

A Teacher/Parent/Student Friendly Curriculum Map

Course Name: ELA: 4th Grade

Course Description:

- The fourth grade ELA curriculum provides an instructional system for reading both literature and informational texts, for acquiring foundational reading skills, and for developing mastery of speaking, listening and writing. The class consists of five 90 minute blocks per week. In addition, there are 30 minutes of targeted instruction (WINN) to focus on what students need more work on. Title I services are also embedded in the curriculum.

Course Resources:

- Journey's student textbook:
 - Baumann, J. F. (2014). *Houghton mifflin Harcourt journeys: Common core, tennessee grade 4*. Houghton Mifflin Harcourt.
- Journey's student workbook:
 - Anderson, S., Fountas, I. C., Hougen, M., Jago, C., Erik, P., Templeton, S., Valencia, S., & Vogt, M. E. (2017). *Journeys*. Houghton Mifflin Harcourt.
- Journey's online component for teachers
- Harcourt language series teacher's books (copies made for students):
 - Farr, R. C., & Strickland, D. S. (2007). *Harcourt language*. Harcourt.
- Common Core Writing/Supplemental writing
- Study Island
- Accelerated Reader/Star Reading
- Grade Level Novels:
 - DiCamillo, K., Lamia, J., & Patchett, A. (2022). *Because of Winn-Dixie*. Findaway World, LLC.
 - Howe, J., Donkin, A., & Howe, D. (2021). *Bunnicula*. Atheneum Books for Young Readers.
 - Dahl, R. (1997). *Charlie and the chocolate factory*, Roald Dahl. Ted Smart.
 - DiCamillo, K., & Ibatoulline, B. (2009). *The Miraculous Journey of Edward Tulane*. Candlewick Press.
 - Brod, S., Tuck, P., & Blume, J. (1990). *Tales of a fourth grade nothing*, Judy Blume. Econo-Clad Books.

End of Course Outcomes:

- Students will gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions. These foundational skills are not an end in and of themselves; rather, students apply them as effective readers.
- Students will read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
- Students will read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
- Students will write for different purposes and audiences. Students will write clear and focused text to convey a well-defined perspective and appropriate content.
- Students will present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions

Major Subject Area Academic Standards Addressed:

- **1.1 Foundational Skills**
 - CC.1.1.4.D: Know and apply grade-level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words.
 - CC.1.1.4.E: Read with accuracy and fluency to support comprehension. Read on-level text with purpose and understanding. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. Use context to confirm or self correct word recognition and understanding, rereading as necessary.
- **1.2 Reading Informational Text**
 - CC.1.2.4.A: Determine the main idea of a text and explain how it is supported by key details; summarize the text.
 - CC.1.2.4.B: Refer to details and examples in text to support what the text says explicitly and make inferences.
 - CC.1.2.4.C: Explain events, procedures, ideas, or concepts in a text, including what happened and why, based on specific information in the text.
 - CC.1.2.4.D: Compare and contrast an event or topic told from two different points of view.
 - CC.1.2.4.E: Use text structure to interpret information (e.g., chronology, comparison, cause/effect, problem/solution)
 - CC.1.2.4.F: Determine the meaning of words and phrases as they are used in grade level text, including figurative language.

- CC.1.2.4.H: Explain how an author uses reasons and evidence to support particular points in a text.
- CC.1.2.4.I: Integrate information from two texts on the same topic to demonstrate understanding of that topic.
- CC.1.2.4.J: Acquire and use accurately grade appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.
- CC.1.2.4.K: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.
- CC.1.2.4.L: Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
- **1.3 Reading Literature**
 - CC.1.3.4.A: Determine a theme of a text from details in the text; summarize the text.
 - CC.1.3.4.B: Cite relevant details from text to support what the text says explicitly and make inferences.
 - CC.1.3.4.C: Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.
 - CC.1.3.4.D: Compare and contrast an event or topic told from two different points of view.
 - CC.1.3.4.F: Determine the meaning of words and phrases as they are used in grade level text, including figurative language.
 - CC.1.3.4.G: Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
 - CC.1.3.4.H: Compare and contrast similar themes, topics, and patterns of events in literature, including texts from different cultures.
 - CC.1.3.4.I: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
 - CC.1.3.4.J: Acquire and use accurately grade appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.
 - CC.1.3.4.K: Read and comprehend literary fiction on grade level, reading independently and proficiently
- **1.4 Writing**
 - CC.1.4.4.A: Write informative/ explanatory texts to examine a topic and convey ideas and information clearly
 - CC.1.4.4.B: Identify and introduce the topic clearly
 - CC.1.4.4.C: Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension
 - CC.1.4.4.D: Group related information in paragraphs and sections, linking ideas within categories of information using words and phrases; provide a concluding statement or section; include formatting when useful to aid comprehension.

- CC.1.4.4.E: Use precise language and domain-specific vocabulary to inform about or explain the topic.
- CC.1.4.4.F: Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- CC.1.4.4.G: Write opinion pieces on topics or texts.
- CC.1.4.4.H: Introduce the topic and state an opinion on the topic.
- CC.1.4.4.I: Provide reasons that are supported by facts and details.
- CC.1.4.4.J: Create an organizational structure that includes related ideas grouped to support the writer’s purpose and linked in a logical order with a concluding statement or section related to the opinion.
- CC.1.4.4.K: Choose words and phrases to convey ideas precisely.
- CC.1.4.4.L: Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- CC.1.4.4.M: Write narratives to develop real or imagined experiences or events.
- CC.1.4.4.N: Orient the reader by establishing a situation and introducing a narrator and/or characters.
- CC.1.4.4.O: Use dialogue and descriptions to develop experiences and events or show the responses of characters to situations; use concrete words and phrases and sensory details to convey experiences and events precisely.
- CC.1.4.4.P: Organize an event sequence that unfolds naturally, using a variety of transitional words and phrases to manage the sequence of events; provide a conclusion that follows from the narrated experiences and events.
- CC.1.4.4.Q: Choose words and phrases to convey ideas precisely.
- CC.1.4.4.R: Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- CC.1.4.4.S: Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.
- CC.1.4.4.T: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing
- CC.1.4.4.X: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- **1.5 Listening and Speaking**
 - CC.1.5.4.A: Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others’ ideas and expressing their own clearly.
 - CC.1.5.4.B: Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally
 - CC.1.5.4.C: Identify the reasons and evidence a speaker provides to support particular points.
 - CC.1.5.4.D: Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly with adequate volume, appropriate pacing, and clear pronunciation.
 - CC.1.5.4.E: Differentiate between contexts that require formal English versus informal situations.

- CC.1.5.4.G: Demonstrate command of the conventions of standard English when speaking, based on Grade 4 level and content.

<u>Essential Questions</u>	<u>Lesson 1: Because of Winn Dixie</u>	<u>Standards</u>
<p><u>August</u></p> <p>Lesson 1:</p> <p>How do friends help each other?</p>	<p>Writing: Descriptive paragraphs, focus on elaboration</p> <p>Target Skills: Story Structure, Point of View, Flashback</p> <p>Target Strategy: Summarizing</p> <p>Grammar: What is a sentence, Prefixes</p>	<p>***The curriculum is set up as a spiral to hit all standards several times throughout the year.</p>
<p><u>September</u></p> <p>Lesson 2:</p> <p>What might lead a person to try to change the world?</p>	<p>Lesson 2: My Brother Martin</p> <p>Writing: Story writing, focus on purpose</p> <p>Target Skills: Author's Purpose, Historical Events, Idioms</p> <p>Target Strategy: Monitor/Clarify</p> <p>Grammar: Types of sentences</p>	<p>CC.1.1.4.D</p> <p>CC.1.1.4.E</p> <p>CC.1.2.4.A</p> <p>CC.1.2.4.B</p> <p>CC.1.2.4.C</p> <p>CC.1.2.4.D</p> <p>CC.1.2.4.E</p> <p>CC.1.2.4.F</p> <p>CC.1.2.4.H</p> <p>CC.1.2.4.I</p> <p>CC.1.2.4.J</p> <p>CC.1.2.4.K</p> <p>CC.1.2.4.L</p> <p>CC.1.3.4.A</p> <p>CC.1.3.4.B</p> <p>CC.1.3.4.C</p> <p>CC.1.3.4.D</p> <p>CC.1.3.4.F</p> <p>CC.1.3.4.G</p> <p>CC.1.3.4.H</p> <p>CC.1.3.4.I</p> <p>CC.1.3.4.J</p> <p>CC.1.3.4.K</p>
<p>Lesson 3:</p> <p>How are books and libraries important to people and communities?</p>	<p>Lesson 3: My Librarian is a Camel</p> <p>Writing: Dialogue, focus on conventions</p> <p>Target Skills: Cause and Effect, Interpret Visuals, Vocabulary</p> <p>Target Strategy: Visualize</p> <p>Grammar: Quotations, context</p>	<p>CC.1.4.4.A</p> <p>CC.1.4.4.B</p> <p>CC.1.4.4.C</p> <p>CC.1.4.4.D</p> <p>CC.1.4.4.E</p> <p>CC.1.4.4.F</p> <p>CC.1.4.4.G</p>
<p>Lesson 4:</p> <p>Why might people raise money for a cause?</p>	<p>Lesson 4: The Power of W.O.W.!</p> <p>Writing: Fictional narrative, focus on organization</p> <p>Target Skills: Theme, Drama,</p>	<p>CC.1.4.4.H</p> <p>CC.1.4.4.I</p> <p>CC.1.4.4.J</p> <p>CC.1.4.4.K</p> <p>CC.1.4.4.L</p>

<p>Bunnicula Novel</p> <p>Review of questions, strategies, and skills covered up to this point</p>	<p>Continuation of Narrative and Informational writing, review of skills and vocabulary already covered up to this point</p>	
<p><u>November</u></p> <p>Lesson 8:</p> <p>How do an artist's experiences affect his or her art?</p>	<p>Lesson 8:</p> <p>Writing: Informative/Book Report, focus on purpose Target Skills: Characters, Theme, Point of View Target Strategy: Visualizing Grammar: Progressive verb tenses, figurative language</p>	
<p>Lesson 9:</p> <p>What are some different ways to do research?</p>	<p>Lesson 9: Dear Mr. Winston</p> <p>Writing: Explanatory, focus on evidence Target Skills: Conclusions/Generalizations, Characters, Humor Target Strategy: Question Grammar: Compound/Complex Sentences, Antonyms</p>	
<p>Lesson 10:</p> <p>What does it take to be a great performer?</p>	<p>Lesson 10: Jose! Born to Dance</p> <p>Writing: Explanatory Essay, focus on elaboration Target Skill: Author's Purpose, Biography, Simile/Metaphor Target Strategy: Analyze/Evaluate Grammar: Pronouns, Shades of Meaning</p>	
<p>Lesson 11:</p> <p>What are the benefits of</p>	<p>Lesson 11: Hurricanes: Earth's Mightiest Storms</p> <p>Writing: Opinion Writing,</p>	

<p>studying weather?</p> <p><u>December:</u></p> <p>Lesson 12:</p> <p>How do natural disasters affect people?</p> <p>Charlie and the Chocolate Factory Novel</p> <p>Review of questions, strategies, and skills covered up to this point</p> <p><u>January</u></p> <p>Lesson 13:</p> <p>How are the different parts of an ecosystem connected?</p> <p>Lesson 14:</p> <p>How do living things each</p>	<p>focus on purpose Target Skill: Text and Graphic Features, Explain scientific ideas, Text Structure Target Strategy: Infer/Predict Grammar: Frequently Confused Words, Suffixes</p> <p>Lesson 12: The Earth Dragon Awakes Writing: Opinion/Problem-Solution, focus on organization Target Skills: Sequencing, Conclusions/Generalizations, Author's Word Choice Target Strategy: Visualizing Grammar: Possessive Nouns, Synonyms</p> <p>Continuation of Opinion writing, review of skills and vocabulary already covered up to this point</p> <p>Lesson 13: Antarctic Journal Writing: Opinion/Persuasive Letter, focus on evidence Target Skills: Sequencing, Vocabulary, Simile/Metaphor Target Strategy: Summarize Grammar: Modal Auxiliaries, Greek and Latin Word Parts</p> <p>Lesson 14: The Life and Times of the Ant Writing: Opinion/Persuasive</p>	
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<p>have an important role in the world?</p>	<p>Essay, focus on purpose Target Skills: Text and Graphic Features, Scientific Concepts, Author's Purpose Target Strategy: Questioning Grammar: Participles, Suffixes</p>	
<p>Lesson 15:</p> <p>Why is it important to be informed about what is happening in our world?</p>	<p>Lesson 15: Ecology for Kids Writing: Opinion/Persuasive Essay, focus on elaboration Target Skill: Main Idea/Details, Author's Word Choice, Analyze an Argument Target Strategy: Monitor/Clarify Grammar: Irregular Verbs, Using Context</p>	
<p>Lesson 16:</p> <p>What traits do successful people have?</p>	<p>Lesson 16: Riding Freedom Writing: Narrative/Descriptive Paragraph, focus on development Target Skills: Compare/Contrast, Historical Fiction, Personification Target Strategy: Monitor/Clarify Grammar: Adjectives, Figurative Language</p>	
<p>Lesson 17:</p> <p>How do people and animals benefit each other?</p>	<p>Lesson 17: The Right Dog for the Job Writing: Narrative/Friendly Letter, focus on purpose Target Skills: Sequencing, Main Idea/Details, Vocabulary Target Strategy: Summarize Grammar: Adverbs, Suffixes</p>	

	<p>Choice Target Strategy: Analyze/Evaluate Grammar: Commas, Suffixes</p>	
<p>Lesson 25:</p> <p>How do inventions change the way we do things?</p>	<p>Lesson 25: The Fun They Had</p> <p>Writing: Informative/Research Report, focus on elaboration Target Skills: Author's Purpose, Science Fiction, Formal/Informal Language Target Strategy: Questioning Grammar: Proper Mechanics, Greek and Latin Word Parts</p>	
<p>Lesson 26:</p> <p>How does exploring nature help our understanding of the world?</p>	<p>Lesson 26: The Girl Who Loved Spiders</p> <p>Writing: Opinion/Response to Fiction, focus on evidence Target Skills: Story Structure Target Strategy: Visualize Grammar: Making Comparisons, Greek and Latin Word Parts</p>	
<p>Lesson 27:</p> <p>Why is it important to learn about amphibians?</p>	<p>Lesson 27: Amphibian Alert/The Frog in the Milk Pail</p> <p>Writing: Opinion/Journal Entry, focus on elaboration Target Skills: Main Idea/Details Target Strategy: Questioning Grammar: More Comparisons, Analogies</p>	
<p>Lesson 28:</p> <p>How do museums teach us about our world?</p>	<p>Lesson 28: Museums: Worlds of Wonder</p> <p>Writing: Opinion/Public Service Announcement, focus on organization Target Skills: Fact/Opinion Target Strategy:</p>	

7. Text Types and Purposes
8. Production and Distribution of Writing
9. Research to Build and Present Knowledge
10. Range of Writing
11. Comprehension and Collaboration
12. Presentation of Knowledge and Ideas
13. Conventions of Standard English
14. Knowledge of Language
15. Vocabulary Acquisition and Use

Student Assessments:

- Weekly lesson tests
- Writing essays/prompts
- Weekly homework assignments
- Acadience
- DRA
- Study Island
- Star Reading

Grading:

- Weekly tests are graded using a system of one point per question.
- Essays and prompts are graded using rubrics that ensure students have hit the learning targets.
- Homework assignments are graded on completion.