDARDS</p>	

School City of East Chicago

Grade 4 Quarter 3 ELA Curriculum Map

Red=Critical

Green=Important

Black=Additional

Quarter 3	Foundations	Literature	Nonfiction	Vocabulary	Writing	Speaking/Listening & Media Literacy
Suggested Pacing	Pearson Reading Street Unit 3, weeks 1-6 through Unit 4, weeks 1-2					
	<p>base word might be?</p> <p>4.RF.5</p> <ul style="list-style-type: none"> *What is your reason for reading this text? *Are the words making sense? *What can you do when the text/story doesn't make sense? *Skim the text so that you will know what you will be reading. *Did you scan the page before starting to read? *After looking at the question, can you scan the page for an answer? 	<p>specific examples from the text that support your thinking?</p> <p>4.RL.2.2</p> <ul style="list-style-type: none"> *What is the main idea of this poem/drama/story? *Which of the following best captures the theme of the text? *How do the character's actions influence the theme? *How is the central message conveyed throughout the story? *Can you summarize what has happened so far? <p>4.RL.2.3</p> <ul style="list-style-type: none"> *Describe the character and setting of the story using specific details. *Describe what happened in the story when.... *What do you think _____ looks like? *What words does the author use to describe 	<p>4.RN.2.2</p> <ul style="list-style-type: none"> *What is the message so far? *What is this passage about? *Why do you think that? Can you give some details from the text that support your thinking? <p>4.RN.2.3</p> <ul style="list-style-type: none"> *Can you explain what is happening in this text and why you think it is happening? *What is the first step in this procedure? Can you explain what step comes next? *What is the main idea of this text? *What was the result of _____'s idea? <p>4.RN.3.1</p> <ul style="list-style-type: none"> *What does this chart mean? *Can you tell if this is increasing or decreasing? *When did this event happen on the time line? *How does the diagram help us understand what the topic is? *What does the illustration mean? Can you explain what 	<p>4.RV.2.4</p> <ul style="list-style-type: none"> *Are there any prefixes or suffixes that you can use to help you determine the meaning of the word? *Can you find a root or base word in that might provide a clue to what the word means? <p>4.RV.2.5</p> <ul style="list-style-type: none"> *Have you tried looking in the dictionary or glossary to help you figure out that word's meaning? <p>4.RV.3.1 & 4.RV.3.2</p> <ul style="list-style-type: none"> *What does the word _____ mean in this sentence? *What is the effect of the word choice on this sentence, paragraph, or passage? *How did the author's word choice contribute to his overall meaning? *Of what type of figurative language is this an example? *What is the meaning of this example of figurative language? 	<p>4.W.3.2</p> <ul style="list-style-type: none"> *Are you writing to inform or explain? *What is your topic? *What will be your topic sentence? *Can you organize your ideas using a graphic organizer? *How will you conclude your writing? *Is there another word you can use? *What are your examples, definitions and details? *Are there illustrations, or other media you can use as a source to make your text easier to understand? <p>4.W.4</p> <ul style="list-style-type: none"> *What is the purpose for this writing piece and why are you writing? *Who will be reading your writing? *How will you organize your writing? *Can you create a graphic organizer/thinking map to help you sequence your ideas? *What information will you need to add to help your reader understand? *What is your topic sentence? *Where can you add more information to help your reader? *Can you rewrite this so that the ideas/details are clearer? *Have you used your editing/proofreading checklist to help you make any changes? *Where will you save your work until you 	

School City of East Chicago

**Grade 4
Quarter 3 ELA Curriculum Map**

Red=Critical

Green=Important

Black=Additional

Quarter 3	Foundations	Literature	Nonfiction	Vocabulary	Writing	Speaking/Listening & Media Literacy
Suggested Pacing	Pearson Reading Street Unit 3, weeks 1-6 through Unit 4, weeks 1-2					
		<p>_____?</p> <p>*What words let you know what the character is thinking?</p> <p>*Why do you think that happened that way in the story?</p> <p>*How did the setting influence the plot?</p> <p>*How did the characters' actions impact the plot?</p> <p>4.RL.3.1</p> <p>*This selection can best be described as _____?</p> <p>*Can you explain the difference between a poem and a selection of prose?</p> <p>*Find an example of how the author uses rhythm in the poem.</p> <p>*Can you show me an example of a verse, rhythm, and/or meter in this poem?</p> <p>*Explain the differences between a poem and drama.</p>	<p>the illustration is showing?</p> <p>*What helped you understand this chart?</p> <p>*Is there a legend that can help you figure out what this means?</p> <p>4.RN.3.2</p> <p>*How is this organized?</p> <p>*Is the author comparing ideas?</p> <p>*What happened first?</p> <p>*What is the problem in this section of the book?</p> <p>*What are some of the causes of this ...</p> <p>*What happened when ...</p> <p>*What was the result of ...</p> <p>4.RN.3.3</p> <p>*Who is providing the information?</p> <p>*Were they there at the time this happened?</p> <p>*Compare the account these two people are giving. What are the differences in how they tell the events?</p> <p>*Why do you think the information is different?</p> <p>*Do you think that the people are looking at the</p>	<p>4.RV.3.3</p> <p>*Explain the literal and figurative meaning of this idiom.</p> <p>*What is the moral of this proverb?</p>	<p>are ready to print?</p> <p>*What online resources can you use to help write your paper?</p> <p>4.W.5</p> <p>*What will your project be about?</p> <p>*Can you narrow your topic?</p> <p>*What print and/or digital sources will you use to present information?</p> <p>*Which keywords can you think of to search for additional information about your topic?</p> <p>*What do you think your readers will learn after they have read your report?</p> <p>*How will you organize your information and keep track of your sources?</p> <p>*Is the information you gathered important and does it support your topic?</p> <p>*Can you say that using your own words?</p> <p>*What do you need to do if you are using the author's words?</p> <p style="background-color: yellow;">WILL NOT INCLUDE QUESTION STEMS FOR GRAMMAR STANDARDS</p>	

School City of East Chicago

**Grade 4
Quarter 3 ELA Curriculum Map**

Red=Critical

Green=Important

Black=Additional

Quarter 3	Foundations	Literature	Nonfiction	Vocabulary	Writing	Speaking/Listening & Media Literacy
Suggested Pacing	<i>Pearson Reading Street Unit 3, weeks 1-6 through Unit 4, weeks 1-2</i>					
		<p>4.RL.3.2 *Is the selection/story written in the first or third person? How do you know? *Who is telling the story in this selection? *How is the perspective of the narrator different in the stories we have read? *Are there similarities in the perspective from which these stories are being told? *How does the narrator’s point of view influence the actions in the story?</p> <p>4.RL.4.1 *How are the story and visual presentation (picture, drawing, video) the same? *How are the story and the oral presentation (speech, recording) the same? *How does the drawing/visual show</p>	<p>event in the same way? Why might their focus be different? *Why do you think that the authors describe the events or experiences differently?</p> <p>4.RN.4.1 *What is the author’s purpose and message? *How does the author support his claims? *Where in the text does the author show evidence to support his claims? *What evidence could the author have added to make the points stronger?</p> <p>4.RN.4.2 *What did you learn from this piece of text? *Were there details in this piece that you found in the other text? *How are you deciding what details are important enough that you need to include them when you are writing? *Did the author of this text write something that you need to include that the</p>			

School City of East Chicago

Grade 4 Quarter 3 ELA Curriculum Map

Red=Critical

Green=Important

Black=Additional

Quarter 3	Foundations	Literature	Nonfiction	Vocabulary	Writing	Speaking/Listening & Media Literacy
Suggested Pacing	<i>Pearson Reading Street Unit 3, weeks 1-6 through Unit 4, weeks 1-2</i>					
		what the author is saying? *Does the presentation accurately reflect the story? *What part of the story or drama is represented by the production? 4.RL.4.2 *What is the story about? *What is the theme of this text? *How is the theme similar to other stories we have read? *Can you see any patterns in the events in this story and other stories we have read? *How do the events of this text differ from other stories we have read? *How is a myth different from a story? *How is this version of the story different from the version from another country or	other author did not include? *How are you keeping track of the information so that you can put it together when you are writing or speaking?			

School City of East Chicago

Grade 4 Quarter 3 ELA Curriculum Map

Red=Critical

Green=Important

Black=Additional

Quarter 3	Foundations	Literature	Nonfiction	Vocabulary	Writing	Speaking/Listening & Media Literacy
Suggested Pacing	<i>Pearson Reading Street Unit 3, weeks 1-6 through Unit 4, weeks 1-2</i>					
		culture?				
Academic Vocabulary	<p>IDOE K-12 English/Language Arts Glossary http://www.doe.in.gov/sites/default/files/standards/glossary-grades-k-12-6-4-14-sheet1.pdf</p> <p>ISTEP+ Standards and Assessment Vocabulary http://www.doe.in.gov/assessment/istep-standards-and-assessment-vocabulary</p>					
District Assessments	<p>*Pearson Reading Street Assessment Suite *Edgenuity/Compass Learning Hybridge *NWEA</p>					