

School City of East Chicago

Grade 4 Quarter 1 ELA Curriculum Map

Red=Critical

Green=Important

Black=Additional

| Quarter 1 | Foundations | Literature | Nonfiction | Vocabulary | Writing | Speaking/Listening & Media Literacy |
|--|---|--|--|---|---|---|
| Suggested Pacing | Pearson Reading Street Unit 1, weeks 1-6 | | | | | |
| <p>Constant Standards</p> <p>*Taught every quarter</p> | <p style="color: red;">4.RF.4.2 Use the six major syllable patterns (CVC, CVr, V, VV, VCe, Cle) to read unknown words.</p> <p style="color: red;">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 style="color: red;">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 style="color: red;">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 style="color: red;">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 style="color: red;">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 style="color: red;">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 style="color: red;">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 style="color: red;">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 style="color: red;">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 style="color: green;">4.RV.2.2 How are these sets of words related?</p> <p style="color: red;">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 style="color: red;">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 style="color: red;">4.W.2.1 Write legibly in print or cursive, forming letters and words that can be read by others.</p> <p style="color: red;">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 style="color: red;">4.W.6.1 Demonstrate command of English grammar and usage, focusing on:</p> <p style="color: red;">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 style="color: red;">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 style="color: green;">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 style="color: red;">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 style="color: green;">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> |

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| | | | | <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.6.1b Verbs Writing sentences that use the progressive verb tenses. Recognizing and correcting inappropriate shifts in verb tense. Using modal auxiliaries (e.g., <i>can, may, must</i>).</p> <p>4.W.6.1c Adjectives/ Adverbs Writing sentences using relative adverbs (e.g., <i>where, 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, nor, so</i>).</p> <p>4.W.6.2 Demonstrate command of capitalization, punctuation, and spelling, focusing on: 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.ML.2.1 Recognize claims in print, image, and multimedia and identify evidence used to support these claims.</p> |

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| | | | | | 4.W.6.2b Punctuation Correctly using apostrophes to form possessives and contractions. Correctly using quotation marks and commas to mark direct speech. Using a comma before a coordinating conjunction in a compound sentence. 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. | |
| Spiral Standards *Reviewed Quarterly | N/A | N/A | N/A | N/A | N/A | N/A |
| New (Focus) Standards *Introduced in a Quarter | N/A | 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. | 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. | 4.RV.2.2 Identify relationships among words, including more complex homographs, homonyms, synonyms, antonyms, and multiple meanings. | 4.W.3.3 Write narrative compositions in a variety of forms that – <ul style="list-style-type: none"> • Establish an introduction, with a context to allow the reader to imagine the world of the event or experience. • Organize events that unfold naturally, using meaningful paragraphing and transitional words and phrases. | N/A |

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| | | <p>4.RL.4.1 Describe how visual and multimedia presentations and representations can enhance the meaning of a text.</p> | <p style="color: green;">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.3.3 Explain the meanings of proverbs, adages, and idioms in context.</p> | <ul style="list-style-type: none"> • Use dialogue and descriptive details to develop events and reveal characters' personalities, feelings, and responses to situations. • Employ vocabulary with sufficient sensory (sight, sound, smell, touch, taste) details to give clear pictures of ideas and events. • Provide an ending that follows the narrated experiences or events. | |
| Essential Skills | <p>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 *Identify words with inconsistent but</p> | <p>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</p> <p>4.RL.2.2 *Understand universal themes in stories such as: man vs. nature; love & friendship; a great journey; coming of age; good vs. evil</p> | <p>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</p> <p>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 text *Use key details and the</p> | <p>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</p> | <p>4.W.2.1 *Write legibly using print or cursive</p> <p>4.W.3.3 *Know that a narrative tells a story *Describe a setting and let people know who the story is being told about *Let the audience know who is telling the story *Know how to move from one event to another *Use the characters words to help explain what is happening in the story *Know how to add sensory details to describe the characters and setting *Recognize and use transitional words to move from the beginning to the end of the story</p> | <p>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</p> <p>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 *Paraphrase information</p> |

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| | <p>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>*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>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, time lines, 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 information is written in</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.2.5</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>4.RV.3.1</p> <p>*Understand how author's word choice and use of figurative language contribute to the overall meaning of a passage</p> <p>*Understand and recognize figurative language (e.g., simile, metaphor, hyperbole</p> | <p>*Know how to sustain a story over multiple paragraphs (events)</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>*Work collaboratively to complete a written project/document</p> <p>*Know how to use formatting functions such as setting margins, spacing, capitalizing, and page orientation</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> |

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| | <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.4.1</p> <ul style="list-style-type: none"> *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>sequential order</p> <ul style="list-style-type: none"> *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.4.1</p> <ul style="list-style-type: none"> *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 *Define the difference between reasons and evidence and fact and opinion *Identify facts and details the | <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 <p>*Understand that words may be used as figurative language</p> <p>4.RV.3.3</p> <ul style="list-style-type: none"> *Know that words have various levels of meaning, including literal and figurative *Understand that an adage or proverb is a traditional | <p>4.W.6.1 a-e</p> <ul style="list-style-type: none"> *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>4.W.6.2 a-c</p> <ul style="list-style-type: none"> *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 *Identify independent clauses *Understand the use of a comma in dialogue *Use spelling patterns, word roots, affixes, syllable construction to help spell words correctly | |

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| | | | author has cited as evidence to support his points | saying that expresses a truth *Recognize and understand the purpose of proverbs and adages *Recognize when words are used as a common idiomatic expression | *Understand how to use generalizations and analogies when spelling | |
| Instructional Strategies & Resources | <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-instructional-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/ |

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| | <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</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</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.3.3 *When, where and who will your story be about? *Who is telling the story? *What problem will the main character face? *How will the problem change the character? *Can you add more description to your setting? *What actions will the characters take in response to the events in the story? *Remember to show, not just tell</p> | <p>WE WILL NOT INCLUDE QUESTION STEMS FOR SPEAKING/LISTENING AND MEDIA LITERACY STANDARDS</p> | |

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| | <p>see what the root or base word might be? 4.RF.5 *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> | <p>that? Can you give specific examples from the text that support your thinking? 4.RL.2.2 *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? 4.RL.2.3 *Describe the character and setting of the story using specific details. *Describe what happened in the story when.... *What do you think ____ looks like?</p> | <p>4.RN.2.2 *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? 4.RN.2.3 *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? 4.RN.3.1 *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</p> | <p>4.RV.2.5 *Have you tried looking in the dictionary or glossary to help you figure out that word's meaning? *Can you go online and search for the meaning of the word? 4.RV.3.1 & 4.RV.3.2 *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? 4.RV.3.3 *Explain the literal and figurative meaning of this idiom. *What is the moral of this</p> | <p>*What events will lead up to your conclusion? 4.W.4 *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 are ready to print? *What online resources can you use to help write your paper?</p> <p style="background-color: yellow; text-align: center;">WILL NOT INCLUDE QUESTION STEMS FOR GRAMMAR STANDARDS</p> | |

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| | | <p>*What words does the author use to describe _____?</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.4.1</p> <p>*How are the story and visual presentation (picture, drawing, video) the same?</p> <p>*How are the story and the oral presentation (speech, recording) the same?</p> <p>*How does the drawing/visual show what the author is saying?</p> <p>*Does the presentation accurately reflect the</p> | <p>mean? Can you explain what 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.4.1</p> <p>*What is the author's purpose and message?</p> <p>*How does the author support his claims?</p> <p>*Where in the text does the author show evidence to support his claims?</p> <p>*What evidence could the author have added to make the points stronger?</p> | <p>proverb?</p> | | |

School City of East Chicago

Grade 4 Quarter 1 ELA Curriculum Map

Red=Critical

Green=Important

Black=Additional

| Quarter 1 | Foundations | Literature | Nonfiction | Vocabulary | Writing | Speaking/Listening & Media Literacy |
|----------------------|--|--|------------|------------|---------|-------------------------------------|
| Suggested Pacing | <i>Pearson Reading Street Unit 1, weeks 1-6</i> | | | | | |
| | | story? *What part of the story or drama is represented by the production? | | | | |
| Academic Vocabulary | 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 ISTEP+ Standards and Assessment Vocabulary http://www.doe.in.gov/assessment/istep-standards-and-assessment-vocabulary | | | | | |
| District Assessments | *Pearson Reading Street Assessment Suite *Edgenuity/Compass Learning Hybrid *NWEA | | | | | |