

2022-2023 4th Grade Language / Reading Curriculum Map

Unit 1 August 3 – October 6	Unit 2 October 12 – December 16	Unit 3 January 4 – March 10	Unit 4 March 15 – May 24
<p>Theme – New Adventures Shared Reading (choose 2) <u>Tuck Everlasting</u> <u>Who Was Neil Armstrong?</u></p>	<p>Theme – Courage and Innovation Shared Reading (choose 2) <u>Wait Til Helen Comes</u> <u>George Washington’s Socks</u></p>	<p>Theme – Tall Tales Shared Reading (choose 2) <u>Jeremy Thatcher, Dragon Hatcher</u> <u>Lemony Snicket The Bad Beginning</u></p>	<p>Theme – Extra Extra Ordinary People and Events Shared Reading (choose 2) <u>Lemony Snicket The Reptile Room</u> <u>Lemony Snicket The Wide Window</u></p>
<p><u>Literacy Reading Skills</u> ELAGSE4RL1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. ELAGSE4RL2 Determine the theme of a story, drama, or poem from details in the text; summarize the text. ELAGSE4RL3 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).</p>	<p><u>Literacy Reading Skills</u> ELAGSE4RL4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean). ELAGSE4RL6 Compare and contrast the point of view from which different stories are narrated, including the difference between first and third person narrations. ELAGSE4RL9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.</p>	<p><u>Literacy Reading Skills</u> ELAGSE4RL5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text. ELAGSE4RL7 Make connections between the text of a story or drama and a visual or oral presentation of the text identifying similarities and differences.</p>	<p><u>Literacy Reading Skills</u> ELAGSE4RL10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>

<p><u>Informational Reading Skills</u> ELAGSE4RI1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>ELAGSE4RI2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>ELAGSE4RI3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p>	<p><u>Informational Reading Skills</u> ELAGSE4RI5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p> <p>ELAGSE4RI6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</p>	<p><u>Informational Reading Skills</u> ELAGSE4RI4 Determine the meaning of general academic language and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</p> <p>ELAGSE4RI7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p> <p>ELAGSE4RI8 Explain how an author uses reasons and evidence to support particular points in a text.</p>	<p><u>Informational Reading Skills</u> ELAGSE4RI9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>ELAGSE4RI10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>
<p><u>Foundational Reading Skills</u> ELACC4RF4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding.</p> <p>b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p>	<p><u>Foundational Reading Skills</u> ELACC4RF4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding.</p> <p>b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p>	<p><u>Foundational Reading Skills</u> ELACC4RF3 Know and apply grade level phonics and word analysis skills in decoding words.</p> <p>a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multi-syllabic words in context and out of context.</p> <p>ELACC4RF4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p><u>Foundational Reading Skills</u> ELACC4RF4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding.</p> <p>b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p>

Writing - Opinion/Narrative

2 opinion pieces supporting a position

ELAGSE4W1 Write opinion pieces on topics or texts, supporting a point of view with reasons.

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.

b. Provide reasons that are supported by facts and details.

c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).

d. Provide a concluding statement or section related to the opinion presented.

ELAGSE4W4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

ELAGSE4W5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

ELAGSE4W6 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

ELAGSE4W10 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.

Writing - Informational/Explanatory

2 informational pieces examining a topic and conveying ideas

ELAGSE4W2 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.

b. Develop the topic with facts, quotations, or other information and examples related to the topic.

c. Link ideas within categories of information using words and phrases. (e.g., another, for example, also, because).

d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

e. Provide a concluding statement or section related to the information or explanation presented.

ELAGSE4W4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

ELAGSE4W5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

ELAGSE4W6 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.

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Writing - Narrative

2 narrative pieces

ELAGSE4W3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.

c. Use a variety of transitional words and phrases to manage the sequence of events.

d. Use concrete words and phrases and sensory details to convey experiences and events precisely.

e. Provide a conclusion that follows from the narrated experiences or events.

ELAGSE4W4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

ELAGSE4W5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

ELAGSE4W6 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.

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Writing - Research and Review of Opinion, Informational/Explanatory, and Narrative.

ELAGSE4W7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.

ELAGSE4W8 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.

ELAGSE4W9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

ELAGSE4W10 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.

Language

ELAGSE4L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*

g. Correctly use frequently confused words (e.g., *to, too, two; there, their*).

h. Writes legibly in cursive, leaving spaces between letters in a word and between words in a sentence.

ELAGSE4L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a. Use correct capitalization.

c. Use a comma before a coordinating conjunction in a compound sentence.

ELAGSE4L3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

b. Choose punctuation for effect.*

ELAGSE4L5 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).

Language

ELAGSE4L1 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).

b. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb aspects.

c. Use helping/linking verbs to convey various conditions.

e. Form and use prepositional phrases.

ELAGSE4L5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

a. Explain the meaning of simple similes and metaphors (e.g., pretty as a picture) in context.

b. Recognize and explain the meaning of common idioms, adages, and proverbs.

Language

ELAGSE4L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).

ELAGSE4L2 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.

ELAGSE4L4 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.

a. Use context (e.g., definitions, examples, or restatements in a text) as a clue to the meaning of a word or phrase.

b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).

ELAGSE4L2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

d. Spell grade-appropriate words correctly, consulting references as needed.

ELAGSE4L3 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).

ELAGSE4L4 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.

Speaking and Listening

ELAGSE4SL1-6 - Confirm understandings, participate in collaborative discussions, report findings

