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| **Common Core Strand** | **Cluster** | **Standard** | **Learning Targets**  4th Grade ELA Curriculum Map – 3rd Quarter | **Resources** | **Vocabulary** | **Essential Questions** |
| **Reading Informational Text** | **Craft and Structure** | RI.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.  **On-Going** | I can identify the difference between a firsthand and a secondhand account of the same event or topic.  I can compare firsthand and secondhand account of the same event or topic.  I can contrast firsthand and secondhand accounts of the same event or topic.  I can explain how a firsthand or secondhand focus affects the information provided. | Hurricanes, Antarctic Journal, Ecology for Kids, Owen and Mzee | Firsthand account  Secondhand account  Compare  Contrast  focus | Author’s choice: Why does it matter?  What makes a story a “great” story? |
| **Writing** | **Text Types and Purposes** | W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.  **On-Going** | I can determine my opinion or point of view on a topic or text.  I can create an organizational structure in which related ideas are grouped to introduce my topic and opinion.  I can support my opinion with facts and details.  I can link my opinions and reasons with words and phrases.  I can write an opinion piece with an introduction, supporting reasons, facts and details, and a concluding statement/section. | My Librarian is a Camel, Stormalong, Invasion from Mars, Coming Distractions, Jose…, Hurricanes, The Earth Dragon Awakes, Antarctic Journal, The Life and Times of the Ant, Ecology for Kids, The Right Dog for the Job, The World According to Humphrey, I Could Do That, The Ever-Living Tree, Owen and Mzee | Opinion  Point of view  Organizational structure | What do good writers do?  What’s my purpose and how do I develop it? |
| **Writing** | **Text Types and Purposes** | W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. b. Provide reasons that are supported by facts and details.  **On-Going** | I can link my opinions and reasons with words and phrases.  I can write an opinion piece with an introduction, supporting reasons, facts and details, and a concluding statement/section. | My Librarian is a Camel, Stormalong, Invasion from Mars, Coming Distractions, Jose…, Hurricanes, The Earth Dragon Awakes, Antarctic Journal, The Life and Times of the Ant, Ecology for Kids, The Right Dog for the Job, The World According to Humphrey, I Could Do That, The Ever-Living Tree, Owen and Mzee | Opinion  Point of view  Organizational structure | What do good writers do?  What’s my purpose and how do I develop it? |
| **Writing** | **Text Types and Purposes** | W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). **On-Going** | I can link my opinions and reasons with words and phrases.  I can write an opinion piece with an introduction, supporting reasons, facts and details, and a concluding statement/section. | Hurricanes, The Earth Dragon Awakes, Antarctic Journal, The Life and Times of the Ant, Ecology for Kids, The Right Dog for the Job | Opinion  Point of view  Organizational structure | What do good writers do?  What’s my purpose and how do I develop it? |
| **Writing** | **Text Types and Purposes** | W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. d. Provide a concluding statement or section related to the opinion presented. **On-Going** | I can write an opinion piece with an introduction, supporting reasons, facts and details, and a concluding statement/section. | Stormalong, Invasion from Mars, Jose…, Hurricanes, The Earth Dragon Awakes, Antarctic Journal, The Life and Times of the Ant, Ecology for Kids, The World According to Humphrey, I Could Do That, The Ever-Living Tree, Owen and Mzee | Opinion  Point of view  Organizational structure | What do good writers do?  What’s my purpose and how do I develop it? |
| **Writing** | **Production & Distribution of Writing** | W.4.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. **On-Going** | I can identify technology that will help me produce, edit, and publish my writing.  I can choose credible websites on the internet that will help me compose, edit, and publish my writing.  I can use proper keyboarding skills to compose and prepare my writing for publication. | The Power of WOW, Stormalong, Dear Mr. Winston, Jose…, Hurricanes, The Life and Times of the Ant, Ecology for Kids, Sacagawea, I Could Do That, Owen and Mzee, The Fun They Had | Publish  Credible websites | Writing clearly: What makes a difference?  Final product: What does it take? |
| **Speaking and Listening** | **Presentation of Knowledge & Ideas** | SL.4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. **On-Going** | I can identify main ideas or themes in my presentation that could be enhanced.  I can determine and include an appropriate audio recording or visual display to enhance my main ideas or themes. | Coming Distractions, Dear Mr. Winston, Jose…, Hurricanes, The Life and Times of the Ant, Ecology for Kids, Riding Freedom, Hercules' Quest, Harvesting Hope…, I Could Do That, Owen and Mzee, The Fun They Had | Main idea  Theme  Enhance  Audio recording  Visual display | What makes a presentation “great”?  “What I say” versus “how I say it”, does it really matter? |
| **Language** | **Conventions of Standard English** | L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). **On-Going** | I can identify relative pronouns and use them correctly. | Harvesting Hope..., I Could Do That, Owen and Mzee | Relative pronoun | Why do the rules of language matter?  Communicating clearly: What does it take? |
| **Language** | **Conventions of Standard English** | L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. b. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.  **On-Going** | I can define and form progressive verbs and use them correctly. | Me and Uncle Romie, The Earth Dragon Awakes, Ecology for Kids, The Right Dog for the Job, Owen and Mzee | Progressive verb tense | Why do the rules of language matter?  Communicating clearly: What does it take? |
| L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. c. Use modal auxiliaries (e.g., can, may, must) to convey various conditions. **On-Going** | I can identify and correctly use modal auxiliaries. | Antarctic Journal, Riding Freedom, Owen and Mzee | Modal auxiliary | Why do the rules of language matter?  Communicating clearly: What does it take? |
| **Language** | **Conventions of Standard English** | L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. e. Form and use prepositional phrases. **On-Going** | I can identify common prepositions and properly form prepositional phrases. | Hercules' Quest, Harvesting Hope…, The World According to Humphrey | Prepositional phrase | Why do the rules of language matter?  Communicating clearly: What does it take? |
| **Language** | **Vocabulary Acquisition and Use** | L.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.  **On-Going** | I can define and identify similes and metaphors within a text. I can distinguish between literal language and figurative language. | Coming Distractions, Me and Uncle Romie, Jose…, Antarctic Journal, Ecology for Kids, Riding Freedom, Hercules' Quest, Sacagawea, The Ever-Living Tree | Simile  Metaphor  Literal language  Figurative language | 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. b. Recognize and explain the meaning of common idioms, adages, and proverbs. **On-Going** | I can distinguish between literal language and figurative language.  I can recognize when an author is using idioms, adages, and proberbs and determine his/her intended meaning. | Invasion from Mars, Coming Distractions, Me and Uncle Romie, The Life and Times of the Ant, Riding Freedom, Hercules' Quest, Harvesting Hope…, Sacagawea, The World According to Humphrey, I Could Do That | Literal language  Figurative language  Idiom  Adage  Proberb | 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? |