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| **Common Core Strand** | **Cluster** | **Standard** | **Learning Targets**  4th Grade ELA Curriculum Map – 2nd Quarter | **Resources** | **Vocabulary** | **Essential Questions** |
| **Reading Literature** | **Craft and Structure** | RL.4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. **On-Going** | I can:   * Identify basic points of view as first person ( narrator tells about her/himself; “I”) and third person (narrator tells others; he/she/it”). * Determine a narrator’s or speaker’s point of view in a story. * Compare (determine similarities) the point of view in different stories. * Contrast (determine differences) the point of view in different stories. | Stormalong, Invasion from Mars, Me and Uncle Romie, Dear Mr. Winston, The World According to Humphrey, The Fun They Had | Point of view, first person, third person, compare, constrast | Author’s Choice: Why does it matter?  What makes a story a “great” story? |
| **Writing** | **Text Types and Purposes** | W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. **On-Going** | I can:   * Select a topic and gather information (e.g. facts, definitions, concrete details, quotations, examples) to share with my audience. * Define common formatting structures and determine the best structure that will all me to organize my information. | Invasion from Mars, Coming Distractions, Me and Uncle Romie, Dear Mr. Winston, Jose…, Hurricanes, The World According to Humphrey, I Could Do That, The Ever-Living Tree, The Fun They Had | Formatting structure, multimedia, precise, domain-specific vocabulary | What do good writers do?  What’s my purpose and how do I develop it? |
| **Writing** | **Text Types and Purposes** | W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. **On-Going** | I can:   * Select a topic and gather information (e.g. facts, definitions, concrete details, quotations, examples) to share with my audience. * Define common formatting structures and determine the best structure that will all me to organize my information. | The Power of WOW, Invasion from Mars, Coming Distractions, Me and Uncle Romie, Dear Mr. Winston, Jose…, The World According to Humphrey, I Could Do That, The Ever-Living Tree, The Ever-Living Tree, Owen and Mzee, The Fun They Had | Formatting structure, multimedia, precise, domain-specific vocabulary | What do good writers do?  What’s my purpose and how do I develop it? |
| **Writing** | **Text Types and Purposes** | W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). **On-Going** | I can:   * Select a topic and gather information (e.g. facts, definitions, concrete details, quotations, examples) to share with my audience. * Define common formatting structures and determine the best structure that will all me to organize my information. | Jose..., The Life and Times of the Ant, The World According to Humphrey, I Could Do That, The Ever-Living Tree, The Fun They Had | Formatting structure, multimedia, precise, domain-specific vocabulary | What do good writers do?  What’s my purpose and how do I develop it? |
| **Writing** | **Text Types and Purposes** | W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. **On-Going** | I can:   * Select a topic and gather information (e.g. facts, definitions, concrete details, quotations, examples) to share with my audience. * Define common formatting structures and determine the best structure that will all me to organize my information. | Invasion from Mars, Coming Distractions, Dear Mr. Winston, Jose…, Sacagawea, I Could Do That, The Fun They Had | Formatting structure, multimedia, precise, domain-specific vocabulary | What do good writers do?  What’s my purpose and how do I develop it? |
| **Writing** | **Text Types and Purposes** | W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. e. Provide a concluding statement or section related to the information or explanation presented. **On-Going** | I can:   * Select a topic and gather information (e.g. facts, definitions, concrete details, quotations, examples) to share with my audience. * Define common formatting structures and determine the best structure that will all me to organize my information. | Invasion from Mars, Coming Distractions, Me and Uncle Romie, Dear Mr. Winston, Jose…, Sacagawea, I Could Do That, The Fun They Had | Formatting structure, multimedia, precise, domain-specific vocabulary | What do good writers do?  What’s my purpose and how do I develop it? |
| **Writing** | **Research to Build and Present Knowledge** | W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic. **On-Going** | I can:   * Identify technology (e.g. Word, Publisher, and PowerPoint) that will help me produce, edit, and publish my writing. * Choose credible websites on the internet that will help me compose, edit, and publish my writing. * Collaborate with peers, teachers, and others to produce and publish my writing. * Use proper keyboarding skills (typing minimum of one page in a single setting) to compose and prepare my writing for publication. | My Librarian is a Camel, Stormalong, Coming Distractions, Me and Uncle Romie, Dear Mr. Winston, Jose…, Hurricanes, The Earth Dragon Awakes, The Life and Times of the Ant, Ecology for Kids, The Right Dog for the Job, Harvesting Hope…, Sacagawea, I Could Do That, Owen and Mzee, The Fun They Had, The Fun They Had, Amphibian Alert!, Museums..., Save Timber Woods | Publish, credible, website | Writing clearly: What makes a difference?  Final product: What does it take? |
| **Writing** | **Research to Build and Present Knowledge** | W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. **On-Going** | I can:   * Recall information from experiences or gather information from print and digital sources about a topic. * Take notes (write down short pieces of important information) about a topic. * Sort the information from my notes into provided categories. * Prepare a list of sources used during my research. | My Librarian is a Camel, Stormalong, Invasion from Mars, Coming Distractions, Me and Uncle Romie, Dear Mr. Winston, Jose…, Hurricanes, The Earth Dragon Awakes, The Life and Times of the Ant, Ecology for Kids, Riding Freedom, The Right Dog for the Job, Harvesting Hope..., Sacagawea, I Could Do That, The Ever-Living Tree, Owen and Mzee, Amphibian Alert!, Museums..., Save Timber Woods | Print source, digital source, notes, category, research | What do good researchers do?  “Cut and Paste:” What’s the problem? |
| **Writing** | **Research to Build and Present Knowledge** | W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. A. Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”). **On-Going** | I can:   * Define textual evidence (“word for word” support). * Determine textual evidence that supports my analysis, reflection, and/or research. * Compose written responses and include textual evidence to strengthen my analysis, and/or research. | The Power of WOW, Stormalong, Invasion from Mars, Coming Distractions, Me and Uncle Romie, Dear Mr. Winston, Jose…, The Earth Dragon Awakes, Antarctic Journal, Riding Freedom, The World According to Humphrey, The Fun They Had | Textual evidence, analysis, reflection, research | What do good researchers do?  “Cut and Paste:” What’s the problem? |
| W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. b. Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”). **On-Going** | I can:   * Define textual evidence (“word for word” support). * Determine textual evidence that supports my analysis, reflection, and/or research. * Compose written responses and include textual evidence to strengthen my analysis, and/or research. | My Librarian is a Camel, Coming Distractions, Dear Mr. Winston, Jose…, Antarctic Journal, The Life and Times of the Ant, Ecology for Kids, The Right Dog for the Job, Hercules' Quest, Harvesting Hope…, Sacagawea, I Could Do That, The Ever-Living Tree, Owen and Mzee | Textual evidence, analysis, reflection, research | What do good researchers do?  “Cut and Paste:” What’s the problem? |
| **Speaking and Listening** | **Comprehension and Collaboration** | SL.4.3. Identify the reasons and evidence a speaker provides to support particular points. **On-Going** | I can:   * Identify points made by a speaker. * Determine the reasons and evidence a speaker uses to support his/her points. | Stormalong, Invasion from Mars, Coming Distractions, Dear Mr. Winston, The Earth Dragon Awakes, The Right Dog for the Job, Harvesting Hope…, Sacagawea, The World According to Humphrey, The Ever-Living Tree, The Fun They Had, Mystery at Reed's Pond | Reason, evidence | What makes collaboration meaningful?  Making meaning from a variety of sources: What will help? |
| **Speaking and Listening** | **Presentation of Knowledge and Ideas** | SL.4.6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 on page 28 for specific expectations.) **On-Going** | I can:   * Identify situations where formal English is needed and situations where informal English is appropriate. * Determine speaking tasks and situations that will require a formal structure. * Compose a formal speech that demonstrates a command of grade four Language standards. | The Power of WOW, Stormalong, Invasion from Mars, Me and Uncle Romie,Jose…, Hurricanes, The Earth Dragon Awakes, Riding Freedom, Hercules' Quest, The Ever-Living Tree, The Fun They Had | Formal, informal | What makes a presentation “great”?  “What I say” versus “how I say it”, does it really matter? |
| **Language** | **Conventions of Standard English** | L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. b. Use commas and quotation marks to mark direct speech and quotations from a text. **On-Going** | I can:   * Determine when to capitalize words (e.g. proper nouns, “I”, first word in a sentence). * Punctuate dialogue correctly by using commas before/after speaker tags and plading quotation marks around direct speech (e.g*. “I was walking ,” Elle said, “when Mia tripped me.”*) * Use quotation marks to indicate words I have taken directly from a text. * Identify a compound sentence and use a comma before the coordinating conjunction that connects the two sentences. * Identify misspelled words and use resources to assist me in spelling correctly. | My Librarian is a Camel, Stormalong, The Ever-Living Tree, The Fun They Had, Museums… | Dialogue, speaker tag, quotation marks, compound sentence, coordinating conjunction | Why do the rules of language matter?  Communicating clearly: What does it take? |
| L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. c. Use a comma before a coordinating conjunction in a compound sentence. **On-Going** | I can:   * Determine when to capitalize words (e.g. proper nouns, “I”, first word in a sentence). * Punctuate dialogue correctly by using commas before/after speaker tags and plading quotation marks around direct speech (e.g*. “I was walking ,” Elle said, “when Mia tripped me.”*) * Use quotation marks to indicate words I have taken directly from a text. * Identify a compound sentence and use a comma before the coordinating conjunction that connects the two sentences. * Identify misspelled words and use resources to assist me in spelling correctly. | Dear Mr. Winston, Antarctic Journal, The Fun They Had | Dialogue, speaker tag, quotation marks, compound sentence, coordinating conjunction | Why do the rules of language matter?  Communicating clearly: What does it take? |
| **Language** | **Knowledge of Language** | L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. b. Choose punctuation for effect. **On-Going** | I can:   * Choose words and phrases carefully to make sure my ideas are clearly presented to my reader. * Use punctuation to create various effects and add interest. * Identify situations where formal English is needed and situations where informal English is appropriate. | My Librarian is a Camel, Me and Uncle Romie, Hurricanes, The Life and Times of the Ant, Hercules' Quest, Sacagawea, The Ever-Living Tree, Owen and Mzee | Formal, informal | How does situation affect meaning?  How does author’s choice impact an audience? |
| L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). **On-Going** | I can:   * Choose words and phrases carefully to make sure my ideas are clearly presented to my reader. * Use punctuation to create various effects and add interest. * Identify situations where formal English is needed and situations where informal English is appropriate. | The Power of WOW, Invasion from Mars, Coming Distractions, Me and Uncle Romie, Jose…, Hurricanes, The Earth Dragon Awakes, Antarctic Journal, Riding Freedom, The Right Dog for the Job, Hercules' Quest, The Ever-Living Tree, The Fun They Had | Formal, informal | How does situation affect meaning?  How does author’s choice impact an audience? |
| **Language** | **Vocabulary Acquisition and Use** | L.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). **On-Going** | I can:   * Determine the meaning of unknown words using context clues (e.g. definitions, examples, restatements). * Recognize and define common Greek and Latin affixes and roots (units of meaning). * Break down unknown words into units of meaning to determine definitions. * Verify my determined meaning of an unknown word by consulting reference materials (e.g. dictionaries, glossaries, thesauruses). | The Power of WOW, Invasion from Mars, Coming Distractions, Hurricanes, Antarctic Journal, The Life and Times of the Ant, Ecology for Kids, The Right Dog for the Job, The Ever-Living Tree, Owen and Mzee, The Fun They Had, The Girl Who Loved Spiders, Mystery at Reed's Pond | Context clue, affix, root | When a word doesn’t make sense, what can I do?  How do I use what I know to figure out what I don’t know? |
| L.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. **On-Going** | I can:   * Determine the meaning of unknown words using context clues (e.g. definitions, examples, restatements). * Recognize and define common Greek and Latin affixes and roots (units of meaning). * Break down unknown words into units of meaning to determine definitions. * Verify my determined meaning of an unknown word by consulting reference materials (e.g. dictionaries, glossaries, thesauruses). | My Librarian is a Camel, Stormalong,Jose…, The Earth Dragon Awakes, Ecology for Kids, Harvesting Hope…, Sacagawea, The World According to Humphrey, Save Timber Woods | Context clue, affix, root | When a word doesn’t make sense, what can I do?  How do I use what I know to figure out what I don’t know? |
| **Language** | **Vocabulary Acquisition and Use** | L.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). **On-Going** | I can:   * I can understand figurative language, word relationships and small shades of differences in word meanings. * I can explain the meaning of simple similes and metaphors in context. * I can recognize and explain the meaning of common idioms, adages and proverbs.   I can understand words by relating them to their antonyms and synonyms. | Invasion from Mars, Coming Distractions, Dear Mr. Winston, Jose…, The Earth Dragon Awakes, Harvesting Hope…, Sacagawea, The World According to Humphrey, I Could Do That, Amphibian Alert! | Simile, metaphor, literal language, figurative language, idiom, adage, proverb, synonym, antonym | When a word doesn’t make sense, what can I do?  How do I use what I know to figure out what I don’t know? |