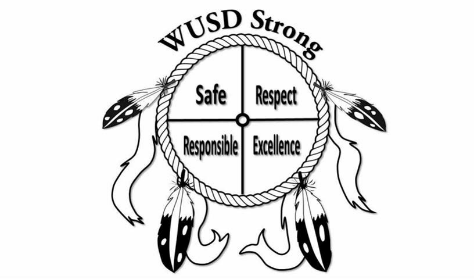
FOURTH GRADE CURRICULUM MAP



English Language Arts Whiteriver Unified School District

**WUSD’s Comprehensive Core Reading Program**

WUSD’s K-6 adopted comprehensive core reading program, Houghton Mifflin Harcourt (HMH) *Journeys*, was designed using current research and evidence- based instructional strategies, experts in English Language Arts, experts in curriculum design, principles of explicit and systematic instruction, including the order of text and skills and strategies presented, and the rigor necessary for all learners to meet the demands of Arizona’s ELA Standards.

**Tier 1 Instruction Includes Both Whole and Small Group Instruction**

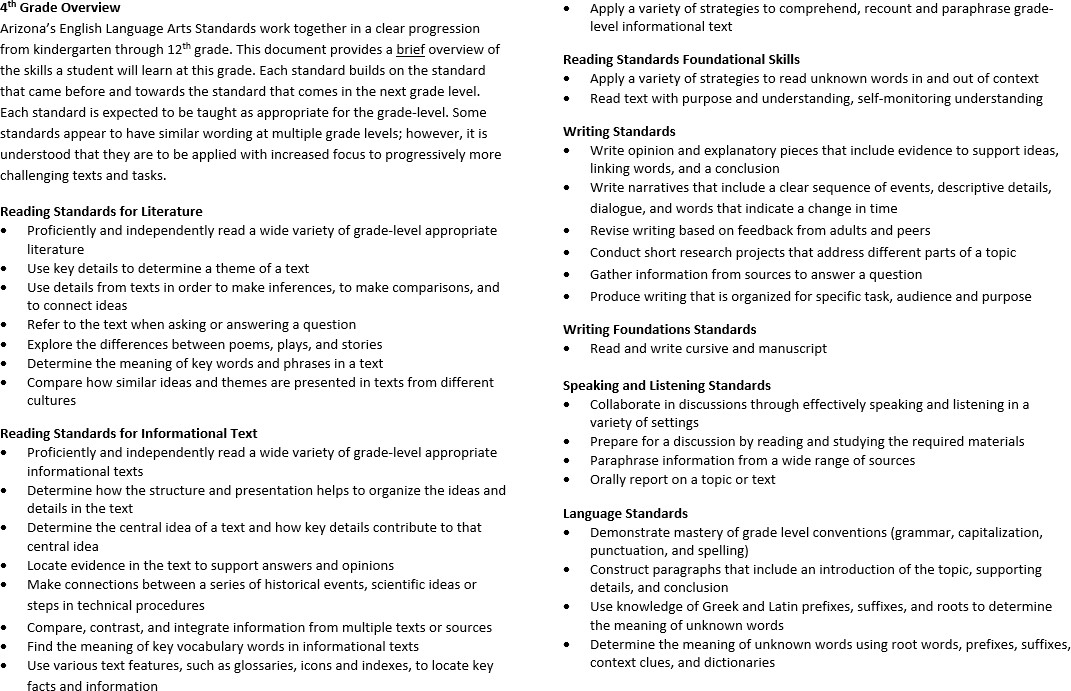
**Accuracy and Fluency with the Big Ideas of Reading**

**Differentiation and Scaffolding Provides the Support and Independence Students Need**

**Significant Grammar and Language Conventions Substantive Academic Discussions**

**Writing**

**Meeting the Needs of the Brain Meeting the Literacy Needs of All Learners**





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| **Fourth Grade ELA Curriculum Map—Quarter 1, Lessons 1-8**  ***For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings*** | | | | | | | |
| **Unit 1** | **This Week's Essential Question: How do friends help each other?** | | | | | | |
| **\*\*Teach Sometime During Quarter 1:** Required Reading, Resources are located in Unit 6 TE\*\* **Text Title:** *Phineas L. MacGuire* **Genre:** Literature | | | | | | | |
| **Lesson 1**  8/14-8/17 | **Vocabulary** | **Decoding, Phonics, and Word Recognition**  **Skills** | **Spelling** | **Comprehension and Fluency** | **Language, Speaking and Listening, and Reading Foundational Skills** | **Writing and Writing Foundational Skills** | **Leveled Readers for Small Group Differentiation** |
| **Anchor Text** *Because of Winn-Dixie* **Genre** Realistic fiction  **Paired Selection** *Because of Book Ends* **Genre** Informational text  **Read Aloud** *Sideline Support* | **Vocabulary Strategy** Prefixes *re-*, *un-*, *dis-*  **Target/ Academic Vocabulary** *comfort, mention, mood, properly, intends, consisted, positive, advanced, peculiar, talent*  **Domain-Specific Vocabulary** *citizen, resident, volunteer, public servant* | **Decoding** VCV syllable pattern /  closed syllables  **Phonics and Word Recognition Skills**  Read unfamiliar multisyllabic words accurately, Use six syllable patterns,  Use roots, base words, and affixes accurately | **Spelling Principle** Short *a* and long *a*  **Spelling Words Basic:** *blade, gray, past, afraid, magic, delay, amaze, drain, maybe, break, sale, hang, stain, glass, raft, jail, crayon, fact, stale, steak* **Review:** *skate, plan, chain, today, erase* **Challenge:** *fraction, trait, champion, activity, graceful* | **Target Skill**  Story structure  **Target Strategy**  Summarize  **Second Read Skills**  Point of view, Flashback  **Fluency** Accuracy and self-correction | **Grammar Skill**  What is a sentence?  **Listening/Speaking**  Sharing similar stories  **Speaking and Listening Skill** How to have a  literature discussion  **Reading Foundational Skills**  Apply a variety of strategies to read unknown words in and out of context, Read text with purpose and understanding, self- monitoring understanding | **Writing Mode**  Narrative writing  **Writing Form** Descriptive paragraph  **Write About Reading** Performance Task  **Research/Media Literacy Skills** Unit 1: Compile  multimedia profiles (Resources Tab)  **Writing Foundational Skills** Read and write cursive and manuscript | ** Advanced Readers** *Trading Talents*  ** On Level Readers**  *The Mystery on Maple Street*   * **Struggling Readers**   *Parker's Problem*   * **English Language Learners** *What Happened on Maple Street?*   **Vocabulary Readers (for all levels)**  *Check Out the Library* |

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| **Fourth Grade ELA Curriculum Map—Quarter 1, Lessons 1-8**  ***For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings*** | | | | | | | |
| **Unit 1** | **This Week's Essential Question: What might lead a person to try to change the world?** | | | | | | |
| **\*\*Teach Sometime During Quarter 1:** Required Reading, Resources are located in Unit 6 TE\*\*  **Text Title:** *Phineas L. MacGuire* **Genre:** Literature | | | | | | | |
| **Lesson 2**  8/21-8/24 | **Vocabulary** | **Decoding, Phonics, and Word Recognition**  **Skills** | **Spelling** | **Comprehension and Fluency** | **Language, Speaking and Listening, and Reading Foundational Skills** | **Writing and Writing Foundational Skills** | **Leveled Readers for Small Group Differentiation** |
| **Anchor Text** *My Brother Martin: A Sister Remembers*  *Growing Up with the Rev. Dr.*  *Martin Luther King Jr.*  **Genre**  Biography  **Paired Selection** *Langston Hughes: A Poet and a Dreamer*  **Genre**  Poetry  **Read Aloud**  *The Troublemaker Who Healed a Nation* | **Vocabulary Strategy** Prefixes *in-, im-, il-, ir-*  **Target/Academic Vocabulary** *injustice, numerous, segregation, nourishing, captured, dream, encounters, preferred, recall, example*  **Domain-Specific Vocabulary** *abolish, disobedience, slavery, reform* | **Decoding** Open and closed syllables  **Phonics and Word Recognition Skills**  Read unfamiliar multisyllabic words accurately, Use six syllable patterns, Use roots, base words, and affixes accurately | **Spelling Principle**  Short *e* and long *e*  **Spelling Words Basic:** *west, steep, member, gleam, fresh, freedom, speed, steam, beast, believe, speck, kept, cheap, pretend, greed, shelf, least, eager, reason, chief*  **Review:** *sweet, smell, spent, treat, love*  **Challenge:** *echo, menu creature, reveal, restaurant* | **Target Skill** Author’s purpose  **Target Strategy**  Monitor/Clarify  **Second Read Skills**  Explain historical events, Idioms  **Fluency** Phrasing: pauses,  Read poetry/prose with appropriate rate and expression | **Grammar Skill**  Kinds of sentences  **Speaking and Listening**  Listing text details  **Reading Foundational Skills**  Apply a variety of strategies to read unknown words in and out of context,  Read text with purpose and understanding, self-monitoring understanding | **Writing Mode**  Narrative writing  **Writing Form**  Story  **Write About Reading** Performance task  **Research/Media Literacy Skills** Use internet sources  **Writing Foundational Skills**  Read and write cursive and manuscript | ** Advanced Readers**  *A Leader for All*  ** On Level Readers**  *A Voice for Equality*   * **Struggling Readers**   *Sharing a Dream*   * **English Language Learners** *Thurgood Marshall*   **Vocabulary Readers (for all levels)**  *Separate Worlds* |

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| **Fourth Grade ELA Curriculum Map—Quarter 1, Lessons 1-8**  ***For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings*** | | | | | | | |
| **Unit 1** | **This Week's Essential Question: How are books and libraries important to people and communities?** | | | | | | |
| **\*\*Teach Sometime During Quarter 1:** Required Reading, Resources are located in Unit 6 TE\*\*  **Text Title:** *Phineas L. MacGuire* **Genre:** Literature | | | | | | | |
| **Lesson 3**  8/28-8/31 | **Vocabulary** | **Decoding, Phonics, and Word**  **Recognition Skills** | **Spelling** | **Comprehension and Fluency** | **Language, Speaking and Listening, and Reading**  **Foundational Skills** | **Writing and Writing Foundational Skills** | **Leveled Readers for Small Group Differentiation** |
| **Anchor Text** *My Librarian Is a Camel* **Genre** Informational text  **Paired Selection** *From Idea to Book* **Genre** Informational text  **Read Aloud** *Bridging the Gap* | **Vocabulary Strategy** Using context  **Target/ Academic Vocabulary** *isolated, virtual, devour, remote, impassable, access, obtain, preserve, extremes, avid*  **Domain-Specific Vocabulary** *demographics, censorship, public domain, public opinion* | **Decoding**  VCCV Syllable Pattern / closed syllables  **Phonics and Word Recognition Skills**  Read unfamiliar multisyllabic words accurately,  Use six syllable patterns,  Use roots, base words, and affixes accurately | **Spelling Principle**  Short i and long i  **Spelling Words Basic:** *skill, crime, grind, tonight, brick, flight, live, chill, delight, build, ditch, decide, witness, district, inch, sigh, fright, remind, split* **Review:** *gift, tight, sight, blind, shiny*  **Challenge:** *ignorant, recognize, advice, twilight, rigid* | **Target Skill**  Cause and effect  **Target Strategy**  Visualize  **Second Read Skills** Interpret visuals,  Domain- specific vocabulary  **Fluency**  Accuracy | **Grammar Skill**  Quotations  **Speaking and Listening** Citing text evidence to support a view  **Reading Foundational Skills** Apply a variety of strategies to read unknown words in and out of context, Read text with purpose and understanding,  self-monitoring understanding | **Writing Mode**  Narrative writing  **Writing Form**  Dialogue  **Write About Reading** Performance task  **Research/Media Literacy Skills** Take notes and categorize information  **Writing Foundational Skills** Read and write cursive and manuscript | ** Advanced Readers** *Volunteer!*  ** On Level Readers** *Habitat for Humanity*   * **Struggling Readers**   *Kids Can Save the Planet*   * **English Language Learners** *Helping with Houses*   **Vocabulary Readers (for all levels)**  *Planes, Trains, and Snowmobiles* |

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| **Fourth Grade ELA Curriculum Map—Quarter 1, Lessons 1-8**  ***For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings*** | | | | | | | |
| **Unit 1** | **This Week's Essential Question: Why might people raise money for a cause?** | | | | | | |
| **\*\*Teach Sometime During Quarter 1:** Required Reading, Resources are located in Unit 6 TE\*\*  **Text Title:** *Phineas L. MacGuire* **Genre:** Literature | | | | | | | |
| **Lesson 4**  9/4-9/7 | **Vocabulary** | **Decoding, Phonics, and Word Recognition Skills** | **Spelling** | **Comprehension and Fluency** | **Language, Speaking and Listening, and Reading Foundational Skills** | **Writing and Writing Foundational**  **Skills** | **Leveled Readers for Small Group Differentiation** |
| **Anchor Text** *The Power of W.O.W!*  **Genre**  Play  **Paired Selection** *The Kid’s Guide to Money* **Genre** Informationa l text  **Read Aloud** *Bookmobile Rescue* | **Vocabulary Strategy** Prefixes *non-, mis-*  **Target/Academic Vocabulary** *assist, burglaries, innocent, scheme, regretfully, misjudged, suspect, favor, speculated, prior*  **Domain-Specific Vocabulary** *charity, coalition, involvement, community service* | **Decoding**  VCV and VCCV syllable patterns/ closed syllables  **Phonics and Word Recognition Skills**  Read unfamiliar multisyllabic words accurately,  Use six syllable patterns,  Use roots, base words, and affixes accurately | **Spelling Principle**  Short *o* and Long *oo*  **Spelling Words Basic:** *block, shown, oatmeal, wrote, fellow, scold, coast, odd, locate, slope, throat, host, online, shock, solve, known, remote, stock, boast, globe* **Review:** *foam, shadow, clock, glow, coach* **Challenge:** *bonus, approach, motion, continent, accomplish* | **Target Skill**  Theme  **Target Strategy** Analyze/ Evaluate  **Second Read Skills** Elements of drama, Allusion  **Fluency**  Intonation | **Grammar Skill** Fragments and run-on sentences  **Speaking and Listening** Sharing similar experiences  **Speaking and Listening Skill**  Recount an experience  **Reading Foundational Skills**  Apply a variety of strategies to read unknown words in and out of context,  Read text with purpose and understanding, self- monitoring understanding | **Writing Mode** Narrative writing  **Writing Form** Fictional narrative: prewrite  **Write About Reading** Performance task  **Writing Foundational Skills**  Read and write cursive and manuscript | ** Advanced Readers**  *A.L.L. to the Rescue*  ** On Level Readers**  *A Friendly Field Trip*   * **Struggling Readers**   *Nina Wows KWOW*   * **English Language Learners** *Friends on a Field Trip*   **Vocabulary Readers (for all levels)**  *Community Teamwork* |

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| **Fourth Grade ELA Curriculum Map—Quarter 1, Lessons 1-8**  ***For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings*** | | | | | | | |
| **Unit 1** | **This Week's Essential Question: Why do people pass down stories over the years?** | | | | | | |
| **\*\*Teach Sometime During Quarter 1:** Required Reading, Resources are located in Unit 6 TE\*\*  **Text Title:** *Phineas L. MacGuire* **Genre:** Literature | | | | | | | |
| **Lesson 5**  9/11-9/14 | **Vocabulary** | **Decoding, Phonics, and Word Recognition**  **Skills** | **Spelling** | **Comprehension and Fluency** | **Language, Speaking and Listening, and Reading Foundational Skills** | **Writing and Writing Foundational Skills** | **Leveled Readers for Small Group Differentiation** |
| **Anchor Text** *Stormalong* **Genre**  Tall Tale  **Paired Selection** *Hoderi the Fisherman* **Genre** Play/Folk Tale  **Read Aloud** *Mighty Joe Magarac* | **Vocabulary Strategy**  Reference materials  **Target/Academic Vocabulary** *yearning, memorable, betrayed, condition, seafaring, shortage, tidal, outcast, foaming, horrified*  **Domain-Specific Vocabulary** *lifestyle, tolerance, values, social rules* | **Decoding**  *Homophones*  **Phonics and Word Recognition Skills**  Read unfamiliar multisyllabic words accurately, Use six syllable patterns, Use roots, base words, and affixes accurately | **Spelling Principle** Homophones  **Spelling Words Basic:** *wait, weight, heard, herd, days, daze, heel, heal, peak, peek, sent, cent, scent, feet, feat, vain, vane, vein, miner, minor* **Review:** *it’s, its, their, there, they’re* **Challenge:** *raise, raze, rays, principal,*  *principle* | **Target Skill** Understanding characters  **Target Strategy**  Infer/ Predict  **Second Read Skills** Hyperbole, Point of view  **Fluency**  Expression | **Grammar Skill**  Proper nouns  **Speaking and Listening**  Retelling  **Speaking and Listening Skill**  Literature discussion  **Reading Foundational Skills**  Apply a variety of strategies to read unknown words in and out of context,  Read text with purpose and understanding, self-monitoring understanding | **Writing Mode**  Narrative writing  **Writing Form** Imaginative story: draft, revise, edit, publish  **Write About Reading** Performance task  **Writing Foundational Skills**  Read and write cursive and manuscript | ** Advanced Readers** *Whisper*  ** On Level Readers**  *Balina*   * **Struggling Readers** *Mississippi Marvis Barns* * **English Language Learners**   *The Amazing Balina*  **Vocabulary Readers (for all levels)**  *The Golden Age of Sail* |

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| **Fourth Grade ELA Curriculum Map—Quarter 1, Lessons 1-8**  ***For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings*** | | | | | | | |
| **Unit 2** | **This Week's Essential Question: How are performances similar to and different from written stories?** | | | | | | |
| **\*\*Teach Sometime During Quarter 1:** Required Reading, Resources are located in Unit 6 TE\*\*  **Text Title:** *Phineas L. MacGuire* **Genre:** Literature | | | | | | | |
| **Lesson** | **Vocabulary** | **Decoding,** | **Spelling** | **Comprehension** | **Language, Speaking** | **Writing and** | **Leveled Readers for** |
| **6**  9/18-9/21 |  | **Phonics, and**  **Word Recognition Skills** |  | **and Fluency** | **and Listening, and Reading Foundational Skills** | **Writing Foundational Skills** | **Small Group Differentiation** |
| **Anchor Text** | **Vocabulary** | **Decoding** | **Spelling Principle** Vowel sounds: short *u* and long *u, /y/, /oo/*  **Spelling Words Basic:** *bunch, fruit, argue, crumb, crew, tune, juice, refuse, truth, young, clue, trunk, amuse, suit, rude, trust, dew, stuck, rescue, brush*  **Review:** *drew, true, cube, Sunday, stuff* **Challenge:** *computer, mustard, tissue,*  *customer, attitude* | **Target Skill** | **Grammar Skill**  Verbs  **Speaking and Listening** Paraphrasing a particular part  **Speaking and Listening Skill** Listen to a recording  **Reading Foundational Skills**  Apply a variety of strategies to read unknown words in and out of context,  Read text with purpose and understanding, self-monitoring understanding | **Writing Mode** | ** Advanced Readers**  *Be Afraid*  ** On Level Readers**  *Time Tag*   * **Struggling Readers**   *The Zeebo Encounter*   * **English Language Learners**   *The Amazing Game*  **Vocabulary Readers (for all levels)**  *The Golden Age of Radio* |
| *Invasion from* | **Strategies** | Common | Story structure | Informative |
| *Mars* | Suffixes *–y,* | consonant |  | writing |
| **Genre** | *-ous* | patterns: | **Target Strategy** |  |
| Play |  | digraphs | Infer/ | **Writing Form** |
|  | **Target/Academic** |  | Predict | News report |
| **Paired** | **Vocabulary** | **Phonics and** |  |  |
| **Selections** | *alarmed, reacted,* | **Word** | **Second Read** | **Write About** |
| *The History of* | *convey, daring,* | **Recognition** | **Skills** | **Reading** |
| *Radio* | *awe, luminous,* | **Skills** | Elements of | Performance |
| **Genre** | *indescribable,* | Read | drama, | task |
| Informational | *extraordinary,* | unfamiliar | Formal and |  |
| text | *fade, conferring* | multisyllabic | informal | **Writing** |
|  |  | words | language | **Foundational** |
| **Read Aloud** | **Domain-Specific** | accurately, |  | **Skills** |
| *The Tunguska Event* | **Vocabulary** *broadcast, correspondent, journalism, public relations* | Use six syllable  patterns,  Use roots, base words, and affixes accurately | **Fluency**  Expression | Read and write cursive and manuscript |

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| **Fourth Grade ELA Curriculum Map—Quarter 1, Lessons 1-8**  ***For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings*** | | | | | | | |
| **Unit 2** | **This Week's Essential Question: How are movies a form of communication?** | | | | | | |
| **\*\*Teach Sometime During Quarter 1:** Required Reading, Resources are located in Unit 6 TE\*\*  **Text Title:** *Phineas L. MacGuire* **Genre:** Literature | | | | | | | |
| **Lesson** | **Vocabulary** | **Decoding,** | **Spelling** | **Comprehension** | **Language,** | **Writing and** | **Leveled Readers** |
| **7**  9/25-9/28 |  | **Phonics, and**  **Word Recognition** |  | **and Fluency** | **Speaking and**  **Listening, and Reading** | **Writing Foundational Skills** | **for Small Group Differentiation** |
|  |  | **Skills** |  |  | **Foundational Skills** |  |  |
| **Anchor Text** *Coming Distractions: Questioning Movies* **Genre** Informational text  **Paired Selection** *How Do They Do That?*  **Genre** Informational text  **Read Aloud** *Steven Spielberg: A Filmmaker’s Journey* | **Vocabulary Strategies** Greek and Latin word parts: *phon, photo, graph, auto, tele*  **Target/ Academic Vocabulary** *entertaining, promote, focus, advertise, jolts, critics, target, thrilling, angles, generated*  **Domain-Specific Vocabulary** *studio, producer, release, manipulate* | **Decoding** *Common constant patterns: clusters*  **Phonics and Word Recognition Skills**  Read unfamiliar multisyllabic words accurately, Use six syllable patterns, Use roots, base words, and affixes  accurately | **Spelling Principle** Vowel Sounds: */oo/* like *moon* and */oo/* like *book*  **Spelling Words Basic:** *bloom, cookbook, tool, shampoo, put, wool, stool, proof, prove, group, brook, foolish, bush, crooked, booth, raccoon, hook, groom, roof, soup* **Review:** *stood, spoon, shook, balloon, tooth* **Challenge:** *bulletin, cocoon, cushion, proofread, marooned* | **Target Skill**  Fact and opinion  **Target Strategy**  Summarize  **Second Read Skills**  Explain concepts and ideas, Domain- specific vocabulary  **Fluency** Phrasing: punctuation | **Grammar Skill**  Verb tenses  **Speaking and Listening** Identifying supporting reasons  **Reading Foundational Skills**  Apply a variety of strategies to read unknown words in and out of context,  Read text with purpose and understanding, self-monitoring understanding | **Writing Mode**  Informative writing  **Writing Form** Informational paragraphs  **Write About Reading** Performance task  **Research** Gather relevant information  **Writing Foundational Skills** Read and write cursive and manuscript | ** Advanced Readers**  *Critics in Hollywood*  ** On Level Readers**  *The Magic of Hollywood*   * **Struggling Readers**   *Now Showing in Your Living Room*   * **English Language Learners** *Making Movies*   **Vocabulary Readers (for all levels)**  *Behind the Scenes* |

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| **Fourth Grade ELA Curriculum Map—Quarter 1, Lessons 1-8**  ***For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings*** | | | | | | | |
| **Unit 2** | **This Week's Essential Question: How do an artist’s experiences affect his or her art?** | | | | | | |
| **\*\*Teach Sometime During Quarter 1:** Required Reading, Resources are located in Unit 6 TE\*\*  **Text Title:** *Phineas L. MacGuire* **Genre:** Literature | | | | | | | |
| **Lesson 8**  Skip Lesson 8 | **Vocabulary** | **Decoding, Phonics, and Word Recognition**  **Skills** | **Spelling** | **Comprehension and Fluency** | **Language, Speaking and Listening, and Reading Foundational Skills** | **Writing and Writing Foundational Skills** | **Leveled Readers for Small Group Differentiation** |
| **Anchor Text** *Me and Uncle Romie*  **Genre**  Realistic fiction  **Paired Selection** *Sidewalk Artists* **Genre**  Readers’ Theater  **Read Aloud**  *Jazzy Jasmine* | **Vocabulary Strategies** Figurative language  **Target/ Academic Vocabulary** *glorious, studio, concerned, model, smeared, ruined, yanked, streak, schedule, feast*  **Domain-Specific Vocabulary** *craftsmanship, aesthetics, exhibition, representation* | **Decoding** Stressed and Unstressed Syllables  **Phonics and Word Recognition Skills**  Read unfamiliar multisyllabic words accurately, Use six syllable patterns, Use roots, base words, and affixes accurately | **Spelling Principle**  Vowel Sounds:  /ou/, /o/  **Spelling Words Basic Words:** *aloud, bald, hawk, south, facet, proud, claw, tower, stalk, couple, howl, false, dawn, allow, drown, pause, fault, cause, amount, cloudier* **Review:** *awful, power, sound, almost, thousand* **Challenge:** *applaud, foul, browse, gnaw, doubt* | **Target Skill** Understanding characters  **Target Strategy**  Visualize  **Second Read Skills**  Point of view, Theme  **Fluency**  Stress | **Grammar Skill**  Progressive verb tenses  **Speaking and Listening**  Telling similar stories  **Speaking and Listening Skill**  Hold a literature discussion  **Reading Foundational Skills**  Apply a variety of strategies to read unknown words in and out of context, Read text with purpose and understanding, self- monitoring understanding | **Writing Mode** Informative writing  **Writing Form**  Book report  **Write About Reading** Performance task  **Writing Foundational Skills**  Read and write cursive and manuscript | ** Advanced Readers**  *Stuck at Camp*  ** On Level Readers** *Gramp's Favorite Gifts*   * **Struggling Readers**   *Recipe for Learning*   * **English Language Learners** *A Gift for Grandpa*   **Vocabulary Readers (for all levels)**  *Romare Bearden* |

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| **Fourth Grade ELA Curriculum Map—Quarter 1, Lessons 1-8**  ***For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings*** | |
| **Quarterly Benchmark Testing October 2nd-5th** |
| **BAW or Journeys Writing Project for Quarter** | |

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| **Fourth Grade ELA Curriculum Map—Quarter 2, Lessons 9-15**  ***For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings*** | | | | | | | |
| **Unit 2** | **This Week's Essential Question: What are some different ways to do research?** | | | | | | |
| **\*\*Teach Sometime During Quarter 2:** Required Reading, Resources are located in Unit 2 TE\*\*  **Text Title:** *Discovering Mars: The Amazing Red Planet* **Genre:** Informational **Target Strategies:** Summarize, Visualize, Analyze/Evaluate, Monitor/Clarify | | | | | | | |
| **Lesson**  **9**  10/16-10/19 | **Vocabulary** | **Decoding,**  **Phonics, and**  **Word Recognition**  **Skills** | **Spelling** | **Comprehension**  **and Fluency** | **Language, Speaking**  **and Listening, and**  **Reading Foundational Skills** | **Writing and**  **Writing Foundational Skills** | **Leveled Readers**  **for Small Group Differentiation** |
| **Anchor Text**  *Dear Mr. Winston* **Genre** Realistic fiction  **Paired Selection** *Field Guide to Snakes of the Southwest* **Genre** Informational text  **Read Aloud** *Is Sasquatch Out There?* | **Vocabulary Strategy** Antonyms  **Target/Academic Vocabulary**  *fault, borrow, reference, fainted, genuine, local, apologize, proof, slimy, insisted*  **Domain-Specific Vocabulary** *reference material, database, retrieval, bibliography* | **Decoding** Common beginning syllables  **Phonics and Word Recognition Skills**  Read unfamiliar multisyllabic words accurately,  Use six syllable patterns,  Use roots, base words, and affixes accurately | **Spelling Principle** Vowel +/r/ sounds, r-controlled syllable pattern, vowel team syllable pattern  **Spelling Words Basic:** *spark, prepare, cheer, tear, scarf, score, repair, earring, scarce, weird, sharp, rear, spare, hear, hairy, compare, alarm, harsh, upstairs, square*  **Review:** *air, clear, large, pair, chair* **Challenge:** *weary, startle, appear, barnacle, awareness* | **Target Skill** Conclusions and generalizations  **Target Strategy**  Question  **Second Read Skills** Understanding characters, Humor  **Fluency**  Accuracy | **Grammar Skill** Compound and complex sentences  **Speaking and Listening** Identifying text evidence  **Reading Foundational Skills** Apply a variety of strategies to read unknown words in and out of context, Read text with purpose and understanding, self- monitoring understanding | **Writing Mode** Informational writing  **Writing Form** Explanatory essay: prewrite  **Write About Reading** Performance task  **Research/Media Literacy Skill** Investigate a topic  **Writing Foundational Skills** Read and write cursive and manuscript | ** Advanced Readers**  *Think Before You Speak*  ** On Level Readers** *Soccer Sisters*   * **Struggling Readers** *Painting the Ocean* * **English Language Learners**   *Sisters Play Soccer*  **Vocabulary Readers (for all levels)**  *Reptiles As Pets* |

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| **Fourth Grade ELA Curriculum Map—Quarter 2, Lessons 9-15**  ***For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings*** | | | | | | | |
| **Unit 2** | **This Week's Essential Question: What does it take to be a great performer?** | | | | | | |
| **\*\*Teach Sometime During Quarter 2:** Required Reading, Resources are located in Unit 2 TE\*\*  **Text Title:** *Discovering Mars: The Amazing Red Planet* **Genre:** Informational **Target Strategies:** Summarize, Visualize, Analyze/Evaluate, Monitor/Clarify | | | | | | | |
| **Lesson 10**  10/23-10/26 | **Vocabulary** | **Decoding, Phonics, and Word Recognition Skills** | **Spelling** | **Comprehension and Fluency** | **Language, Speaking and Listening, and Reading Foundational Skills** | **Writing and Writing Foundational**  **Skills** | **Leveled Readers for Small Group Differentiation** |
| **Anchor Text** *Jose! Born to Dance* **Genre** Biography  **Paired Selection** *Dance to the Beat*  **Genre**  Poetry  **Read Aloud** *Mexican Dove* | **Vocabulary Strategy** Shades of meaning  **Target/ Academic Vocabulary** *debut, stubborn, permission,*  *hauling, mournful, towered, triumph, discouraged, toured, border*  **Domain-Specific Vocabulary** *choreography, dynamic, intermission, troupe* | **Decoding** Vowel +*/r/* in multi-syllable words  **Phonics and Word Recognition Skills**  Read unfamiliar multisyllabic words accurately,  Use six syllable patterns,  Use roots, base words, and affixes accurately | **Spelling Principle** More vowel + */r/* sounds  **Spelling Words** Basic: *learn, dirty, worn, sore, thirst, burn, record, cure, board, course, worth, early, return, pure, world, search, worse, thirteen, sport, current* Review: *first, hurt, work, third, storm* Challenge: *curious, thorough, earnest, portion, foreign* | **Target Skill**  Author's purpose  **Target Strategy**  Analyze/Evaluate  **Second Read Skills** Simile and metaphor,  Genre: biography  **Fluency**  Intonation | **Grammar Skill**  Pronouns  **Speaking and Listening** Paraphrasing a particular part  **Speaking and Listening Skill** Recount an experience  **Reading Foundational Skills** Apply a variety of strategies to read unknown words in and out of context, Read text with purpose and understanding, self- monitoring understanding | **Writing Mode** Informational writing  **Writing Form** Explanatory essay: draft, revise, edit, publish  **Write About Reading** Performance task  **Writing Foundational Skills**  Read and write cursive and manuscript | ** Advanced Readers**  *Luciana Pavarotti*  ** On Level Readers**  *Jackson Pollock in Action*   * **Struggling Readers** *Isadora Duncan* * **English Language Learners**   *The Life of Jackson Pollock*  **Vocabulary Readers (for all levels)**  *Artists in Training* |

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| **Fourth Grade ELA Curriculum Map—Quarter 2, Lessons 9-15**  ***For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings*** | | | | | | | |
| **Unit 3** | **This Week's Essential Question: What are the benefits of studying weather?** | | | | | | |
| **\*\*Teach Sometime During Quarter 2:** Required Reading, Resources are located in Unit 2 TE\*\*  **Text Title:** *Discovering Mars: The Amazing Red Planet* **Genre:** Informational **Target Strategies:** Summarize, Visualize, Analyze/Evaluate, Monitor/Clarify | | | | | | | |
| **Lesson 11**  10/30-11/3 | **Vocabulary** | **Decoding, Phonics, and Word Recognition**  **Skills** | **Spelling** | **Comprehension**  **and Fluency** | **Language, Speaking and Listening, and Reading Foundational Skills** | **Writing and Writing Foundational Skills** | **Leveled Readers for Small Group Differentiation** |
| **Anchor Text** *Hurricanes: Earth’s Mightiest Storms* **Genre** Informational text  **Paired Selection** *Recovering from Katrina* **Genre** Newspaper article  **Read Aloud**  *The Big Storm* | **Vocabulary Strategies**  Suffixes *–ful, -less, - ness, -ment*  **Target/Academic Vocabulary** *Whirling, rapidly, condense, source, rotating, rage, experience, ancient, predict, registered*  **Domain-Specific Vocabulary** *barometer, humidity, pressure, condensation* | **Decoding** Compound words  **Phonics and Word Recognition Skills**  Read unfamiliar multisyllabic words accurately, Use six syllable patterns,  Use roots, base words, and affixes accurately | **Spelling Principle**  Compound words  **Spelling Words Basic:** *somebody, fireplace, nearby,*  *toothbrush, homesick, make-believe, anything, all right, goodbye, forehead, flashlight, haircut, twenty-two, driveway, alarm clock, baby-sit, airport, forever, mailbox*  **Review:** *birthday, anyone, everything, without, sometimes* **Challenge:** *field trip, absent-minded, life jacket, skyscraper, nevertheless* | **Target Skill** Text and graphic features  **Target Strategy**  Infer/ Predict  **Second Read Skills**  Explain scientific ideas, Text structure  **Fluency** Phrasing: punctuation | **Grammar Skill** Frequently confused words  **Speaking and Listening** Paraphrase  **Reading Foundational Skills**  Apply a variety of strategies to read unknown words in and out of context, Read text with purpose and understanding, self-monitoring understanding | **Writing Mode**  Opinion writing  **Writing Form** Persuasive paragraph  **Write About Reading** Performance task  **Research/Medi a Literacy Skills** Conduct a research project  **Writing Foundational Skills**  Read and write cursive and manuscript | ** Advanced Readers**  *Nature Destroys, Natural Renews*  ** On Level Readers** *Tsunami*   * **Struggling Readers** *Volcanoes* * **English Language Learners** *The Big*   *Dangerous Wave*  **Vocabulary Readers (for all levels)**  *Tornadoes* |

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| **Fourth Grade ELA Curriculum Map—Quarter 2, Lessons 9-15**  ***For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings*** | | | | | | | |
| **Unit 3** | **This Week's Essential Question: How do natural disasters affect people?** | | | | | | |
| **\*\*Teach Sometime During Quarter 2:** Required Reading, Resources are located in Unit 2 TE\*\*  **Text Title:** *Discovering Mars: The Amazing Red Planet* **Genre:** Informational **Target Strategies:** Summarize, Visualize, Analyze/Evaluate, Monitor/Clarify | | | | | | | |
| **Lesson**  **12- Two Weeks**  11/6-11/16 | **Vocabulary** | **Decoding,**  **Phonics, and**  **Word Recognition**  **Skills** | **Spelling** | **Comprehension**  **and Fluency** | **Language, Speaking**  **and Listening, and**  **Reading Foundational Skills** | **Writing and Writing**  **Foundational Skills** | **Leveled Readers for**  **Small Group Differentiation** |
| **Anchor Text**  *The Earth Dragon Awakes* **Genre** Historical fiction  **Paired Selection Title** *Twisters* **Genre** Informational text  **Read Aloud** *Safe From Harm* | **Vocabulary Strategies** Synonyms  **Target/ Academic Vocabulary** *trembles, wreckage, slab, possessions, tenement, crushing, rubble, debris, timbers, constructed*  **Domain- Specific Vocabulary** *core, crust, epicenter, landform, rock* | **Decoding** Base words and endings  **Phonics and Word Recognition Skills**  Read unfamiliar multisyllabic words accurately, Use six syllable patterns, Use roots, base words, and affixes accurately | **Spelling Principle** Words with –ed, or - ing  **Spelling Words Basic:** *rising, traced stripped, slammed, dancing, striped, winning, snapping, bragging, handled, dripped, begged, dared, skipped,*  *hitting, spotted, raced, dimmed, spinning, escaped*  **Review:** *changing, joking, swimming, wrapped, tapping*  **Challenge:** *urged, striving, whipped,*  *breathing, quizzed* | **Target Skill** Sequence of events  **Target Strategy**  Visualize  **Second Read Skills** Conclusions and generalizations, Author’s word choice  **Fluency**  Rate | **Grammar Skill**  Possessive nouns  **Speaking and Listening Skill** Paraphrase information in diverse media  **Reading Foundational Skills** Apply a variety of strategies to read unknown words in and out of context, Read text with purpose and understanding, self- monitoring understanding | **Writing Mode**  Opinion writing  **Writing Form** Problem-solution composition  **Write About Reading** Performance task  **Writing Foundational Skills** Read and write cursive and manuscript | ** Advanced Readers**  *Two Against the Mississippi*  ** On Level Readers** *Little Hare and the Thundering Earth*   * **Struggling Readers**   *Sailing to Safety*   * **English Language Learners**   *A New Name for LOIS*  **Vocabulary Readers (for all levels)**  *Keeping Safe in an Earthquake* |

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| **Fourth Grade ELA Curriculum Map—Quarter 2, Lessons 9-15**  ***For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings*** | | | | | | | |
| **Unit 3** | **This Week's Essential Question: How are the different parts of an ecosystem connected?** | | | | | | |
| **\*\*Teach Sometime During Quarter 2:** Required Reading, Resources are located in Unit 2 TE\*\*  **Text Title:** *Discovering Mars: The Amazing Red Planet* **Genre:** Informational **Target Strategies:** Summarize, Visualize, Analyze/Evaluate, Monitor/Clarify | | | | | | | |
| **Lesson 13-**  **Two Weeks**  11/20-11/30 | **Vocabulary** | **Decoding, Phonics, and Word Recognition**  **Skills** | **Spelling** | **Comprehension and Fluency** | **Language, Speaking and Listening, and Reading Foundational Skills** | **Writing and Writing Foundational Skills** | **Leveled Readers for Small Group Differentiation** |
| **Anchor Text** *Antarctic Journal: Four Months at the Bottom of the World*  **Genre** Narrative nonfiction  **Paired Selection** *Cold, Cold Science* **Genre** Informational text  **Read Aloud**  *On my Way to Meet the Khan: Excerpts from Marco Polo’s Adventures* | **Vocabulary Strategy**  Greek and Latin word parts (morphology): *spect, struct, tele, vis*  **Target/Academic Vocabulary** *display, alert, weariness, fractured, standards, vision, huddle, graceful, stranded, concluded*  **Domain-Specific Vocabulary** *ecosystem, food web, energy, resource* | **Decoding** Recognizing common words parts  **Phonics and Word Recognition Skills**  Read unfamiliar multisyllabic words accurately, Use six syllable patterns, Use roots, base words, and affixes accurately | **Spelling Principle** More words with *-ed* or *-ing*  **Spelling Words Basic:** *wiped, covered, mapped, pleasing, slipped, putting, traveled, seeking, visiting, mixed, shipped, phoning, offered, smelling, hiking, checking, fainted, landed, becoming wandering*  **Review:** *fixing, saving, stored, dropped, grinning*  **Challenge:** *amusing, entertained, admitted, stunning,*  *starving* | **Target Skill** Sequence of events  **Target Strategy**  Summarize  **Second Read Skills**  Smile and metaphor, Domain-specific vocabulary  **Fluency**  Phrasing: pauses | **Grammar Skill**  Modal auxiliaries  **Speaking and Listening** Discussing the text,  Reviewing key ideas  **Speaking and Listening Skill** Discuss to compare  and contrast accounts  **Reading Foundational Skills**  Apply a variety of strategies to read unknown words in and out of context, Read text with purpose and understanding, self- monitoring understanding | **Writing Mode**  Opinion writing  **Writing Form**  Persuasive letter  **Write About Reading** Performance task  **Writing Foundational Skills**  Read and write cursive and manuscript | ** Advanced Readers** *Heroes at the Antarctic*  ** On Level Readers**  *An Icy Adventure*   * **Struggling Readers** *Amazing Birds of Antarctica* * **English Language Learners** *A Visit to Antarctica*   **Vocabulary Readers (for all levels)**  *Really, Really Cold!* |

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| **Fourth Grade ELA Curriculum Map—Quarter 2, Lessons 9-15**  ***For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings*** | | | | | | | |
| **Unit 3** | **This Week's Essential Question: How do living things each have an important role in the world?** | | | | | | |
| **\*\*Teach Sometime During Quarter 2:** Required Reading, Resources are located in Unit 2 TE\*\*  **Text Title:** *Discovering Mars: The Amazing Red Planet* **Genre:** Informational **Target Strategies:** Summarize, Visualize, Analyze/Evaluate, Monitor/Clarify | | | | | | | |
| **Lesson**  **14**  12/4-7 | **Vocabulary** | **Decoding,**  **Phonics, and Word Recognition**  **Skills** | **Spelling** | **Comprehension**  **and Fluency** | **Language, Speaking**  **and Listening, and**  **Reading Foundational Skills** | **Writing and Writing**  **Foundational Skills** | **Leveled Readers for**  **Small Group Differentiation** |
| **Anchor Text** *The Life and Times of the Ant* **Genre** Informational text  **Paired Selection**  *The Dove and the Ant* **Genre**  Fable / Traditional tale  **Read Aloud**  *Wicked Wind* | **Vocabulary Strategy** Suffixes *-able, - ible*  **Target/Academic Vocabulary** *social, exchanges, excess, reinforce, storage, transport, chamber, scarce, obstacles, transfers*  **Domain-Specific Vocabulary** *arthropod, exoskeleton, larva, invertebrate* | **Decoding** Recognizing suffixes  **Phonics and Word Recognition Skills**  Read unfamiliar multisyllabic words accurately,  Use six syllable patterns,  Use roots, base words, and affixes accurately | **Spelling Principle**  Final long */e/*  **Spelling Words *Basic:*** *turkey, lonely, colony, steady, hungry, valley, hockey, starry, melody, movie, duty, drowsy, chimney, plenty, daily, alley, fifty, empty, injury, prairie*  **Review:** *cherry, jelly, sticky, worry, curly*  **Challenge:** *envy, fiery, mercy, discovery, myster*y | **Target Skill**  Text and graphic features  **Target Strategy**  Question  **Second Read Skills**  Explain scientific concepts and ideas,  Author’s purpose  **Fluency**  Stress | **Grammar Skill**  Participles  **Speaking and Listening** Listen to make connections  **Reading Foundational Skills**  Apply a variety of strategies to read unknown words in and out of context, Read text with purpose and understanding, self-monitoring  understanding | **Writing Mode**  Opinion writing  **Writing Form** Persuasive essay: prewrite  **Write About Reading**  Performance task  **Research/Media Literacy Skills** Take notes and categorize Information  **Writing Foundational Skills** Read and write cursive and manuscript | ** Advanced Readers**  *Love Those Bugs!*  ** On Level Readers**  *Arthropods Rule!*   * **Struggling Readers**   *The Lives of Social Insects*   * **English Language Learners**   *Arthropods Everywhere!*  **Vocabulary Readers (for all levels)**  *Ants of All Kinds* |

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| **Fourth Grade ELA Curriculum Map—Quarter 2, Lessons 9-15**  ***For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings*** | | | | | | | |
| **Unit 3** | **This Week's Essential Question: Why is it important to be informed about what is happening in our world?** | | | | | | |
| **\*\*Teach Sometime During Quarter 2:** Required Reading, Resources are located in Unit 2 TE\*\*  **Text Title:** *Discovering Mars: The Amazing Red Planet* **Genre:** Informational **Target Strategies:** Summarize, Visualize, Analyze/Evaluate, Monitor/Clarify | | | | | | | |
| **Lesson**  **15**  12/11-12/14 | **Vocabulary** | **Decoding,**  **Phonics, and**  **Word**  **Recognition**  **Skills** | **Spelling** | **Comprehension and**  **Fluency** | **Language,**  **Speaking and**  **Listening, and**  **Reading**  **Foundational**  **Skills** | **Writing and Writing**  **Foundational Skills** | **Leveled Readers for**  **Small Group**  **Differentiation** |
| **Anchor Text** *Ecology for Kids* **Genre** Informational text  **Paired Selection**  *Wonderful*  *Weather: “Fog,” “Weather,” “Umbrella,” “Spring Rain,” “Weatherbee’s Diner”*  **Genre**  Poetry  **Read Aloud** *Forests are Forever* | **Vocabulary Strategies** Using context  **Target/ Academic Vocabulary** *organisms, directly, affect, traces, vast, habitats, variety, specific, banned, radiation*  **Domain- Specific Vocabulary** *conversation, extinction, endangered,*  *erosion, climate* | **Decoding** Three-syllable words  **Phonics and Word Recognition Skills**  Read unfamiliar multisyllabic words accurately, Use six syllable patterns, Use roots, base words, and affixes accurately | **Spelling Principle**  Changing final *y* to *i*  **Spelling Words**  **Basic:** *tiniest, hobbies, copied, countries, pitied, easier, laziest, families, spied, happiest, ladies, friendlier, studied, busier, breezier, prettiest, noisier, healthier, butterflies, funniest*  **Review:** *hurried, stories, carried, pennies, babies* **Challenge:** *heaviest, categories, communities, multiplied, qualities* | **Target Skill** Main ideas and details  **Target Strategy** Monitor/Clarify  **Second Read Skills**  Author’s word choice, Analyze an argument  **Fluency**  Expression | **Grammar Skill** Irregular Verbs **Speaking and Listening** Summarize ideas  **Reading Foundational Skills**  Apply a variety of strategies to read unknown words in and out of context, Read text with purpose and understanding, self-monitoring understanding | **Writing Mode**  Opinion writing  **Writing Form** Persuasive essay: draft, revise, edit, publish  **Write About Reading**  Performance task  **Research/Media Literacy Skills** Conduct a research project  **Writing Foundational Skills**  Read and write cursive and manuscript | ** Advanced Readers** *The Princess and the Manatee*  ** On Level Readers**  *Dad's Garden*   * **Struggling Readers** *The Sea! Who Wanted to Live* * **English Language Learners**   *A Father's Garden*  **Vocabulary Readers (for all levels)**  *Squash in the Schoolyard* |

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| **Fourth Grade ELA Curriculum Map—Quarter 2, Lessons 9-15**  ***For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings*** | |
| **Quarterly Benchmark Testing December 18-21** |
| **BAW or Journeys Writing Project for Quarter** | |

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| **Fourth Grade ELA Curriculum Map—Quarter 3, Lessons 16-21**  ***For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings*** | | | | | | | |
| **Unit 4** | **This Week's Essential Question: What traits do successful people have?** | | | | | | |
| **\*\*Teach Sometime During Quarter 3:** Required Reading, Resources are located in Unit 4 TE\*\*  **Trade Book Title:** *Horses* **Genre:** Informational **Target Strategies:** Monitor/Clarify, Visualize, Infer/Predict | | | | | | | |
| **Lesson**  **16**  1/8-1/11 | **Vocabulary** | **Decoding,**  **Phonics, and**  **Word**  **Recognition**  **Skills** | **Spelling** | **Comprehension**  **and Fluency** | **Language, Speaking**  **and Listening, and**  **Reading**  **Foundational Skills** | **Writing and**  **Writing**  **Foundational**  **Skills** | **Leveled Readers**  **for Small Group**  **Differentiation** |
| **Anchor Text** *Riding Freedom* **Genre** Historical Fiction  **Paired Selection** *Spindletop*  **Genre** Informational text  **Read Aloud** *Getting the Story* | **Vocabulary Strategy** Figurative language  **Target/Academic Vocabulary** *escorted, swelled, relied, reputation, worthy, churning, situation, deserve, defended, satisfied*  **Domain-Specific Vocabulary** *frontier, pioneer, expansion, territory* | **Decoding** Sound/Spelling changes  **Phonics and Word Recognition Skills**  Read unfamiliar multisyllabic words accurately,  Use six syllable patterns,  Use roots, base words, and affixes accurately | **Spelling Principle**  */k/, /ng/,* and */kw/*  **Spelling Words Basic:** *risky, track, topic, blank, question, pocket, monkey, junk, equal, ache, public, attack, struck, earthquake, picnic, banker, electric, blanket, mistake, stomac*h **Review:** *quick, squeeze, shark, second, circus* **Challenge:** *request, skeleton, peculiar, attic, reckless* | **Target Skill** Compare and contrast  **Target Strategy**  Monitor/Clarify  **Second Read Skills** Personification, Genre: historical fiction  **Fluency**  Rate | **Grammar Skill**  Adjectives  **Speaking and Listening**  Reviewing key ideas  **Speaking and Listening Skill** Report on a text  **Reading Foundational Skills** Apply a variety of strategies to read unknown words in and out of context, Read text with purpose and understanding, self- monitoring understanding | **Writing Mode**  Narrative writing  **Writing Form** Descriptive paragraph  **Write About Reading** Performance task  **Writing Foundational Skills**  Read and write cursive and manuscript | ** Advanced Readers** *Come to Nicodemus*  ** On Level Readers**  *Perilous Passage*   * **Struggling Readers** *Elizabeth's Stormy Ride* * **English Language Learners**   *A Dangerous Trip*  **Vocabulary Readers (for all levels)** *Stagecoach Travel* |

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| **Fourth Grade ELA Curriculum Map—Quarter 3, Lessons 16-21**  ***For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings*** | | | | | | | |
| **Unit 4** | **This Week's Essential Question: How do people and animals benefit each other?** | | | | | | |
| **\*\*Teach Sometime During Quarter 3:** Required Reading, Resources are located in Unit 4 TE\*\*  **Trade Book Title:** *Horses* **Genre:** Informational **Target Strategies:** Monitor/Clarify, Visualize, Infer/Predict | | | | | | | |
| **Lesson 17- Two Weeks**  1/16-25 | **Vocabulary** | **Decoding,**  **Phonics, and**  **Word**  **Recognition**  **Skills** | **Spelling** | **Comprehension**  **and Fluency** | **Language, Speaking**  **and Listening, and**  **Reading**  **Foundational Skills** | **Writing and**  **Writing**  **Foundational**  **Skills** | **Leveled Readers**  **for Small Group**  **Differentiation** |
| **Anchor Text** *The Right Dog for the Job: Ira's Path from Service Dog to Guide Dog* **Genre** Narrative nonfiction  **Paired Selection** *Knowing Noses: Search-and- Rescue Dogs* **Genre** Informational text  **Read Aloud**  *Let Me Be Brave* | **Vocabulary Strategy** Suffixes: *-ion, - ation, -ition*  **Target/Academic Vocabulary** *reward, graduate, symbol, foster, disobey, confidence, patiently, confesses, ceremony, performs*  **Domain-Specific Vocabulary** *safety, well- being, lifestyle, precaution* | **Decoding** More sound/spellin g changes  **Phonics and Word Recognition Skills**  Read unfamiliar multisyllabic words accurately, Use six syllable patterns,  Use roots, base words, and affixes accurately | **Spelling Principle** Words with final */j/* and */s/*  **Spelling Words Basic:** *glance, judge, damage, package, twice, stage, carriage, since, practice, marriage, baggage, office, message, bridge, chance, notice, ridge, manage, palace, bandage* **Review:** *once, dance, change, age, bounce*  **Challenge:** *fringe, average, fleece, fragrance, excellence* | **Target Skill** Sequence of events  **Target Strategy**  Summarize  **Second Read Skills**  Main idea and details,  Domain-specific vocabulary  **Fluency**  Intonation | **Grammar Skill**  Adverbs  **Speaking and Listening** Paraphrasing  **Speaking and Listening Skill** Literature discussion  **Reading Foundational Skills** Apply a variety of strategies to read unknown words in and out of context, Read text with purpose and understanding, self- monitoring understanding | **Writing Mode** Narrative writing  **Writing Form**  Friendly letter  **Write About Reading** Performance task  **Writing Foundational Skills**  Read and write cursive and manuscript | ** Advanced Readers** *Helping Wild Animals*  ** On Level Readers** *A Rural Veterinarian*   * **Struggling Readers**   *Animal Doctors*   * **English Language Learners**   *Taking Care of Animals*  **Vocabulary Readers (for all levels)**  *Animals Helping People* |

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| **Fourth Grade ELA Curriculum Map—Quarter 3, Lessons 16-21**  ***For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings*** | | | | | | | |
| **Unit 4** | **This Week's Essential Question: What makes a character memorable?** | | | | | | |
| **\*\*Teach Sometime During Quarter 3:** Required Reading, Resources are located in Unit 4 TE\*\*  **Trade Book Title:** *Horses* **Genre:** Informational **Target Strategies:** Monitor/Clarify, Visualize, Infer/Predict | | | | | | | |
| **Lesson**  **18**  1/29-2/1 | **Vocabulary** | **Decoding,**  **Phonics, and**  **Word**  **Recognition**  **Skills** | **Spelling** | **Comprehension**  **and Fluency** | **Language, Speaking and**  **Listening, and Reading**  **Foundational Skills** | **Writing and**  **Writing**  **Foundational**  **Skills** | **Leveled Readers for**  **Small Group**  **Differentiation** |
| **Anchor Text** *Hercules' Quest* **Genre** Myth  **Paired Selection** *Zomo's Friends* **Genre** Folktale  **Read Aloud** *Theseus and the Minotaur* | **Vocabulary Strategies** Adages and proverbs  **Target/Academic Vocabulary** *acquire, unfortunate, coerce, boasted, beamed, glared, ceased, declared, devised, resourceful*  **Domain-Specific Vocabulary** *legacy, mythology, tradition, quest* | **Decoding** Recognizing prefixes *re-, un-, dis-*  **Phonics and Word Recognition Skills**  Read unfamiliar multisyllabic words accurately, Use six syllable patterns, Use roots, base words, and affixes  accurately | **Spelling Principle**  Prefixes: *re- un- dis-*  **Spelling Words**  **Basic:** *unused, refresh, dislike, replace, unpaid, redo, disorder, unplanned, distrust, rewind, untrue, unload, recall, displease, uneven, rebuild, restart, uncover, untidy, discolo*r  **Review:** *reuse, unfair, rewrite, unclear, untie* **Challenge:** *disband, rearrange, discontinue, refund, unusual* | **Target Skill**  Story structure  **Target Strategy**  Question  **Second Read Skills** Theme, Allusion  **Fluency** Accuracy and self-correction | **Grammar Skill** Prepositions and prepositional phrases  **Speaking and Listening**  Paraphrasing  **Speaking and Listening Skill**  Tell a story  **Reading Foundational Skills**  Apply a variety of strategies to read unknown words in and out of context,  Read text with purpose and understanding, self- monitoring understanding | **Writing Mode** Narrative writing  **Writing Form**  Story  **Write About Reading** Performance task  **Writing Foundational Skills**  Read and write cursive and manuscript | ** Advanced Readers**  *The Story of Icarus*  ** On Level Readers** *The Adventures of Perseus*   * **Struggling Readers** *King Midas and the Golden Touch* * **English Language Learners**   *The Story of Perseus*  **Vocabulary Readers (for all levels)**  *Long Ago in Greece* |

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| **Fourth Grade ELA Curriculum Map—Quarter 3, Lessons 16-21**  ***For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings*** | | | | | | | |
| **Unit 4** | **This Week's Essential Question: Why is farming important?** | | | | | | |
| **\*\*Teach Sometime During Quarter 3:** Required Reading, Resources are located in Unit 4 TE\*\*  **Trade Book Title:** *Horses* **Genre:** Informational **Target Strategies:** Monitor/Clarify, Visualize, Infer/Predict | | | | | | | |
| **Lesson 19**  2/5-2/8 | **Vocabulary** | **Decoding, Phonics, and Word Recognition**  **Skills** | **Spelling** | **Comprehension and Fluency** | **Language, Speaking and Listening, and Reading Foundational Skills** | **Writing and Writing Foundational Skills** | **Leveled Readers for Small Group Differentiation** |
| **Anchor Text** *Harvesting Hope: The Story of Cesar Chavez* **Genre** Biography  **Paired Selection**  *The Edible Schoolyard* **Genre** Informational text  **Read Aloud**  *The Father of Indi* | **Vocabulary Strategy** Reference materials  **Target/ Academic Vocabulary** *overcome, association, capitol, drought, dedicate, publicity, violence, conflicts, horizon, brilliant*  **Domain-Specific Vocabulary** *agronomy, commerce, cultivate, subsistence* | **Decoding** More common suffixes  **Phonics and Word Recognition Skills**  Read unfamiliar multisyllabic words accurately, Use six syllable patterns, Use roots, base words, and affixes accurately | **Spelling Principle**  Suffixes: *-ful, -less,*  *-ness,-ment*  **Spelling Words Basic:** *colorful,*  *weakness, movement, endless, truthful, illness, cheerful, useless, beautiful, restless, clumsiness, pavement, peaceful, fondness, neatness, speechless, statement, wasteful, penniless, treatment* **Review:** *kindness, careful, sickness, helpless, fearful* **Challenge:** *numbness, ailment resourceful, cleanliness,*  *appointment* | **Target Skill** Conclusions and generalizations  **Target Strategy**  Infer/predict  **Second Read Skills**  Idioms, Problem and solution  **Fluency**  Stress | **Grammar Skill** Relative pronouns and adverbs  **Speaking and Listening** Discussing text details  **Reading Foundational Skills**  Apply a variety of strategies to read unknown words in and out of context,  Read text with purpose and understanding, self-monitoring  understanding | **Writing Mode**  Narrative writing  **Writing Form** Personal narrative: prewrite  **Write About Reading** Performance task  **Research/Media Literacy Skills** Gather relevant information  **Writing Foundational Skills** Read and write cursive and manuscript | ** Advanced Readers**  *The Story of Dorothea Lange*  ** On Level Readers** *The People's President*   * **Struggling Readers** *Songs for the People* * **English Language Learners**   *A President for People*  **Vocabulary Readers (for all levels)**  *Tough Times* |

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| **Fourth Grade ELA Curriculum Map—Quarter 3, Lessons 16-21**  ***For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings*** | | | | | | | |
| **Unit 4** | **This Week's Essential Question: How do people from different cultures contribute to American history?** | | | | | | |
| **\*\*Teach Sometime During Quarter 3:** Required Reading, Resources are located in Unit 4 TE\*\*  **Trade Book Title:** *Horses* **Genre:** Informational **Target Strategies:** Monitor/Clarify, Visualize, Infer/Predict | | | | | | | |
| **Lesson 20**  2/12-2/15 | **Vocabulary** | **Decoding, Phonics, and Word Recognition**  **Skills** | **Spelling** | **Comprehension and Fluency** | **Language, Speaking and Listening, and Reading Foundational Skills** | **Writing and Writing Foundational Skills** | **Leveled Readers for Small Group Differentiation** |
| **Anchor Text** *Sacagawea* **Genre** Biography  **Paired Selection** *Native American Nature Poetry* **Genre** Poetry  **Read Aloud** *Race Against Death* | **Vocabulary Strategy** Shades of meaning  **Target/Academic Vocabulary** *territory, accompany, proposed, interpreter,*  *duty, supplies, route, corps, clumsy, landmark*  **Domain-Specific Vocabulary** *cultural identify, language,*  *celebration, indigenous* | **Decoding** VCCV pattern and word parts / closed syllable pattern  **Phonics and Word Recognition Skills**  Read unfamiliar multisyllabic words accurately,  Use six syllable patterns,  Use roots, base words, and affixes accurately | **Spelling Principle** Words with VCCV pattern / closed syllable pattern  **Spelling Words Basic:** *million, collect, lumber, pepper, plastic, borrow, support, thirty, perfect, attend, canyon, traffic, fortune, danger, soccer, engine, picture, survive, seldom, effort* **Review:** *until, invite, happen, forget, letter* **Challenge:** *occur, venture, challenge, rascal, splendid* | **Target Skill** Main idea and details  **Target Strategy**  Visualize  **Second Read Skills** Onomatopoeia, Text structure  **Fluency** Phrasing: punctuation | **Grammar Skill**  Abbreviations  **Speaking and Listening** Citing test reasons and evidence  **Speaking and Listening Skill** Paraphrase text that is read aloud  **Reading Foundational Skills**  Apply a variety of strategies to read unknown words in and out of context,  Read text with purpose and understanding, self- monitoring understanding | **Writing Mode**  Narrative writing  **Writing Form** Personal narrative: draft, revise, edit, publish  **Write About Reading** Performance task  **Writing Foundational Skills**  Read and write cursive and manuscript | ** Advanced Readers**  *Chief Washake*  ** On Level Readers** *Writer from the Prairie*   * **Struggling Readers**   *John Wesley Powell*   * **English Language Learners**   *Laura Ingalls Wilder*  **Vocabulary Readers (for all levels)**  *Lewis and Clark's*  *Packing List* |

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| **Fourth Grade ELA Curriculum Map—Quarter 3, Lessons 16-21**  ***For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings*** | | | | | | | |
| **Unit 5** | **This Week's Essential Question: How can media be a distraction?** | | | | | | |
| **\*\*Teach Sometime During Quarter 3:** Required Reading, Resources are located in Unit 4 TE\*\*  **Trade Book Title:** *Horses* **Genre:** Informational **Target Strategies:** Monitor/Clarify, Visualize, Infer/Predict | | | | | | | |
| **Lesson 21-**  **Two Weeks**  2/20-2/29 | **Vocabulary** | **Decoding, Phonics, and Word Recognition**  **Skills** | **Spelling** | **Comprehension and Fluency** | **Language, Speaking and Listening, and Reading Foundational Skills** | **Writing and Writing Foundational Skills** | **Leveled Readers for Small Group Differentiation** |
| **Anchor Text** *The World According to Humphrey* **Genre** *Fantasy*  **Paired Selection** *Make the Switch* **Genre**  Advertisement  **Read Aloud** *Fun and Games on the Range* | **Vocabulary Strategy** Using context  **Target/Academic Vocabulary** *appreciate, blaring, combination, promptly, introduce, nocturnal, feats, effort, suggest, racket* | **Decoding**  *VCV* pattern and word parts  / closed syllable pattern  **Phonics and Word Recognition Skills**  Read unfamiliar multisyllabic words accurately, Use six syllable patterns,  Use roots, base words, and affixes accurately | **Spelling Principle** Words with *VCV* pattern / closed syllable pattern  **Spelling Words Basic:** *event, humor, rapid, music, relief, planet, detail, unite, frozen, figure, siren, polite, hotel, protest, punish, defend, relay, habit, student, moment* **Review:** *alive, open, orange, begin, forest* **Challenge:** *rumor, jealous, license,*  *image, rival* | **Target Skill**  Theme  **Target Strategy**  Summarize  **Second Read Skills**  Idioms, Point of view  **Fluency**  Accuracy | **Grammar Skill** Comparative and superlative adjectives and adverbs  **Speaking and Listening** Telling similar stories (relating own experiences to story)  **Speaking and Listening Skill**  Literature discussion  **Reading Foundational Skills**  Apply a variety of strategies to read unknown words in and out of context,  Read text with purpose and understanding, self-  monitoring understanding | **Writing Mode**  Informative  **Writing Form**  Summary  **Write About Reading** Performance task  **Writing Foundational Skills**  Read and write cursive and manuscript | ** Advanced Readers**  *A Dragon's View*  ** On Level Readers** *The Belton's Imagination*   * **Struggling Readers** *The Magic of Teamwork* * **English Language Learners**   *Summer with Uncle Vince*  **Vocabulary Readers (for all levels)**  *The Truth About Rodents* |

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| **Fourth Grade ELA Curriculum Map—Quarter 3, Lessons 16-21**  ***For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings*** | |
| **Quarterly Benchmark Testing March 4-7** |
| **BAW or Journeys Writing Project for Quarter** | |

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| **Fourth Grade ELA Curriculum Map—Quarter 4, Lessons 22-30**  ***For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings*** | | | | | | | |
| **Unit 5** | **This Week's Essential Question: What causes change in a community?** | | | | | | |
| **\*\*Teach Sometime During Quarter 3:** Required Reading, Resources are located in Unit 4 TE\*\*  **Trade Book Title:** *Horses* **Genre:** Informational **Target Strategies:** Monitor/Clarify, Visualize, Infer/Predict | | | | | | | |
| **Lesson 22**  3/18-21 | **Vocabulary** | **Decoding, Phonics, and Word Recognition**  **Skills** | **Spelling** | **Comprehension and Fluency** | **Language, Speaking and Listening, and Reading Foundational Skills** | **Writing and Writing Foundational Skills** | **Leveled Readers for Small Group Differentiation** |
| **Anchor Text** *I Could Do That! Esther Morris Gets Women the Vote*  **Genre**  Biography  **Paired Selection** *The Role of the Constitution* **Genre**  Informational text  **Read Aloud**  *Jane's Big*  *Ideas* | **Vocabulary Strategy** Adages and proverbs  **Target/Academic Vocabulary** *politics, intelligent, disorderly, approve, polls, legislature, amendment, candidates, informed, denied*  **Domain-Specific Vocabulary** *suffrage, legislation, assembly, judicial* | **Decoding** Syllable Patterns and Word Parts  **Phonics and Word Recognition Skills**  Read unfamiliar multisyllabic words accurately, Use six syllable patterns, Use roots, base words, and affixes accurately | **Spelling Principle** Words with *VCCV* and *VCV* Patterns  **Spelling Words Basic:** *dentist, final, finish, narrow, shelter, ahead, corner, hollow, divide, famous, recent, silver, capture, cabin, dinner, minus, minute, value, reward, broken* **Review:** *again, enough, market, pencil, powder* **Challenge:** decent, secure, st*andard, frontier, stampede* | **Target Skill** Cause and effect  **Target Strategy**  Infer/Predict  **Second Read Skills** Conclusions and generalizations, Domain- specific vocabulary  **Fluency** Phrasing: pauses | **Grammar Skill**  Negatives  **Speaking and Listening** Paraphrasing particular part  **Reading Foundational Skills**  Apply a variety of strategies to read unknown words in and out of context, Read text with purpose and understanding, self- monitoring understanding | **Writing Mode**  Informative writing  **Writing Form**  Explanation  **Write About Reading** Performance task  **Research/Media Literacy Skills** Investigate a topic  **Writing Foundational Skills** Read and write cursive and manuscript | ** Advanced Readers** *The Writer Who Changed America*  ** On Level Readers** *A Champion of Change*   * **Struggling Readers** *The First Woman Doctor* * **English Language Learners**   *Shirley Chisholm*  **Vocabulary Readers (for all levels)**  *Mill Girls* |

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| **Fourth Grade ELA Curriculum Map—Quarter 4, Lessons 22-30**  ***For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings*** | | | | | | | |
| **Unit 5** | **This Week's Essential Question: How do forests and trees show change?** | | | | | | |
| **\*\*Teach Sometime During Quarter 3:** Required Reading, Resources are located in Unit 4 TE\*\*  **Trade Book Title:** *Horses* **Genre:** Informational **Target Strategies:** Monitor/Clarify, Visualize, Infer/Predict | | | | | | | |
| **Lesson**  **23**  3/25-3/28 | **Vocabulary** | **Decoding,**  **Phonics, and**  **Word**  **Recognition**  **Skills** | **Spelling** | **Comprehension**  **and Fluency** | **Language, Speaking**  **and Listening, and**  **Reading Foundational**  **Skills** | **Writing and**  **Writing**  **Foundational**  **Skills** | **Leveled Readers for**  **Small Group**  **Differentiation** |
| **Anchor Text** *The Ever- Living Tree: The Life and Times of a Coast Redwood* **Genre** Informational text  **Paired Selection** *Towering Trees* **Genre** Poetry  ***Read Aloud*** *Deserts on the Move?* | **Vocabulary Strategies** Prefixes *pre-, inter-, ex-*  **Target/Academic Vocabulary** *resources, dense, evaporate, shallow, moisture, civilized, continent, opportunities, customs, independent*  **Domain-Specific Vocabulary** *seedling, pollination, maturity, life cycle, germinate* | **Decoding** Difficult VCCV  patterns  **Phonics and Word Recognition Skills**  Read unfamiliar multisyllabic words accurately, Use six syllable patterns, Use roots, base words, and affixes accurately | **Spelling Principle** Words with VCCV pattern  **Spelling Words Basic:** *poster, secret, whether, author, rocket, bushel, agree, bucket, ticket, declare, chicken, clothing, apron, whiskers, degree, gather, achieve, rather, bracket, machine* **Review:** *person, basket, between, artist, jacket* **Challenge:** *regret, nephew, method, decline, vibrate* | ***Target Skill*** Text and graphic features  ***Target Strategy*** Monitor/Clarify  ***Second Read Skills*** Similes,  Text structure  **Fluency**  Stress | **Grammar Skill**  Punctuation  **Speaking and Listening** Explaining the text  **Speaking and Listening Skill** Recount an experience  **Reading Foundational Skills**  Apply a variety of strategies to read unknown words in and out of context,  Read text with purpose and understanding, self- monitoring understanding | **Writing Mode** Informative writing  **Writing Form** Procedural composition  **Write About Reading** Performance task  **Foundational Skills:**  Read and write cursive and manuscript | ** Advanced Readers**  *Gentle Giants*  ** On Level Readers** *Life Among the Redwoods*   * **Struggling Readers** *Plants of the Redwood Forest* * **English Language Learners**   *Animals of the Redwood Forest*  **Vocabulary Readers (for all levels)**  *Forever Green* |

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| **Fourth Grade ELA Curriculum Map—Quarter 4, Lessons 22-30**  ***For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings*** | | | | | | | |
| **Unit 5** | **This Week's Essential Question: How can animal behavior be like human behavior?** | | | | | | |
| **\*\*Teach Sometime During Quarter 4:** Required Reading Resources—Arizona Standards Reading List\*\*   1. **Book Title:** *The Birch Bark House* **Genre:** Literature 2. **Read Aloud**: *Sea Turtles Ocean Nomads* Resources located in Unit 6 TE | | | | | | | |
| **Lesson**  **24**  4/1-4/5 | **Vocabulary** | **Decoding,**  **Phonics,**  **and Word**  **Recognition**  **Skills** | **Spelling** | **Comprehension**  **and Fluency** | **Language,**  **Speaking and**  **Listening, and**  **Reading**  **Foundational Skills** | **Writing and**  **Writing**  **Foundational Skills** | **Leveled Readers**  **for Small Group**  **Differentiation** |
| **Anchor Text** *Owen and Mzee: The True Story of a Remarkable Friendship* **Genre** Narrative nonfiction  **Paired Selection**  *Sea Sanctuary* **Genre** Informational text  **Read Aloud** *New Friends in the Newsroom* | **Vocabulary Strategies** Suffixe*s -ed, -ly*  **Target/Academic Vocabulary** *bond, suffered, intruder, companion, enclosure, inseparable, charged, chief, exhausted, affection*  **Domain-Specific Vocabulary** *adaptation, community, learned behavior, survive, shelter* | **Decoding**  *VCCCV*  Pattern  **Phonics and Word Recognition Skills**  Read unfamiliar multisyllabic words accurately, Use six syllable patterns, Use roots, base words, and affixes accurately | **Spelling Principle** Words with *VCCCV* Pattern  **Spelling Words**  **Basic:** *hundred, supply, single, middle, explain, surprise, pilgrim, sandwich, instead, complete, monster, settle, address, farther, sample, although, turtle, athlete, orchard, kingdom*  **Review:** *daughter, neighbor, children, pumpkin, uncle* **Challenge:** *fortress, instant, exclaim, mattress, sculptor* | **Target Skill** Compare and contrast  **Target Strategy** Analyze/Evalua te  **Second Read Skills**  Fact and opinion Author's word choice  **Fluency**  Intonation | **Grammar Skill**  Commas  **Speaking and Listening** Recounting a similar experience  **Reading Foundational Skills**  Apply a variety of strategies to read unknown words in and out of context,  Read text with purpose and understanding, self-monitoring understanding | **Writing Mode**  Informative writing  **Writing Form** Research report: prewrite  **Write About Reading** Performance task  **Research/Media Literacy Skills** Use internet source*s*  **Writing Foundational Skills** Read and write  cursive and manuscript | ** Advanced Readers** *Champions on Ice*  ** On Level Readers** *Helen Keller's*  *Lifelong Friend*   * **Struggling Readers**   *Flying into History*   * **English Language Learners** *Helen Keller's Lifelong Friend*   **Vocabulary Readers (for all levels)** *Dangerous Waves* |

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| **Fourth Grade ELA Curriculum Map—Quarter 4, Lessons 22-30**  ***For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings*** | | | | | | | |
| **Unit 5** | **This Week's Essential Question: How do inventions change the way we do things?** | | | | | | |
| **\*\*Teach Sometime During Quarter 4:** Required Reading Resources —Arizona Standards Reading List\*\*   1. **Book Title:** *The Birch Bark House* **Genre:** Literature 2. **Read Aloud**: *Sea Turtles Ocean Nomads* Resources located in Unit 6 TE | | | | | | | |
| **Lesson 25**  4/8-4/11 | **Vocabulary** | **Decoding, Phonics, and Word Recognition**  **Skills** | **Spelling** | **Comprehension and Fluency** | **Language, Speaking and Listening, and Reading Foundational Skills** | **Writing and Writing Foundational Skills** | **Leveled Readers for Small Group Differentiation** |
| **Anchor Text** *The Fun They Had*  **Genre**  Science fiction  **Paired Selections** *Toys! Amazing Stories Behind Some Great Inventions* **Genre** Informational text  **Read Aloud** *The Future of Flight* | **Vocabulary Strategies** Greek and Latin word parts (morphology)  *meter, therm, aud, fac*  **Target/Academic Vocabulary** *progress, calculated, dispute, centuries, superior, insert, waste, inspector, mechanical, average*  **Domain-Specific Vocabulary** *Storage device, scanner, disc, records* | **Decoding**  *VV* pattern / open syllable pattern  **Phonics and Word Recognition Skills**  Read unfamiliar multisyllabic words accurately, Use six syllable patterns, Use roots, base words, and affixes accurately | **Spelling Principle** Words with *VV* Pattern  **Spelling Words Basic:** *idea, lion, usual, radio, liar, poem, India, piano, January, quiet, poet, science, diary, violin, period, February, cereal, video, meteor, rodeo*  **Review:** *giant, lesson, program, quart, problem* **Challenge:** *variety, gradual, geography, diagram, punctuate* | **Target Skill** Author's purpose  **Target Strategy**  Question  **Second Read Skills**  Genre: science fiction,  Formal and informal language  **Fluency** Adjust rate to purpose | **Grammar Skill**  Proper mechanics  **Speaking and Listening** Identifying reasons and text evidence  **Speaking and Listening Skill**  Tell a story  **Reading Foundational Skills**  Apply a variety of strategies to read unknown words in and out of context,  Read text with purpose and understanding, self- monitoring understanding | **Writing Mode** Informative writing  **Writing Form** Research report: draft, revise, edit, publish  **Write About Reading** Performance task  **Foundational Skills:**  Read and write cursive and manuscript | ** Advanced Readers**  *Math Today and Tomorrow*  ** On Level Readers**  *A Hero Weighs In*   * **Struggling Readers**   *The Linney Twins Get Cooking*   * **English Language Learners**   *Dex is a Hero*  **Vocabulary Readers (for all levels)** *Remarkable Robots* |

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| **Fourth Grade ELA Curriculum Map—Quarter 4, Lessons 22-30**  ***For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings*** | | | | | | | |
| **Unit 6** | **This Week's Essential Question: How does exploring nature help our understanding of the world?** | | | | | | |
| **\*\*Teach Sometime During Quarter 4:** Required Reading Resources—Arizona Standards Reading List\*\*   1. **Book Title:** *The Birch Bark House* **Genre:** Literature 2. **Read Aloud**: *Sea Turtles Ocean Nomads* Resources located in Unit 6 TE | | | | | | | |
| **Lesson**  **26**  4/15-4/18 | **Vocabulary** | **Decoding,**  **Phonics, and**  **Word**  **Recognition**  **Skills** | **Spelling** | **Comprehension**  **and Fluency** | **Language, Speaking and**  **Listening, and Reading**  **Foundational Skills** | **Writing and**  **Writing**  **Foundational**  **Skills** | **Leveled Readers**  **for Small Group**  **Differentiation** |
| **Anchor Text** *The Girl Who Loved Spiders* **Genre**  Realistic fiction  **Paired Selections** *Web Wise* **Genre** Informational text  *The Spider, Spider Ropes* **Genre** Poetry  **Read Aloud** *The Importance of Spiders* | **Vocabulary Strategies** Greek and Latin word parts (morphology)  **Target/ Acad emic Vocabulary** *peculiar, intends, captured, nourishing, isolated, obtain, assist, favor, condition, memorable* | **Decoding** Common final syllables  **Phonics and Word Recognition Skills**  Read unfamiliar multisyllabic words accurately, Use six syllable patterns, Use roots, base words, and affixes accurately | **Spelling Principle** Final *schwa* + */r/* sound  **Spelling Words Basic:** *enter, banner, sugar, shower, motor, collar, labor, finger, mirror, beggar, favor, bother, fever, doctor, temper, actor, polar, sweater, traitor, whenever*  **Review:** *river, summer, dollar, center, number* **Challenge:** *calendar, error, popular, barrier, director* | **Target Skill**  Story structure  **Target Strategy**  Visualize  **Second Read Skills**  Point of view  **Fluency**  Expression | **Grammar Skill**  Making comparisons  **Speaking and Listening**  Paraphrasing main points  **Speaking and Listening Skill** Presenting/Viewing a dramatic performance  **Reading Foundational Skills**  Apply a variety of strategies to read unknown words in and out of context,  Read text with purpose and understanding, self- monitoring understanding | **Writing Mode**  Opinion writing  **Writing Form** Response to fiction  **Write About Reading** Performance tas*k*  **Foundational Skills:**  Read and write cursive and manuscript | **Below Level Trade Book (Accessible)** *Justin and the Best Biscuits in the World*  **Genre**  Realistic fiction  **On Level Trade Book (Complex)** *Phineas L. MacGuire...Gets Slimed!*  **Genre**  Realistic fiction |

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| **Fourth Grade ELA Curriculum Map—Quarter 4, Lessons 22-30**  ***For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings*** | | | | | | | |
| **Unit 6** | **This Week's Essential Question: Why is it important to learn about amphibians?** | | | | | | |
| **\*\*Teach Sometime During Quarter 4:** Required Reading Resources —Arizona Standards Reading List\*\*   1. **Book Title:** *The Birch Bark House* **Genre:** Literature 2. **Read Aloud**: *Sea Turtles Ocean Nomads* Resources located in Unit 6 TE | | | | | | | |
| **Lesson**  **27**  4/22-4/26 | **Vocabulary** | **Decoding,**  **Phonics, and**  **Word**  **Recognition**  **Skills** | **Spelling** | **Comprehension**  **and Fluency** | **Language, Speaking and**  **Listening, and Reading**  **Foundational Skills** | **Writing and**  **Writing**  **Foundational**  **Skills** | **Leveled**  **Readers for**  **Small Group**  **Differentiation** |
| **Anchor Text** *Amphibian Alert!* **Genre** Informational text  **Paired Selections** *The Frog in the Milk Pail*  **Genre**  Fable  *Toad by the Toad, The Poison-Dart Frogs*  **Genre**  Poetry  **Read Aloud** *Nowhere Else on Earth* | **Vocabulary Strategy** Analogie*s*  **Target/ Academic Vocabulary** *betrayed, shortage, species, continent, scarce, focus, convey, alert, introduce, opportunities* | **Decoding** More final syllables  **Phonics and Word Recognition Skills**  Read unfamiliar multisyllabic words accurately, Use six syllable patterns, Use roots, base words, and affixes accurately | **Spelling Principle** Final *schwa + /l/* sound  **Spelling Words Basic:** *title, towel, battle, pedal, metal, simple, eagle, special, total, trouble, nickel, gentle, barrel, model, tangle, ankle, marvel, juggle, squirrel, riddle* **Review:** *circle, travel, apple, little, purple* **Challenge:** *cancel, decimal, material, pretzel, triangle* | **Target Skill** Main ideas/Details  **Target Strategy**  Question  **Second Read Skills**  Word choice  **Fluency** Phrasing: punctuation | **Grammar Skill**  More comparisons  **Speaking and Listening** Reviewing key ideas to support a point  **Speaking and Listening Skill**  Make an informational presentation  **Reading Foundational Skills**  Apply a variety of strategies to read unknown words in and out of context,  Read text with purpose  and understanding, self- monitoring understanding | **Writing Mode**  Opinion writing  **Writing Form**  Journal entry  **Write About Reading** Performance task  **Writing Foundational Skills**  Read and write cursive and manuscript | **Below Level Trade Book (Accessible)** *Justin and the Best Biscuits in the World* **Genre**  Realistic fiction  **On Level Trade Book (Complex)** *Phineas L. MacGuire...Gets Slimed!*  **Genre**  Realistic fiction |

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| **Fourth Grade ELA Curriculum Map—Quarter 4, Lessons 22-30**  ***For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings*** | | | | | | | |
| **Unit 6** | **This Week's Essential Question: How do museums teach us about our world?** | | | | | | |
| **\*\*Teach Sometime During Quarter 4:** Required Reading —Arizona Standards Reading List\*\*   1. **Book Title:** *The Birch Bark House* **Genre:** Literature 2. **Read Aloud**: *Sea Turtles Ocean Nomads* Resources located in Unit 6 TE | | | | | | | |
| **Lesson**  **28**  4/29-5/2 | **Vocabulary** | **Decoding,**  **Phonics, and**  **Word**  **Recognition**  **Skills** | **Spelling** | **Comprehension**  **and Fluency** | **Language, Speaking**  **and Listening, and**  **Reading**  **Foundational Skills** | **Writing and**  **Writing**  **Foundational**  **Skills** | **Leveled**  **Readers for**  **Small Group**  **Differentiation** |
| **Anchor Text** *Museums: Worlds of Wonder* **Genre** *Expository nonfiction*  **Paired Selections** *Making the Most from Trash* **Genre** Photo essay  *Dinosaur Bone, Museum Farewell* | **Vocabulary Strategy** Prefixes *con-, com-, in-, im-*  **Target/ Academic Vocabulary** *apologize, genuine, triumph, source, registered, display, concluded, obstacles, affect, vast* | **Decoding** Stress in multisyllable words  **Phonics and Word Recognition Skills**  Read unfamiliar multisyllabic words accurately, Use six syllable patterns,  Use roots, base words, and affixes accurately | **Spelling Principle**  Three-syllable word*s*  **Spelling Words**  **Basic:** *library, another, hospital, example, deliver, history, however, several, vacation, important, victory, imagine, camera, potato, remember, together, memory, favorite, continue, president* **Review:** *unlucky, powerful, grandmother, November*  **Challenge:** *internal, ornament, interview, universe, article* | **Target Skill** Fact and opinion  **Target Strategy** Monitor and clarify  **Second Read Skills**  Tone  **Fluency**  Rate | **Grammar Skill**  Possessive pronouns  **Speaking and Listening**  Make an informal presentation  **Reading Foundational Skills** Apply a variety of strategies to read unknown words in and out of context, Read text with purpose and understanding, self- monitoring understanding | **Writing Mode**  Opinion writing  **Writing Form** Public service announcement  **Write About Reading** Performance task  **Writing Foundational Skills**  Read and write cursive and manuscript | **Below Level Trade Book (Accessible)** *Justin and the Best Biscuits in the World* **Genre**  Realistic fiction  **On Level Trade Book (Complex)** *Phineas L. MacGuire...Gets Slimed!*  **Genre**  Realistic fiction |

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| **Fourth Grade ELA Curriculum Map—Quarter 4, Lessons 22-30**  ***For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings*** | |
| **Benchmark Post Test 5/6-5/9** |
| **BAW or Journeys Writing Project for End of Year** | |

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| **Fourth Grade ELA Curriculum Map—Quarter 4, Lessons 24-30**  ***For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings*** | | | | | | | |
| **Unit 6** | **This Week's Essential Question: What can people learn by working for a cause?** | | | | | | |
| **\*\*Teach Sometime During Quarter 4:** Required Reading Resources - Arizona Standards Reading List\*\*   1. **Book Title:** *The Birch Bark House* **Genre:** Literature 2. **Read Aloud**: *Sea Turtles Ocean Nomads* Resources located in Unit 6 TE | | | | | | | |
| **Lesson**  **29**  5/13-5/16 | **Vocabulary** | **Decoding,**  **Phonics, and**  **Word**  **Recognition**  **Skills** | **Spelling** | **Comprehension**  **and Fluency** | **Language, Speaking and**  **Listening, and Reading**  **Foundational Skills** | **Writing and**  **Writing**  **Foundational**  **Skills** | **Leveled**  **Readers for**  **Small Group**  **Differentiation** |
| **Anchor Text** *Save Timber Woods!*  **Genre** Readers’ Theater  **Paired Selections** *Following Muir: A Persuasive Essay*  **Genre**  Persuasive Essay  *The Comb of Trees, Enjoy the Earth*  **Genre**  Poetry | **Vocabulary Strategies** Word origins (etymology)  **Target/ Academic Vocabulary** *defended, satisfied, confidence, symbol, boasted, resourceful, brilliant, publicity, territory, proposed* | **Decoding** Words with silent consonants  **Phonics and Word Recognition Skills**  Read unfamiliar multisyllabic words accurately, Use six syllable patterns,  Use roots, base words, and affixes accurately | **Spelling Principle** Words with silent consonants  **Spelling Words Basic:** *half, comb, mortgage, honor, fasten, kneel, wreath, calm, answer, handsome, wrinkle, listen, fetch, yolk, climb, honest, knuckle, plumber, limb, folktale* **Review:** *talk, knife, wrong, knack, hour* **Challenge:** *tomb, glisten, design, hasten, wrestle* | **Target Skill** Understanding characters  **Target Strategy**  Infer/Predict  **Second Read Skills**  Mood  **Fluency**  Phrasing pauses | **Grammar Skill**  Correct Pronouns  **Speaking and Listening** Discuss symbols and images in media  **Reading Foundational Skills**  Apply a variety of strategies to read unknown words in and out of context,  Read text with purpose and understanding, self- monitoring understanding | **Writing Mode**  Opinion writing  **Writing Form**  Opinion essay  **Write About Reading** Performance task  **Writing Foundational Skills:**  Read and write cursive and manuscript | **Below Level Trade Book (Accessible)** *Justin and the Best Biscuits in the World* **Genre**  Realistic fiction  **On Level Trade Book (Complex)** *Phineas L. MacGuire...Gets Slimed!*  **Genre**  Realistic fiction |

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| **Fourth Grade ELA Curriculum Map—Quarter 4, Lessons 24-30**  ***For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings*** | | | | | | | |
| **Unit 6** | **This Week's Essential Question: What can we do to protect the environment?** | | | | | | |
| **\*\*Teach Sometime During Quarter 4:** Required Reading Resources—Arizona Standards Reading List\*\*   1. **Book Title:** *The Birch Bark House* **Genre:** Literature 2. **Read Aloud**: *Sea Turtles Ocean Nomads* Resources located in Unit 6 TE | | | | | | | |
| **Lesson**  **30**  5/20-5/23  Or Skip lesson 30 | **Vocabulary** | **Decoding,**  **Phonics, and**  **Word**  **Recognition**  **Skills** | **Spelling** | **Comprehension**  **and Fluency** | **Language,**  **Speaking and**  **Listening, and**  **Reading**  **Foundational Skills** | **Writing and**  **Writing**  **Foundational**  **Skills** | **Leveled Readers**  **for Small Group**  **Differentiation** |
| **Anchor Text** *Mystery at Reed's Pond* **Genre** Mystery: long article  **Paired Selections** *A Big Python Problem*  **Genre** Informational text: short article  *Naming the Turtle, Greater Flamingo* **Genre**  Poetry | **Vocabulary Strategies** Suffixes -er,  -or, -ist  **Target/ Academic Vocabulary** *appreciate, effort, denied, informed, shallow, resources, average, suffered, inspector, progress* | **Decoding** Unusual spellings  **Phonics and Word Recognition Skills**  Read unfamiliar multisyllabic words accurately,  Use six syllable patterns,  Use roots, base words, and affixes accurately | **Spelling Principle**  Unusual spellings  **Spelling Words Basic:** *meant, routine, style, flood, month, pleasant, guess, women, either, against, disguise, sweat, magazine, guard, receive, wonder, league, type, ceiling, money*  **Review:** *front, head, elbow, shoe, mind* **Challenge:** *plaid, onion, guarantee, rhyme, submarine* | **Target Skill** Conclusions/ Generalizations  **Target Strategy**  Summarize  **Second Read Skills**  Word choice  **Fluency** Accuracy and self-correction | **Grammar Skill** Pronoun contractions  **Speaking and Listening** Dramatize a story  **Reading Foundational Skills** Apply a variety of strategies to read unknown words in and out of context, Read text with purpose and understanding,  self-monitoring understanding | **Writing Mode**  Opinion writing  **Writing Form**  Opinion essay  **Write About Reading** Performance task  **Writing Foundational Skills**  Read and write cursive and manuscript | **Below Level Trade Book (Accessible)** *Justin and the Best Biscuits in the World* **Genre**  Realistic fiction  **On Level Trade Book (Complex)** *Phineas L. MacGuire...Gets Slimed!*  **Genre**  Realistic fiction |