

4th Grade CA Curriculum Map

Course Title: Communication Arts

UNIT/ORGANIZING PRINCIPLE: Standards for Literature (RL)

PACING:

UNIT NUMBER:

ESSENTIAL QUESTIONS:				
CONCEPTS/CONTENT (outcomes)	LEARNING TARGETS/SKILLS (Performance Tasks)	BENCHMARKS	KEY TERMINOLOGY	ACTIVITIES/RESOURCES
RL.4.1	I can refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	Macmillan/McGraw Hill Reading series (2005) Post Test, Unit Test, comprehension Check, Vocabulary Assessment	RL.4.1-RL4.10 Cast Character Connection contrast Description Detail Dialogue Drama Event Explicit Inference Literature Meter Myth Narrate Oral presentation Poem/poetry Point of view	Common Core Standards and Strategies Flip Chart (Mentoring Minds)
RL.4.2	I can determine the theme of a story, drama, or poem from the details in the text. I can summarize a text.	A to Z Reading		Macmillan/McGraw Hill Reading series TM/Online tools/Student book/student workbook
RL.4.3	I can use specific details in a story to help me describe a character, setting or event in the story.	Study Island pre and post test		Study Island
RL.4.4	I can figure out the meanings of words and phrases an author uses by using context clues. I can understand words that may be derived from characters found in mythology (Herculean).	English Houghton Mifflin TM/pre and posttest/student book/student practice book		Smart Notebook Interactive Lessons
RL.4.5	I can write and talk about the differences between poems, plays, and fictional stories. I can refer to specific elements of poems (verse, rhythm, meter) and plays (characters, setting, descriptions, dialogue, stage directions) when I write or talk about a piece of fiction.	Spelling (Evan-Moore) pre and post test		Daily language Review (Evan-Moore Education) English Houghton Mifflin TM/pre and post test/student book/student practice book Spelling (Evan-Moore)

Course Title: Communications Arts

UNIT/ORGANIZING PRINCIPLE: Standards for Literature (RL)

PACING:

UNIT NUMBER:

ESSENTIAL QUESTIONS:				
CONCEPTS/CONTENT (outcomes)	LEARNING TARGETS/SKILLS (Performance Tasks)	BENCHMARKS	KEY TERMINOLOGY	ACTIVITIES/RESOURCES
RL.4.6	I can compare and contrast different stories by thinking about the different points of view. I can tell the difference between first- and third- person narrators.	Macmillan/McGraw Hill Reading series (2005) Post Test, Unit Test, comprehension Check, Vocabulary Assessment	RL.4.1-RL.4.10 continued Prose Rhythm Scaffolding Setting Stage direction Story Summarize Text Text complexity Theme Topic Traditional literature Verse Visual presentation	Common Core Standards and Strategies Flip Chart (Mentoring Minds)
RL.4.7	I can make connections between a written text and an oral or visual presentation of the text.	A to Z Reading		Macmillan/McGraw Hill Reading series TM/Online tools/Student book/student workbook
RL.4.8	Not applicable to literature.	Study Island pre and post test		Study Island
RL.4.9	I can compare and contrast similar themes and events in stories, myths, and traditional literature from different cultures.	English Houghton Mifflin TM/pre and posttest/student book/student practice book		Smart Notebook Interactive Lessons
RL.4.10	I can 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.	Spelling (Evan-Moore) pre and post test		Daily language Review (Evan-Moore Education)
				English Houghton Mifflin TM/pre and post test/student book/student practice book
				Spelling (Evan-Moore)

CURRICULUM MAP

Course Title: Communication Arts

UNIT/ORGANIZING PRINCIPLE: Reading Standards for Informational test (RI)

PACING:

UNIT NUMBER:

ESSENTIAL QUESTIONS:				
CONCEPTS/CONTENT (outcomes)	LEARNING TARGETS/SKILLS (Performance Tasks)	BENCHMARKS	KEY TERMINOLOGY	ACTIVITIES/RESOURCES
RI.4.1	I can refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	Macmillan/McGraw Hill Reading series (2005) Post Test, Unit Test, comprehension Check, Vocabulary Assessment	RI.4.1-RI.4.10 Account Animation Cause Chart	Common Core Standards and Strategies Flip Chart (Mentoring Minds)
RI.4.2	I can figure out the main idea in nonfiction by thinking about the details in the text. I can summarize a piece of nonfiction in my own words.	A to Z Reading	Chronology Compare Concept Diagram	Macmillan/McGraw Hill Reading series TM/Online tools/Student book/student workbook
RI.4.3	I can explain why and how events, procedures, ideas or concepts in historical, scientific or technical texts happened by using the information presented.	Study Island pre and post test	Effect Event Evidence First hand Focus Graph	Study Island Smart Notebook Interactive Lessons
RI.4.4	I can understand the meanings of words and phrases in fourth grade science and social studies texts.	English Houghton Mifflin TM/pre and posttest/student book/student practice book	Historical text Idea Informational/informative text	Daily language Review (Evan-Moore Education)
RI.4.5	I can describe how various forms of nonfiction are structured (e.g., time order, comparison, cause/effect or problem/solution).	Spelling (Evan-Moore) pre and post test	Key details/idea Main idea Problem Procedure Quantitative	English Houghton Mifflin TM/pre and post test/student book/student practice book Spelling (Evan-Moore)

CURRICULUM MAP

Course Title: Communication Arts

UNIT/ORGANIZING PRINCIPLE: Reading Standards for Informational Text (RI)

PACING:

UNIT NUMBER:

ESSENTIAL QUESTIONS:				
CONCEPTS/CONTENT (outcomes)	LEARNING TARGETS/SKILLS (Performance Tasks)	BENCHMARKS	KEY TERMINOLOGY	ACTIVITIES/RESOURCES
RI.4.6	I can compare and contrast a firsthand and secondhand account of the same event or topic.	Macmillan/McGraw Hill Reading series (2005) Post Test, Unit Test, comprehension Check, Vocabulary Assessment	RI.4.1-RI.4.10 continued Scientific text Secondhand Solution Summary	Common Core Standards and Strategies Flip Chart (Mentoring Minds)
RI.4.7	I can interpret and use information from charts, graphs, diagrams, time lines, animations or other internet presentations to understand nonfiction.	A to Z Reading	Technical text Text Time line Topic	Macmillan/McGraw Hill Reading series TM/Online tools/Student book/student workbook
RI.4.8	I can explain how an author uses reasons and evidence to support particular points in a text.	Study Island pre and post test	Reason Scaffolding	Study Island
RI.4.9	I can use information from two different texts on the same topic to help me write or speak knowledgeably about the topic.	English Houghton Mifflin TM/pre and posttest/student book/student practice book		Smart Notebook Interactive Lessons
RI.4.10	I can read and understand fourth grade nonfiction by the end of the year.	Spelling (Evan-Moore) pre and post test		Daily language Review (Evan-Moore Education)
				English Houghton Mifflin TM/pre and post test/student book/student practice book
				Spelling (Evan-Moore)

CURRICULUM MAP

Course Title: Communication Arts

UNIT/ORGANIZING PRINCIPLE: Reading Standards: Foundational Skills (RF)

PACING:

UNIT NUMBER:

ESSENTIAL QUESTIONS:				
CONCEPTS/CONTENT (outcomes)	LEARNING TARGETS/SKILLS (Performance Tasks)	BENCHMARKS	KEY TERMINOLOGY	ACTIVITIES/RESOURCES
<p>RF.4.3 RF.4.3.a</p> <p>RF.4.4 a,b,c</p>	<p>I can analyze words and use phonics to help me read fourth grade words. I can read and understand root words that also have prefixes and suffixes. I can read unfamiliar words that have more than one syllable.</p> <p>I can read with the fluency and accuracy it takes to understand fourth grade texts. I can use context to check my understanding of fourth grade text, and reread if necessary.</p>	<p>Macmillan/McGraw Hill Reading series (2005) Post Test, Unit Test, comprehension Check, Vocabulary Assessment</p> <p>A to Z Reading</p> <p>Study Island pre and post test</p> <p>English Houghton Mifflin TM/pre and posttest/student book/student practice book</p> <p>Spelling (Evan-Moore) pre and post test</p>	<p>RF.4.3-RF.4.4</p> <p>Accuracy</p> <p>Affix</p> <p>Context</p> <p>Decode</p> <p>Expression</p> <p>Morphology</p> <p>Multisyllabic words</p> <p>Poem/poetry</p> <p>Prose</p> <p>Rate</p> <p>Root word</p> <p>Syllabication patterns</p> <p>Text</p>	<p>Common Core Standards and Strategies Flip Chart (Mentoring Minds)</p> <p>Macmillan/McGraw Hill Reading series TM/Online tools/Student book/student workbook</p> <p>Study Island</p> <p>Smart Notebook Interactive Lessons</p> <p>Daily language Review (Evan-Moore Education)</p> <p>English Houghton Mifflin TM/pre and post test/student book/student practice book</p> <p>Spelling (Evan-Moore)</p>

CURRICULUM MAP

Course Title: Communication Arts

UNIT/ORGANIZING PRINCIPLE: Writing Standards (W)

PACING:

UNIT NUMBER:

ESSENTIAL QUESTIONS:				
CONCEPTS/CONTENT (outcomes)	LEARNING TARGETS/SKILLS (Performance Tasks)	BENCHMARKS	KEY TERMINOLOGY	ACTIVITIES/RESOURCES
<p>W.4.1 I can write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>W.4.2 I can write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>	<p>W.4.1a I can use my point of view with reasons to share my opinion.</p> <p>W.4.1b I can provide reasons that are supported by facts and details.</p> <p>W.4.1c I can link opinion and reasons using words and phrases (e.g.. for instance, in order to, in addition).</p> <p>W.4.1d I can provide a concluding statement or section related to the opinion presented.</p> <p>W.4.2a I can introduce a topic clearly and group related information in paragraphs and sections; include formatting (headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>W.4.2b I can develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p>	<p>Macmillan/McGraw Hill Reading series (2005) Post Test, Unit Test, comprehension Check, Vocabulary Assessment</p> <p>A to Z Reading</p> <p>Study Island pre and post test</p> <p>English Houghton Mifflin TM/pre and posttest/student book/student practice book</p> <p>Spelling (Evan-Moore) pre and post test</p>	<p>W.4.1-W.4.10</p> <p>Action</p> <p>Audience</p> <p>Category</p> <p>Closure</p> <p>Concluding statement</p> <p>Concrete detail</p> <p>Definition</p> <p>Detail</p> <p>Dialogue</p> <p>Digital source</p> <p>Edit</p> <p>Event sequence</p> <p>Evidence</p> <p>Explain</p> <p>Fact</p> <p>Format</p> <p>Illustration</p> <p>Inform</p> <p>Informational text</p> <p>Informative text</p> <p>Literary text</p> <p>Multimedia</p> <p>Narrative</p> <p>Narrator</p>	<p>Common Core Standards and Strategies Flip Chart (Mentoring Minds)</p> <p>Macmillan/McGraw Hill Reading series TM/Online tools/Student book/student workbook</p> <p>Study Island</p> <p>Smart Notebook Interactive Lessons</p> <p>Daily language Review (Evan-Moore Education)</p> <p>English Houghton Mifflin TM/pre and post test/student book/student practice book</p> <p>Spelling (Evan-Moore)</p>

CURRICULUM MAP

Course Title: Communication Arts

UNIT/ORGANIZING PRINCIPLE: Writing Standards (W)

PACING:

UNIT NUMBER:

ESSENTIAL QUESTIONS:				
CONCEPTS/CONTENT (outcomes)	LEARNING TARGETS/SKILLS (Performance Tasks)	BENCHMARKS	KEY TERMINOLOGY	ACTIVITIES/RESOURCES
<p>W.4.2 I can write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>W.4.3 I can write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>	<p>W.4.2c I can link ideas within categories of information using words and phrases (e.g., another, for example, also, because)</p> <p>W.4.2d I can use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>W.4.2e I can provide a concluding statement or section related to the information or explanation presented.</p> <p>W.4.3a I can orient the reader by establishing a situation and introducing a narrator and/or characters; organize and event sequence that unfolds naturally.</p> <p>W.4.3b I can use dialogue and description to develop experience and events or show the responses of characters to situations.</p>	<p>Macmillan/McGraw Hill Reading series (2005) Post Test, Unit Test, comprehension Check, Vocabulary Assessment</p> <p>A to Z Reading</p> <p>Study Island pre and post test</p> <p>English Houghton Mifflin TM/pre and posttest/student book/student practice book</p> <p>Spelling (Evan-Moore) pre and post test</p>	<p>W.4.1-W.4.10 continued</p> <p>Organization</p> <p>Paragraph</p> <p>Phrase</p> <p>Plan</p> <p>Point of view</p> <p>Print source</p> <p>Publish</p> <p>Purpose</p> <p>Opinion piece</p>	<p>Common Core Standards and Strategies Flip Chart (Mentoring Minds)</p> <p>Macmillan/McGraw Hill Reading series TM/Online tools/Student book/student workbook</p> <p>Study Island</p> <p>Smart Notebook Interactive Lessons</p> <p>Daily language Review (Evan-Moore Education)</p> <p>English Houghton Mifflin TM/pre and post test/student book/student practice book</p> <p>Spelling (Evan-Moore)</p>

CURRICULUM MAP

Course Title: Communication Arts

UNIT/ORGANIZING PRINCIPLE: Writing standards (W)

PACING:

UNIT NUMBER:

ESSENTIAL QUESTIONS:				
CONCEPTS/CONTENT (outcomes)	LEARNING TARGETS/SKILLS (Performance Tasks)	BENCHMARKS	KEY TERMINOLOGY	ACTIVITIES/RESOURCES
<p>W.4.3 I can write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>W.4.4</p> <p>W.4.5</p> <p>W.4.6</p>	<p>W.4.3c I can use a variety of transitional words and phrases to manage the sequence of events.</p> <p>W.4.3d I can use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>I can produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>I can with guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>I can use technology to create pieces of writing and to interact and share ideas with others. I can use appropriate keyboarding skills to type one page of writing at a time, in a single sitting.</p>	<p>Macmillan/McGraw Hill Reading series (2005) Post Test, Unit Test, comprehension Check, Vocabulary Assessment</p> <p>A to Z Reading</p> <p>Study Island pre and post test</p> <p>English Houghton Mifflin TM/pre and posttest/student book/student practice book</p> <p>Spelling (Evan-Moore) pre and post test</p>	<p>W.4.1-W.4.10 continued</p> <p>Quotation</p> <p>Reason</p> <p>Research</p> <p>Revise</p> <p>Section</p> <p>Situation</p> <p>Task</p> <p>Technique</p>	<p>Common Core Standards and Strategies Flip Chart (Mentoring Minds)</p> <p>Macmillan/McGraw Hill Reading series TM/Online tools/Student book/student workbook</p> <p>Study Island</p> <p>Smart Notebook Interactive Lessons</p> <p>Daily language Review (Evan-Moore Education)</p> <p>English Houghton Mifflin TM/pre and post test/student book/student practice book</p> <p>Spelling (Evan-Moore)</p>

CURRICULUM MAP

Course Title: Communication Arts

UNIT/ORGANIZING PRINCIPLE: Writing Standards (W)

PACING:

UNIT NUMBER:

ESSENTIAL QUESTIONS:				
CONCEPTS/CONTENT (outcomes)	LEARNING TARGETS/SKILLS (Performance Tasks)	BENCHMARKS	KEY TERMINOLOGY	ACTIVITIES/RESOURCES
<p>W.4.7</p> <p>W.4.8</p> <p>W.4.9</p> <p>W.4.10</p>	<p>I can conduct short research projects to help me learn about topics.</p> <p>I can research and use what I have experienced to gather information. I can take notes to help me organize the research in my writing. I can provide a list of sources that I used for gathering information.</p> <p>I can gather evidence from all my reading to support my writing.</p> <p>I can write on a regular basis with stamina for different tasks, purposes, and audiences.</p>	<p>Macmillan/McGraw Hill Reading series (2005) Post Test, Unit Test, comprehension Check, Vocabulary Assessment</p> <p>A to Z Reading</p> <p>Study Island pre and post test</p> <p>English Houghton Mifflin TM/pre and posttest/student book/student practice book</p> <p>Spelling (Evan-Moore) pre and post test</p>	<p>W.4.1-W.4.10 continued</p> <p>Technology</p> <p>Temporal word</p> <p>Text</p> <p>Thought</p> <p>Topic</p> <p>Writer's purpose</p>	<p>Common Core Standards and Strategies Flip Chart (Mentoring Minds)</p> <p>Macmillan/McGraw Hill Reading series TM/Online tools/Student book/student workbook</p> <p>Study Island</p> <p>Smart Notebook Interactive Lessons</p> <p>Daily language Review (Evan-Moore Education)</p> <p>English Houghton Mifflin TM/pre and post test/student book/student practice book</p> <p>Spelling (Evan-Moore)</p>

CURRICULUM MAP

Course Title: Communication Arts

UNIT/ORGANIZING PRINCIPLE: Speaking and Listening Standards (SL)

PACING:

UNIT NUMBER:

ESSENTIAL QUESTIONS:				
CONCEPTS/ CONTENT (outcomes)	LEARNING TARGETS/SKILLS (Performance Tasks)	BENCHMARKS	KEY TERMINOLOGY	ACTIVITIES/ RESOURCES
SL.4.1	I can effectively participate in different types of discussions and with different people.	Macmillan/McGraw Hill Reading series (2005) Post Test, Unit Test, comprehension Check, Vocabulary Assessment	SL.4.1-SL.4.6 Collaborative discussion Diverse format Diverse media	Common Core Standards and Strategies Flip Chart (Mentoring Minds)
SL.4.1	I can build on others' ideas and express my own ideas clearly.	A to Z Reading	Evidence Fact Formal English Informal English Key detail/idea	Macmillan/McGraw Hill Reading series TM/Online tools/Student book/student workbook
SL.4.1	I can come to discussions prepared to participate because I have studied appropriate materials.	Study Island pre and post test		Study Island
SL.4.1	I can use my preparation to explore new ideas about a topic during discussion.	English Houghton Mifflin TM/pre and posttest/student book/student practice book		Smart Notebook Interactive Lessons
SL.4.1	I can follow agreed-upon rules for discussion and carry out my assigned role.	Spelling (Evan-Moore) pre and post test		Daily language Review (Evan-Moore Education)
SL.4.1	I can ask and answer questions to help me understand discussions, stay on topic and that contribute to others' ideas and remarks.			English Houghton Mifflin TM/pre and post test/student book/student practice book Spelling (Evan-Moore)

CURRICULUM MAP

Course Title: Communication Arts

UNIT/ORGANIZING PRINCIPLE: Speaking and Listing Standards (SL)

PACING:

UNIT NUMBER:

ESSENTIAL QUESTIONS:				
CONCEPTS/ CONTENT (outcomes)	LEARNING TARGETS/SKILLS (Performance Tasks)	BENCHMARKS	KEY TERMINOLOGY	ACTIVITIES/ RESOURCES
SL.4.1	I can think about what is discussed and explain any new thinking that I have.	Macmillan/McGraw Hill Reading series (2005) Post Test, Unit Test, comprehension Check, Vocabulary Assessment	SL.4.1-SL.4.6 continued Main idea Main point Paraphrase	Common Core Standards and Strategies Flip Chart (Mentoring Minds)
SL.4.2	I can paraphrase text read aloud or information presented to me.		Quantitative	Macmillan/McGraw Hill Reading series TM/Online tools/Student book/student workbook
SL.4.3	I can identify the reasons a speaker gives his/her points.	A to Z Reading	Reason Recount Story Text	Study Island
SL.4.4	I can report on a topic or tell a story with correct and appropriate facts and details to support my main idea.	Study Island pre and post test	Theme topic	Smart Notebook Interactive Lessons
SL.4.4	I can speak clearly and at an understandable pace.	English Houghton Mifflin TM/pre and posttest/student book/student practice book		Daily language Review (Evan-Moore Education)
SL.4.5	I can create engaging audio recordings or visual displays to help me show main ideas or themes when necessary.			English Houghton Mifflin TM/pre and post test/student book/student practice book
SL.4.6	I can figure out when to use standard formal English and when I can use informal English.	Spelling (Evan-Moore) pre and post test		Spelling (Evan-Moore)