

School City of East Chicago

Grade 4 Quarter 2 ELA Curriculum Map

Red=Critical

Green =Important

Black=Additional

Quarter 2	Foundations	Literature	Nonfiction	Vocabulary	Writing	Speaking/Listening & Media Literacy
Suggested Pacing	Pearson Reading Street Unit 2, weeks 1-6					
<p>Constant Standards</p> <p>*Taught every quarter</p>	<p style="color: green;">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: green;">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: green;">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: 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.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 style="color: black;">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.W.6.1b Verbs Writing sentences that use the progressive verb tenses. Recognizing and correcting inappropriate shifts in verb tense.</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>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.ML.2.1 Recognize claims in print, image, and multimedia and identify evidence used to support these claims.</p>

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					<p>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.</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.4.1 Describe how visual and multimedia presentations and representations can enhance the meaning of a text.</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</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>	N/A	N/A

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			information in a text or part of a text.			
New (Focus) Standards *Introduced in a Quarter	N/A	<b style="color: green;">4.RL.3.1 Explain major differences between poems, plays, and prose, and refer to the structural elements of poems and drama. <b style="color: green;">4.RL.3.2 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. <b style="color: green;">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.	<b style="color: green;">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. <b style="color: green;">4.RN.4.2 Combine information from two texts on the same topic in order to demonstrate knowledge about the subject.	<b style="color: green;">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.	<b style="color: red;">4.W.3.1 Write persuasive compositions in a variety of forms that – <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. <b style="color: red;">4.W.3.2 Write informative compositions on a variety of topics that – <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 	N/A

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					<p>texts to support ideas and extend explanations.</p> <ul style="list-style-type: none"> • 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. • 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. 	

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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 common spelling-sound correspondences *Recognize and read grade-appropriate irregularly spelled words</p> <p>4.RF.4.6 *Know which letters and sounds are related *Be familiar with syllabication patterns</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 *Determine the theme or main message of the text *Support the identification of the theme by giving details from the text *Summarize the text</p> <p>4.RL.2.3 *Identify and describe a character and setting in which the story or an event takes places</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 main idea to summarize</p> <p>4.RN.2.3 *Understand the difference between events, procedures, ideas, or concepts *Read and understand history/social science, technical, or science text *Explain what happened and why it happened based on information in the text</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.RV.2.2 *Use word relationships to help identify meaning of unknown words *Understand that words may have multiple meanings *Use antonyms and synonyms as clues to find the meaning of grade level words</p> <p>4.RV.2.4 *Identify the most common Greek and Latin affixes and roots</p>	<p>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</p> <p>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 *Know how to organize related information into paragraphs *Use linking/transitional words to group ideas within categories *Know how to conclude by using a statement or section of related information or explanation</p> <p>4.W.4 *Know how to write in a logical, sequential manner *Know how to choose words so that meaning is clear</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 *Recognize what information is being conveyed through diverse media, such as graphs, graphics, video, or digital resources</p> <p>4.SL.4.1 *Know the strategies for organizing a presentation such as brainstorming, the use of graphic organizers, or thinking maps *Use structures for organizing presentations such as chronologically, problem/solution, cause and effect, before and after *Plan carefully so that your presentation includes relevant details and clear context</p>

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	<ul style="list-style-type: none"> *Uses roots, affixes, and base words to read unfamiliar multisyllabic words in context *Combine phonics and word analysis skills to decode unfamiliar multisyllabic words out of context 4.RF.5 *Set a purpose for reading *Know when understanding has been lost *Use expression when reading *Self-monitor for understanding *Use strategies for self-correction *Read a variety of texts *Reread for fluency and comprehension *Skim and scan text 	<ul style="list-style-type: none"> *Describe or sequence an event in a story or play *Provide specific details when describing a character, setting, or event in a story/play *Recognize what a character says, thinks, or does *Understand how character actions, setting, or events impact the plot 4.RL.3.1 *Define and identify elements of poetry, prose, and drama *Explain the difference amongst these texts *Compare and contrast differences between poetry, prose, and drama 4.RL.3.2 *Identify the person who is telling the story *Know that the way a person tells a story is impacted by their role in 	<ul style="list-style-type: none"> 4.RN.3.1 *Know that information can be presented in various forms *Understand how to read charts, graphs, diagrams and timelines in print media *Know that charts, graphs, time lines, animations or interactive elements can help the audience understand text *Explain what the information means 4.RN.3.2 *Know that organizational structures are used to convey information *Know that some 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 	<ul style="list-style-type: none"> *Use common Greek and Latin affixes and roots to solve unknown words 4.RV.2.5 *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 4.RV.3.1 *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 4.RV.3.2 *Know how to use a dictionary, print or digital, to determine the meaning of unknown words *Understand that words may have multiple meanings 	<ul style="list-style-type: none"> *Recognize and use organizational structures such as chronological, cause and effect, etc. *Understand why they are writing *Understand who the writing is for *Understand the writing task, to persuade, to inform, or to entertain *Use brainstorming techniques to help generate ideas for writing *Organize thoughts and ideas using relevant graphic organizer *Understand and use grammar and spelling conventions *Edit for word usage and choice to strengthen details *Use programs such as PowerPoint and Word to create written documents *Work collaboratively to complete a written project/document *Know how to use formatting functions such as setting margins, spacing, capitalizing, and page orientation 4.W.5 *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 	<ul style="list-style-type: none"> *When presenting, use a clear, understandable voice and appropriate pace *Speak clearly, with good pacing and appropriate eye contact 4.ML.2.1 *Know that media sources include both online, visual and print sources *Infer messages conveyed through media sources *Understand that evidence can be examples, facts, or images

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		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 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	about problems caused by ideas, concepts or events and the solutions to those problems 4.RN.3.3 *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 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	*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 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	*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 *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 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>)	

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		<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>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 *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 *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</p>		<p>*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 *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</p>	

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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>ReadWriteThink</p> <ul style="list-style-type: none"> http://www.readwritethink.org/ <p>Tim Shanahan</p> <ul style="list-style-type: none"> ❖ Close Reading https://www.scholastic.com/teachers/articles/teaching-content/common-core-close-reading-0/ 			<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>Reading Rockets</p> <ul style="list-style-type: none"> ❖ Teaching Vocabulary http://www.readingrockets.org/article/teaching-vocabulary 		<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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	Carol Ann Tomlinson ❖ What is Differentiated Instruction? http://www.readingrockets.org/article/what-differentiated-instruction WIDA https://www.wida.us/					
Question Stems	4.RF.4.2 *How many parts do you hear in that word? 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 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	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 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	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? 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	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? 4.RV.2.4 *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?	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? 4.W.3.2 *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?	WE WILL NOT INCLUDE QUESTION STEMS FOR SPEAKING/LISTENING AND MEDIA LITERACY STANDARDS

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	<p>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>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? *What words does the author use to describe ____? *What words let you know what the character is thinking? *Why do you think that happened that way in the story? *How did the setting</p>	<p>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 mean? Can you explain what the illustration is showing? *What helped you understand this chart? *Is there a legend that can help you figure out what this means? 4.RN.3.2 *How is this organized? *Is the author comparing ideas? *What happened first?</p>	<p>4.RV.2.5 *Have you tried looking in the dictionary or glossary to help you figure out that word’s meaning? 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 proverb?</p>	<p>*Are there illustrations, or other media you can use as a source to make your text easier to understand? 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? 4.W.5 *What will your project be about? *Can you narrow your topic? *What print and/or digital sources will you use to present information? *Which keywords can you think of to search for additional information about your topic?</p>	

School City of East Chicago

**Grade 4
Quarter 2 ELA Curriculum Map**

Red=Critical

Green =Important

Black=Additional

Quarter 2	Foundations	Literature	Nonfiction	Vocabulary	Writing	Speaking/Listening & Media Literacy
Suggested Pacing	Pearson Reading Street Unit 2, weeks 1-6					
		influence the plot? *How did the characters' actions impact the plot? 4.RL.3.1 *This selection can best be described as ____? *Can you explain the difference between a poem and a selection of prose? *Find an example of how the author uses rhythm in the poem. *Can you show me an example of a verse, rhythm, and/or meter in this poem? *Explain the differences between a poem and drama. 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	*What is the problem in this section of the book? *What are some of the causes of this ... *What happened when ... *What was the result of ... 4.RN.3.3 *Who is providing the information? *Were they there at the time this happened? *Compare the account these two people are giving. What are the differences in how they tell the events? *Why do you think the information is different? *Do you think that the people are looking at the event in the same way? Why might their focus be different? *Why do you think that the authors describe the events or experiences differently? 4.RN.4.1 *What is the author's purpose and message? *How does the author support his claims?		*What do you think your readers will learn after they have read your report? *How will you organize your information and keep track of your sources? *Is the information you gathered important and does it support your topic? *Can you say that using your own words? *What do you need to do if you are using the author's words? WILL NOT INCLUDE QUESTION STEMS FOR GRAMMAR STANDARDS	

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Suggested Pacing	<i>Pearson Reading Street Unit 2, weeks 1-6</i>					
		<p>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? 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 what the author is saying? *Does the presentation accurately reflect the story? *What part of the story or drama is represented by the production?</p>	<p>*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? 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 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?</p>			

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		<p>4.RL.4.2</p> <ul style="list-style-type: none"> *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 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>					

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Quarter 2	Foundations	Literature	Nonfiction	Vocabulary	Writing	Speaking/Listening & Media Literacy
Suggested Pacing	<i>Pearson Reading Street Unit 2, weeks 1-6</i>					
District Assessments	<ul style="list-style-type: none"> *Pearson Reading Street Assessment Suite *Edgenuity/Compass Learning Hybrid *NWEA 					