



**Trinity Area School District  
Elementary English Language Arts Curriculum Map**

<b>Course:</b> Elementary English Language Arts <b>Grade:</b> 4 <b>Designer(s):</b> Language Arts Committee	<b>Overview of Course:</b> English Language Arts in Fourth Grade focuses on developing skills to present information succinctly and confidently both orally and in writing; continuing to learn about words-roots, inflections, affixes, homophones, and word families to build and expand vocabulary and comprehension skills; understanding and using text organizations to formulate questions, make inferences, take notes, and create documents.
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**Overarching Big Ideas, Enduring Understandings, and Essential Questions**

Big Idea	Standard(s) Addressed	Enduring Understanding(s)	Essential Question(s)
<i>Foundational Skills</i>	1.1 Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions. These foundational skills are not an end in and of themselves; rather, they apply them as effective readers.		
Book Handling	CC.1.1.K.A Practice and utilize appropriate book handling skills.	Readers take good care of books.	How do we take care of books so that they are available for everyone to use for a long time?
Print Concepts	CC.1.1.1.B Demonstrate understanding of the organization and basic features of print.	Readers follow words left to right, top to bottom and page by page.  Readers recognize that spoken words are represented in written language by specific sequences of letters.  Readers understand that words are separated by spaces in print.  Readers recognize and name all upper and lower case letters of the alphabet.	What are the basic features of print?  How can the knowledge of printed language help us to communicate and understand?  How is reading a process of constructing meaning from text?
Phonological Awareness	CC.1.1.1.C Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	Readers apply phonetic principles, context clues, structural analysis, and spelling patterns to help them figure out unfamiliar	How does a reader determine the meaning of words and phrases?

	<ul style="list-style-type: none"> <li>Distinguish long from short vowel sounds in spoken multi-syllable words.</li> <li>Count, pronounce, blend, and segment syllables in spoken and written words.</li> <li>Orally produce multi-syllable words, including consonant blends and digraphs.</li> <li>Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken multi-syllable words.</li> <li>Add or substitute individual sounds (phonemes) in multi-syllable words to make new words.</li> </ul>	<p>words while reading.</p> <p>Readers use complex letter combinations to represent sounds in words that convey meaning.</p> <p>Readers use language structure and context clues to identify the intended meaning of words and phrases as they are used in text.</p>	<p>How are words similar?</p> <p>How are words different?</p> <p>If you do not know the meaning of a word, how can you use clues within the word to help you figure it out?</p>
Phonics and Word Recognition	<p>CC.1.1.4.D Know and apply grade level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> <li>Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words.</li> </ul>	<p>Readers analyze both the phonetic and the morphological parts of words to understand words in the English language.</p> <p>Readers change word parts to affect meanings.</p> <p>Readers know parts of speech within a sentence impact meaning.</p> <p>Readers use sentence structure to express more complex ideas.</p> <p>Readers use word analysis skills (e.g.: syllabication, root words, prefixes, suffixes, inflectional endings) to read and unlock meaning of words.</p> <p>Readers apply the knowledge of language, including word origins and morphology to unlock meaning.</p>	<p>What strategies do I use to learn new words and understand what I read?</p> <p>How do I use spelling patterns to read words?</p> <p>How do I use prefixes and suffixes to decode words?</p> <p>How do I use context clues to figure out the meaning of unfamiliar words?</p> <p>How have other languages and cultures influenced the English language?</p>
Fluency	<p>CC.1.1.4.E Read with accuracy and fluency to support comprehension:</p> <ul style="list-style-type: none"> <li>Read on-level text with purpose and understanding.</li> <li>Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</li> <li>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul>	<p>Fluent readers group words quickly to help them gain meaning from what they read.</p> <p>Fluent readers are able to read orally and silently with speed, accuracy, and proper phrasing and expression with attention to text features.</p> <p>Fluent readers read texts to themselves and others using appropriate phrasing, rate, intonation, and pay attention to punctuation.</p>	<p>What does it mean to fluently read text?</p> <p>How does fluency affect comprehension?</p> <p>Why is it important to read accurately and fluently?</p> <p>How can I improve my reading?</p>
<b>Big Idea</b>	<b>Standard(s) Addressed</b>	<b>Enduring Understanding(s)</b>	<b>Essential Question(s)</b>

<p><b>Reading Informational Text</b></p>	<p>1.2 Students read, understand, and respond to informational text – with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.</p>	<p>Readers use organizational features of text (e.g. sequence, question/answer, comparison/contrast, cause/effect, problem/solution) as related to content to clarify and enhance meaning.</p> <p>Readers understand that informational and expository text is written differently than fictional text and makes different demands on the reader.</p> <p>Readers know informational text gives facts about real people, places, things, or events.</p> <p>Readers employ strategies to help them understand text. Strategic readers can develop, select, and apply strategies to enhance their comprehension.</p>	<p>When can reading nonfiction text help you?</p> <p>How do readers understand what they read?</p> <p>What are the characteristics of informational texts?</p>
<p>Key Ideas and Details</p>	<p>CC.1.2.4.A (Main Idea) Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>CC.1.2.4.B (Text Analysis) Refer to details and examples in text to support what the text says explicitly and make inferences.</p> <p>CC.1.2.4.C (Text Analysis) Explain events, procedures, ideas, or concepts in a text, including what happened and why, based on specific information in the text.</p>	<p>Readers identify the main idea of texts.</p> <p>Readers understand essential content of text, including literary elements and devices that inform meaning.</p> <p>Readers answer questions about the details in a text by citing evidence.</p> <p>Readers connect event, ideas, or pieces of informational texts.</p>	<p>How do text details enable the reader to discern the theme of a story, drama, or poem?</p> <p>How are the topic, supporting details, and main idea used to understand what is being read?</p> <p>How do you distinguish between the important and unimportant details?</p> <p>What is the thinking process used while reading in order to understand and respond to what is being read?</p>
<p>Craft and Structure</p>	<p>CC.1.2.4.D (Point of View) Compare and contrast an event or topic told from two different points of view.</p> <p>CC.1.2.4.E (Text Structure) Use text structure to interpret information (e.g., chronology, comparison, cause/effect, problem/solution).</p>	<p>Readers identify and analyze the author’s opinion on a topic.</p> <p>Readers gain meaning of text through textual features and organization.</p> <p>Readers ask and answer questions about unknown words in a text.</p>	<p>How does knowing the point of view a story is written from help you understand what you are reading?</p> <p>How can text features and graphics help you understand what you are reading?</p> <p>Why is vocabulary development important?</p>

	<p>CC.1.2.4.F (Vocabulary) Determine the meaning of words and phrases as they are used in grade level text, including figurative language.</p>	<p>Readers understand that words powerfully affect meaning.</p> <p>Readers acquire vocabulary through reading, writing, listening, and speaking.</p>	<p>Why do readers need to pay attention to a writer's choice of words?</p> <p>How does context help us understand word meaning?</p>
Integration of Knowledge and Ideas	<p>CC.1.2.4.G (Diverse Media) Interpret various presentations of information within a text or digital source and explain how the information contributes to an understanding of text in which it appears.</p> <p>CC.1.2.4.H (Evaluating Arguments) Explain how an author uses reasons and evidence to support particular points in a text.</p> <p>CC.1.2.4.I (Analysis Across Texts) Integrate information from two texts on the same topic to demonstrate understanding of that topic.</p>	<p>Readers understand that authors use pictures and text to communicate a message.</p> <p>Readers identify the reasons an author gives to support points in a text.</p> <p>Readers compare/contrast to tell how things are alike and different.</p> <p>Readers compare and contrast informational texts on the same topic.</p>	<p>What information can be learned from diagrams, maps, graphs, charts, timelines, pictures, or illustrations?</p> <p>How does understanding an author's opinion help you comprehend what you are reading? How is compare and contrast used to help in understanding relationships?</p>
Vocabulary Acquisition and Use	<p>CC.1.2.4.J Acquire and use accurately grade appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.</p> <p>CC.1.2.4.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.</p>	<p>Readers understand vocabulary is acquired through reading, writing, listening, and speaking.</p> <p>Readers know a rich vocabulary enables them to understand and communicate more effectively.</p> <p>Readers determine or clarify unknown words in a text.</p> <p>A Reader's vocabulary dramatically improves reading comprehension making it easier to understand text.</p>	<p>Why is vocabulary development important?</p> <p>How do word parts help in understanding meaning? What strategies are used to determine the meaning of words?</p>
Range of Reading	<p>CC.1.2.4.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.</p>	<p>Readers understand comprehension requires and enhances critical thinking and is constructed through interaction between reader and text.</p> <p>Readers participate meaningfully during group reading activities.</p> <p>Reading a wide range of print and non-print texts builds an understanding of text, of</p>	<p>What determines the reading of nonfiction and informational texts?</p> <p>Why do readers read multiple texts on a similar theme or topic?</p> <p>What levels of books should I be reading?</p>

		themselves, and of different cultures.	
<b>Big Idea</b>  <i>Reading Literature</i>	<b>Standard(s) Addressed</b>  1.3 Students read and respond to works of literature - comprehension, vocabulary acquisition, making connections among ideas and between texts with focus on textual evidence.	<b>Enduring Understanding(s)</b>  Readers apply essential content of text, including literary elements and devices to comprehend meaning.	<b>Essential Question(s)</b>  What do tools do we use to comprehend what we are reading?  How do readers construct meaning from text?
Key Ideas and Details	CC.1.3.4.A (Theme) Determine a theme of a text from details in the text; summarize the text.  CC.1.3.4.B (Text Analysis) Cite relevant details from text to support what the text says explicitly and make inferences.  CC.1.3.4.C (Literary Elements) Describe in depth a character, setting or event in a story or drama, drawing on specific details in the text.	Readers identify the theme of a text.  Readers know characters learn lessons in stories. Readers understand essential content of text, including literary elements and devices, inform meaning.  Readers analyze organizational features of text (e.g. sequence, question/answer, comparison/contrast, cause/effect, problem/solution) as related to content to clarify and enhance meaning.  Readers know characters often change from the beginning to the end of a story.	How do we support our predictions and conclusions using the text?  How do the events in the story impact how characters react?  How does knowing the right actions change events?  What lesson can be learned from reading the story?  How does using a text-supported answer help in comprehending text?  How does comparing and contrasting help in understanding relationships within a text?
Craft and Structure	CC.1.3.4.D (Point of View) Compare and contrast an event or topic told from two different points of view.  CC.1.3.4.E (Text Structure) Explain major differences between poems, drama and prose and refer to the structural elements of each when writing or speaking about a text.  CC.1.3.4.F (Vocabulary) Determine the meaning of words and phrases as they are used in grade level text, including figurative language.	Readers put to use knowledge of comparing/contrasting in the point of view of the text they are reading.  Readers know that a writer's point of view is influenced by his experience.  Readers gain meaning of text through textual features and organization.  Readers ask and answer questions when words are unknown in a text.	How does the person telling the story impact the way we perceive what is happening?  Why does an author choose to tell a story?  How can text features and graphics help you understand what you are reading?  When might your opinion differ from an author's opinion?  What does "reading between the lines" mean?

<p>Integration of Knowledge and Ideas</p>	<p>CC.1.3.4.G (Sources of Information) Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.</p> <p>CC.1.3.4.H (Text Analysis) Compare and contrast similar themes, topics, and patterns of events in literature, including texts from different cultures.</p>	<p>Readers use references from texts to provide evidence for applying ideas and making connections between text and self, text and other texts, and texts and the real world.</p> <p>Readers compare and contrast characters in different texts.</p>	<p>How does making connections help readers comprehend what they are reading?</p> <p>How is comparing and contrasting used to understand relationships between characters and/or events?</p>
<p>Vocabulary Acquisition and Use</p>	<p>CC.1.3.4.I (Strategies) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.</p> <p>CC.1.3.4.J Acquire and use accurately grade appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.</p>	<p>Readers make connections between and among words based on meaning, content, and context.</p> <p>Readers acquire and apply a robust vocabulary to assist in constructing meaning.</p>	<p>Why is vocabulary development important?</p> <p>How do word parts help in understanding meaning?</p> <p>What strategies are used to determine the meaning of words?</p>
<p>Range of Reading</p>	<p>CC.1.3.4.K Read and comprehend literary fiction on grade level, reading independently and proficiently.</p>	<p>Readers read independently and comprehend what they are reading.</p> <p>Reading a wide range of literature by different authors, and from time periods, cultures, and genres, builds an understanding of the human experience.</p>	<p>What levels of books should I be reading?</p>
<p><b>Big Idea</b></p> <p><i>Writing</i></p>	<p><b>Standard(s) Addressed</b></p> <p>1.4 Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</p>	<p><b>Enduring Understanding(s)</b></p> <p>Focus, content, organization, style, and conventions work together to impact writing quality.</p> <p>Writing improves through the recursive process of revising and editing.</p> <p>Various types of writing are distinguished by their characteristics.</p>	<p><b>Essential Question(s)</b></p> <p>Why do authors use writing as a way to communicate?</p> <p>What role does writing play in our lives?</p> <p>How do we develop effective writers?</p> <p>To what extent does the writing process contribute to the quality of writing?</p>

		<p>Writing is a means of documenting thinking.</p> <p>Writing is a recursive process that conveys ideas, thoughts, and feelings.</p> <p>Purpose, topic and audience guide types of writing.</p> <p>The writing process is applied to develop a piece of work (i.e. pre-write, draft, revise, edit and publish) and revise writing by improving details by making words more exact, examining the logical flow of information, and varying sentence length and structure.</p>	<p>How can you tell if your writing is well-written?</p>
<p><b>Informative/ Explanatory</b></p>	<p>CC.1.4.4.A Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>CC.1.4.4.B (Focus) Identify and introduce the topic clearly.</p> <p>CC.1.4.4.C (Content) Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension.</p> <p>CC.1.4.4.D (Organization) Group related information in paragraphs and sections, linking ideas within categories of information using words and phrases; provide a concluding statement or section; include formatting when useful to aiding comprehension.</p> <p>CC.1.4.4.E (Style) Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>CC.1.4.4.F (Conventions) Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p>	<p>Informational pieces have a well developed main idea, precise language and specific detail, and relevant graphics/illustrations where appropriate (e.g. essays, letters, reports, instructions).</p>	<p>Why do students conduct research?</p> <p>How do authors develop a topic and stick to it?</p> <p>How is background for an informational story gathered?</p> <p>How do authors develop their papers?</p> <p>Where do authors' ideas come from?</p> <p>How do writers transition from paragraph to another smoothly?</p> <p>How does the sequence of the piece affect the readers' understanding?</p> <p>How does the use of informational elements (captions, illustrations' charts, graphs, etc.) help convey the information?</p> <p>How can I use vocabulary to make my writing more informative?</p> <p>What ways can a writer's message be impacted by punctuation and grammatical correctness or incorrectness?</p>

Opinion/ Argumentative	<p>CC.1.4.4.G Write opinion pieces on topics or texts.</p> <p>CC.1.4.4.H (Focus) Introduce the topic and state an opinion on the topic.</p> <p>CC.1.4.4.I (Content) Provide reasons that are supported by facts and details.</p> <p>CC.1.4.4.J (Organization) Create an organizational structure that includes related ideas grouped to support the writer's purpose and linked in a logical order with a concluding statement or section related to the opinion.</p> <p>CC.1.4.4.K (Style) Choose words and phrases to convey ideas precisely.</p> <p>CC.1.4.4.L (Conventions) Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p>	<p>Persuasive pieces contain a clearly stated position or opinion and include supporting details with sources cited where appropriate.</p>	<p>How might you persuade someone through writing?</p> <p>What kinds of words, phrases, sentence structures, and organizational structures should be used?</p> <p>Which graphic organizers/outlines would be best to help elaborate and organize ideas for persuasive information?</p> <p>How do writers transition from paragraph to another smoothly?</p> <p>How does the sequence of the piece affect the readers' understanding?</p> <p>How important is making good decisions about the use of precise language, including adjectives, verbs, and specific details, and justifying the choices made?</p> <p>How do rules of language affect communication?</p> <p>How do grammar, punctuation, and spelling impact a writer's message?</p>
Narrative	<p>CC.1.4.4.M Write narratives to develop real or imagined experiences or events.</p> <p>CC.1.4.4.N (Focus) Orient the reader by establishing a situation and introducing a narrator and/or characters.</p> <p>CC.1.4.4.O (Content)</p>	<p>Narrative pieces contain detailed descriptions of people, places and things, as well as literary elements (e.g. multi-paragraph stories, poems, plays).</p> <p>Good writers use a repertoire of strategies that enables them to vary form and style in order to write for different purposes, audiences, and contexts.</p>	<p>How can a writer use words, sentence structure, and organizational structure to tell a story?</p> <p>How do authors develop a topic and stick to it?</p> <p>How do writers transition from paragraph to another smoothly?</p>

	<p>Use dialogue and descriptions to develop experiences and events or show the responses of characters to situations; use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>CC.1.4.4.P (Organization) Organize an event sequence that unfolds naturally, using a variety of transitional words and phrases to manage the sequence of events; provide a conclusion that follows from the narrated experiences and events.</p> <p>CC.1.4.4.Q (Style) Choose words and phrases to convey ideas precisely.</p> <p>CC.1.4.4.R (Conventions) Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p>	<p>Writers select a topic and develop it throughout their paper.</p> <p>Writers produce ideas and details to communicate information that relates to a chosen topic.</p> <p>Writers describe experiences and events in a narrative.</p> <p>Writers write about the events in the order in which they occurred.</p> <p>Writers make logical connections linking ideas, words, phrases and clauses.</p> <p>Writers use precise language to tell their readers a story and to paint a lasting picture in their minds.</p> <p>Good writers write sentences of varying length and complexity using specific nouns, verbs, and descriptive words.</p> <p>Authors use grade level standards of English language, usage, capitalization, punctuation, and spelling in their writings.</p> <p>Good writers use conventions of language to help readers understand what is being communicated.</p>	<p>How does the sequence of the piece affect the readers' understanding?</p> <p>How do writers transition from paragraph to another smoothly?</p> <p>How does the sequence of the piece affect the readers' understanding?</p> <p>How important is making good decisions about the use of precise language, including adjectives, verbs, complex sentences, and the use of figurative language in telling a story?</p> <p>How do rules of language affect communication?</p> <p>How do grammar, punctuation, and spelling impact a writer's message?</p>
Response to Literature	<p>CC.1.4.4.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and informational texts.</p>	<p>Readers use good literature to support reflections and research papers.</p>	<p>How do readers use the literature that they read?</p> <p>Why does a writer choose a particular form of writing?</p>
Production and Distribution of Writing	<p>CC.1.4.4.T (Writing Process) With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>	<p>Authors work through process of writing at different rates. The process is enhanced by conferencing with peers or teachers.</p>	<p>How can authors improve a story?</p> <p>Why is conferencing with another author helpful?</p>
Technology and Publication	<p>CC.1.4.4.U With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with</p>	<p>Writers use technology to enhance their work.</p>	<p>How can using technology improve an author's work?</p> <p>Why might an author publish?</p>

	others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.		How do people use media to process information?
Conducting Research	CC.1.4.4.V Conduct short research projects that build knowledge through investigation of different aspects of a topic.	Writers know identifying resource materials is important in achieving a research goal.  Writers know how to locate and select appropriate resource materials to achieve a research goal.  Writers summarize relevant information from source material to achieve a research goal is essential.  Authors locate credible sources of information, including information gathered from web sites.  Writers organize and present information drawn from research.	How do we use information gained through research to expand knowledge?  How can our knowledge and use of the research process promote lifelong learning?
Credibility, Reliability, and Validity of Sources	CC.1.4.4.W Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.	Writers recall information from experiences or gather relevant information from sources to respond to questions.	What experiences can be used in writing?
Range of Writing	CC.1.4.4.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.	Authors compose writings on a daily basis and over extended periods of time.	When do writers write?  In what ways do writers communicate different kinds of information?  Why do writers use different forms of writing?
<b>Big Idea</b>  <i>Speaking and Listening</i>	<b>Standard(s) Addressed</b>  1.5 Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.	<b>Enduring Understanding(s)</b>  Effective speaking and listening are essential for productive communication.  Listening provides the opportunity to learn, reflect, and respond.	<b>Essential Question(s)</b>  How does productive oral communication rely on speaking and listening?
Comprehension and Collaboration	CC.1.5.4.A (Collaborate Discussion) Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and expressing	Purpose, context and audience influence the content and delivery in speaking situations.  Students engage in a variety of oral	What are the different ways speakers present information?  How do speakers determine style, task, and

	<p>their own clearly.</p> <p>CC.1.5.4.B (Critical Listening) Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>CC.1.5.4.C (Evaluating Information) Identify the reasons and evidence a speaker provides to support particular points.</p>	<p>presentations involving grade level topics.</p> <p>Students summarize main points of a written text in oral presentations.</p> <p>Students summarize the main points a speaker makes.</p>	<p>purpose appropriate to an audience?</p>
<p>Presentation of Knowledge and Ideas</p>	<p>CC.1.5.4.D (Purpose, Audience, and Task) Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly with adequate volume, appropriate pacing, and clear pronunciation.</p> <p>CC.1.5.4.E (Context) Differentiate between contexts that require formal English versus informal situations.</p>	<p>Students speak clearly on a wide variety of topics.</p> <p>Students understand effective speaking and listening are essential for productive communication.</p>	<p>How do speakers support and organize the information presented?</p> <p>What is formal English? How do people determine when to use formal English?</p> <p>In what situations might it be appropriate to use informal English?</p>
<p>Integration of Knowledge and Ideas</p>	<p>CC.1.5.4.F (Multimedia) Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p>	<p>Student speeches include multimedia and visual displays to present main ideas or themes.</p>	<p>What is digital media?</p> <p>How does the use of multimedia displays enhance and present information in a speech?</p>
<p>Conventions of Standard English</p>	<p>CC.1.5.4.G Demonstrate command of the conventions of standard English when speaking based on grade 4 level and content.</p>	<p>Students show command of standard English conventions when speaking.</p>	<p>How do grammar, punctuation, and spelling impact a writer's message?</p>

## Big Ideas and Essential Skills Per Unit of Study

Month of Instruction	Title of Unit	Big Idea(s)	Standard(s) Addressed	Reading Skills	Word Study Skills	Common Assessment(s)*	Common Resource(s)* Used
August/ September	The First Twenty-Five Days  Reaching Out	Foundational Skills  Reading Literature (Lesson 2)  Informational Texts (Lessons 1, 3, 4)	CC.1.1.4.D-E  CC.1.2.4.C CC.1.2.4.D CC.1.3.4.A CC.1.3.4.C	Story Structure Summarize Author's Purpose Cause and Effect Theme	Prefixes Context Clues	Grades 2-5 Comprehensive Screening Assessment (omit Writing section)  Unit 1 Lesson 3 Skills in Context	<a href="#"><u>The Daily 5: Fostering Literacy Independence in the Elementary Grades</u></a> HMH <a href="#"><u>Journeys</u></a> Grade 4 Book Room resources
October	Do You Know What I Mean?	Reading Literature (Lesson 5, 8)  Informational Texts (Lessons 6, 7)	CC.1.2.4.E CC.1.3.4.C CC.1.3.4.D	Understanding Characters Compare and Contrast Fact and Opinion	Suffixes Greek and Latin Word Parts Figurative Language	Unit 1 Benchmark Assessment  Unit 2 Lesson 8 Skills in Context	<a href="#"><u>Journeys</u></a> Book Room Resources Projectables Study Island BrainPop
November	Natural Encounters	Reading Literature (Lessons 10, 11)  Informational Texts (Lesson 9)	CC.1.2.4.D CC.1.2.4.G CC.1.2.4.H	Conclusion and Generalizations Author's Purpose Fact and Opinion	Antonyms Analogies Suffixes		<a href="#"><u>Journeys</u></a> Book Room Resources Projectables Study Island BrainPop
December	Natural Encounters	Informational Texts (Lessons 12, 13, 14)	CC.1.2.4.E CC.1.3.4.C CC.1.3.4.E	Sequence of Events Cause and Effect Text and Graphic Features	Synonyms Greek and Latin Word Parts Suffixes	Unit 3 Lesson 13 Skills in Context	<a href="#"><u>Journeys</u></a> Book Room Resources Projectables Study Island BrainPop
January	Never Give Up	Informational Texts (Lessons 15, 16, 17)	CC.1.2.4.H CC.1.3.4.B CC.1.3.4.C	Main Idea and Details Compare and Contrast Sequence of Events	Multiple Meaning Words Context Clues Suffixes	Unit 3 Benchmark Assessment	<a href="#"><u>Journeys</u></a> Book Room Resources Projectables Study Island BrainPop
February	Change Is All Around	Reading Literature (Lessons 20) Informational Texts (Lessons 18, 19)	CC.1.3.4.A CC.1.2.4.H	Understanding Characters Persuasion Main Ideas and Details	Homophones Homonyms Homographs Compound Words	Lesson 18 Skills in Context	<a href="#"><u>Journeys</u></a> Book Room Resources Projectables Study Island BrainPop

March	Change is All Around	Reading Literature (Lessons 21)  Informational Texts (Lessons 22, 23, 24)	CC.1.2.4.A CC.1.3.4.A CC.1.3.4.E	Theme Cause and Effect Text and Graphic Features Compare and Contrast	Multiple Meaning Words Prefixes Suffixes	Lesson 23 Skills in Context	<u>Journeys</u> Book Room Resources Projectables Study Island BrainPop
April	Magazines and Articles	Reading Literature (Lessons 25, 26)  Informational Texts (Lesson 27)	CC.1.2.4.B CC.1.3.4.B CC.1.3.4.C	Author's Purpose Story Structure Main Idea/Supporting Details	Greek and Latin Word Parts Analogies	Unit 5 Benchmark Assessment	<u>Journeys</u> Book Room Resources Projectables Study Island BrainPop
May/June	Drama and Trade Books	Reading Literature (Lessons 29, 30)  Informational Texts (Lesson 28)	CC.1.2.4.B CC.1.3.4.C	Fact and Opinion Understanding Characters Conclusions/ Generalizations	Prefixes Word Origins Suffixes		<u>Journeys</u> Book Room Resources Projectables Study Island BrainPop  <u>Justin and the Best Biscuits in the World</u>  <u>Phineas L. MacGuire... Gets Slimed!</u>  <u>Sea Turtles: Ocean Nomads</u>