Curriculum Map: 4th Grade ELA - 2024

Course: 4 Reading/Writing Process Sub-topic: Reading

Grade(s): 4

Course Description:

Course Title: Fourth Grade English Language Arts (ELA) Curriculum

Course Description:

The Fourth Grade English Language Arts (ELA) Curriculum is designed to provide students with a comprehensive and engaging learning experience that aligns with the Pennsylvania State Standards. Throughout the academic year, students will explore various aspects of language arts, including reading, writing, speaking, and listening, to develop strong communication skills. Overall, the Fourth Grade ELA Curriculum aims to foster a love for reading and writing, while equipping students with the skills and knowledge necessary for effective communication in both academic and real-world contexts. By addressing the Pennsylvania State Standards, this course prepares students to meet grade-level expectations and build a solid foundation for future language arts learning.

Essential Questions:

1. **Reading Comprehension:**
   - How can we identify and analyze main ideas and supporting details in various types of texts?
   - What strategies can we use to make predictions and draw inferences while reading?

2. **Writing:**
   - How does the writing process help us express our ideas clearly and cohesively in different types of writing?
   - What conventions of standard English grammar and usage are important for effective writing?

3. **Language and Vocabulary:**
   - How can we expand our vocabulary and use domain-specific language in our writing and speaking?
   - Why is it important to understand and apply the conventions of grammar, punctuation, and spelling in our communication?

4. **Speaking and Listening:**
   - How do effective speakers engage in collaborative conversations and express their ideas clearly?
   - Why is active listening important in discussions, and how can we improve our listening skills?

5. **Text Dependent Analysis - Writing:**
   - How can we craft a well-supported and insightful analysis that draws upon specific evidence from the text to effectively communicate our interpretation of the author's message or literary elements?

Course Textbooks, Workbooks, Materials Citations:	Scholastic Storyworks
	Independent Reading Books
	Accelerated Reader/STAR
	Novel Study Resources
	i-Ready
	Anthology Series

Unit: Introduction to Literature
Timeline: Week 2 to 4

| **Unit Description:** | In Unit 1, 4th grade students will be able to identify story elements (characters, setting, plot), genre and genre characteristics (fiction/nonfiction), summarizing strategies, and applying skills to create summaries. |

In Unit 1, 4th grade students will be able to write complete paragraphs, while correctly using nouns, verbs, and adverbs.

Unit Essential Questions:

1. Effective Reading Strategies:
   - How do effective readers employ appropriate strategies to construct meaning from a text, and how does this contribute to a deeper understanding of the content?

2. Synthesizing Story Elements and Summarizing Techniques:
   - How can students synthesize their understanding of story elements and summarizing techniques to independently create summaries that demonstrate critical thinking and comprehension?

3. Constructing Proficient Paragraphs:
   - What steps and strategies do students take to develop proficiency in constructing complete paragraphs, including the incorporation of nouns, verbs, and adverbs, while understanding the fundamental structure of a paragraph?

Unit Big Ideas:

Effective readers use appropriate strategies to construct meaning.

Synthesize understanding of story elements and summarizing techniques to independently create well-crafted summaries, showcasing critical thinking and comprehension.

Develop proficiency in constructing complete paragraphs by incorporating nouns, verbs, and adverbs, understanding the fundamental structure of a paragraph.

Unit Materials:

Scholastic Storyworks

Anthology/Series

TPT Resources

Internet Resources

Unit Assignments: Write a complete paragraph in response to a prompt.

- Including, introduction, three details, and a concluding statement

- Including the correct usage of nouns, verbs, and adverbs.

Unit Key Terminology & Definitions: Plot

Exposition/Introduction

Rising Action

Climax

Falling Action

Resolution

Conflict

Problem/Solution

Character

Setting

Paragraph

Restating

Text Evidence

Topic Sentence

Details

Nouns

Verbs

Adverbs

Summary

Fiction

Nonfiction

Genre

STANDARDS:

STANDARDS

CC.1.3.4.A (Advanced)	Determine a theme of a text from details in the text; summarize the text.
CC.1.3.4.B (Advanced)	Cite relevant details from text to support what the text says explicitly and make inferences.
CC.1.3.4.C (Advanced)	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.

CC.1.4.4.F (Advanced)	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
CC.1.4.4.L (Advanced)	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

STATE: PA Core Anchors and Eligible Content (2014)

E04.A-K.1.1.1 (Advanced)	Refer to details and examples in a text when explaining what the text explicitly says and when drawing inferences from the text. Alternate Eligible Content Code E04AK1.1.1a: Answer a literal question about a text E04AK1.1.1b: Answer an in ferential question about a text E04AK1.1.1c: Identify details from the text to support answers to literal or inferential questions
E04.A-K.1.1.2 (Advanced)	Determine a theme of a story, drama, or poem from details in the text; summarize the text. Alternate Eligible Content Code E04AK1.1.2a: Identify the theme/ central message of a text E04AK1.1.2b: Summarize the text
E04.A-K.1.1.3 (Advanced)	Describe in depth a character, setting, or event in a story, drama, or poem, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). Alternate Eligible Content Code E04AK1.1.3a: Identify details from the text to answer questions related to the characters, setting or events
E04.A-V.4.1.1 (Advanced)	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. Alternate Eligible Content Code E04AV4.1.1a: Use context to determine the meaning of an unknown or multiple meaning word E04AV4.1.1b: Use a root word or affix to determine the meaning of a word
E04.C.1.1.1 (Advanced)	Introduce a topic or text for the intended audience, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.

E04.C.1.1.2 (Advanced)	Provide reasons that are supported by facts and details.
E04.C.1.1.4 (Advanced)	Provide a concluding statement or section related to the opinion presented.
E04.C.1.2.5 (Advanced)	Provide a concluding statement or section related to the information or explanation presented.
E04.C.1.3.4 (Advanced)	Use concrete words and phrases and sensory details to convey experiences and events precisely.

This Curriculum Map Unit has no Topics to display

Unit: Introduction to Nonfiction Genre

Timeline: Week 5 to 8

Unit Description:

In Unit 2, 4th grade students will be able to identify nonfiction text features, determine the main idea of a nonfiction text, find supporting details, and summarize a nonfiction text.

In Unit 2, 4th grade students will be able to identify and use adjectives, pronouns, and correct verb tenses.

In Unit 2, 4th grade students will be able to write a cohesive essay in response to a persuasive writing prompt.

Unit Essential Questions:

1. **Nonfiction Text Features:**
   - How do various nonfiction text features contribute to our understanding of informational texts, and how can we effectively utilize them for comprehension?

2. **Main Idea and Supporting Details:**
   - What strategies can we employ to identify the main idea of a nonfiction text, and how do

supporting details enhance our comprehension of the overall content?

3. **Summarizing Nonfiction Texts:**
   - How can we provide key information from nonfiction texts while creating a comprehensive summary including key ideas and details?

4. **Persuasive Writing Skills:**
   - What elements characterize persuasive writing, and how can we use evidence, logical reasoning, and persuasive language to construct a compelling argument?

5. **Application of Skills:**
   - How do we apply our understanding of nonfiction text features, main idea and supporting details, and summarization techniques to effectively write a persuasive essay in response to a given prompt?

Unit Big Ideas:

1. **Nonfiction Text Features**
- Explore and identify various nonfiction text features, including headings, subheadings, captions, charts, graphs, and diagrams, to enhance comprehension and extract information effectively.

2. **Main Idea and Supporting Details**
- Develop skills in identifying the main idea of a nonfiction text and recognizing supporting details that contribute to the overall understanding of the content.

3. **Summarizing Nonfiction Texts**
- Use summarization techniques specific to nonfiction texts, condensing information while preserving key details and main ideas.

4. **Persuasive Writing Skills**
- Learn the elements of persuasive writing, including the use of evidence, logical reasoning, and persuasive language, to construct a compelling argument in response to a given prompt.

5. **Application of Skills**
- Apply the acquired knowledge of nonfiction text features, main idea and supporting details, and summarization techniques to the task of writing a persuasive essay, demonstrating a

comprehensive understanding of both content and persuasive writing strategies.

Unit Materials:

Scholastic Storyworks

Anthology/Series

TPT Resources

Internet Resources

Unit Assignments: Students will write a 5 paragraph essay, including main idea and supporting details.

Unit Key Terminology & Definitions:

Main Idea

Details

Summary

Persuasive

Adjectives

Verb Tense

Pronouns

Informational

Text Features

Headings

Graphics

Charts

Timelines

Diagrams

STANDARDS:

STANDARDS

STATE: PA Core Standards (2014)

CC.1.2.4.A
(Advanced)
Determine the main idea of a text and explain how it is supported by key details; summarize the text.

CC.1.2.4.B
(Advanced)
Refer to details and examples in text to support what the text says explicitly and make inferences.

CC.1.2.4.C
(Advanced)
Explain events, procedures, ideas, or concepts in a text, including what happened and why, based on specific information in the text.

CC.1.2.4.G
(Advanced)
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.

CC.1.4.4.G
(Advanced)
Write opinion pieces on topics or texts.

CC.1.4.4.H
(Advanced)
Introduce the topic and state an opinion on the topic.

CC.1.4.4.I
(Advanced)
Provide reasons that are supported by facts and details.

CC.1.4.4.J
(Advanced)
Create an organizational structure that includes related ideas grouped to support the writer's purpose and linked in a logical order with a concluding statement or section related to the opinion.

CC.1.4.4.K
Choose words and phrases to convey ideas precisely.

(Advanced)

CC.1.4.4.L
(Advanced)
Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

STATE: PA Core Anchors and Eligible Content (2014)

E04.B-K.1.1.1
(Advanced)
Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

Alternate Eligible Content Code E04BK1.1.1a:Answer a literal question about a text E04BK1.1.1b: Answer an in ferential question about a text E04BK1.1.1c: Identify details from the text to support answers to literal or inferential questions

E04.B-K.1.1.2
(Advanced)
Determine the main idea of a text and explain how it is supported by key details; summarize the text.

Alternate Eligible Content Code E04BK1.1.2a: Identify the main idea/ central idea of a text E04BK1.1.2b: Summarize the text

E04.B-K.1.1.3
(Advanced)
Explain events, procedures, ideas, steps, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

Alternate Eligible Content Code E04BK1.1.3a: Identify details from the text to answer questions about events, procedures, ideas, steps, or concepts

E04.B-C.3.1.3
(Advanced)
Interpret text features (e.g., headings, graphics, charts, timelines, diagrams) and/or make connections between text and the content of text features.

E04.B-V.4.1.1
(Advanced)
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

Alternate Eligible Content Code E04BV4.1.1a: Use context to determine the meaning of an unknown or multiple meaning word E04BV4.1.1b: Use a root word or affix to determine the meaning of a word

E04.D.1.2.1   Use correct capitalization.

(Advanced)	
E04.D.1.2.4 (Advanced)	Spell grade-appropriate words correctly.
E04.D.2.1.1 (Advanced)	Choose words and phrases to convey ideas precisely.*
E04.D.2.1.2 (Advanced)	Choose punctuation for effect.*
E04.D.2.1.3 (Advanced)	Choose words and phrases for effect.*

This Curriculum Map Unit has no Topics to display

Unit: Character & Point of View

Timeline: Week 9 to 13

Unit Description:

In Unit 3, 4th grade students will be able to identify character traits and types, examine various points of view, analyze explicit and implicit evidence, and ultimately apply their newfound knowledge to compose a compelling narrative writing piece.

In Unit 3, 4th grade students will be able to identify and use relative pronouns, order of adjectives, and the use of quotation marks.

Unit Essential Questions:

1. **Understanding Character Traits and Types:**
   - How do different character traits contribute to the depth and complexity of literary characters, and how do these traits influence the overall narrative?

2. **Point of View Analysis:**
   - What impact does the choice of narrative perspective have on the story, and how does it shape the reader's understanding and interpretation of events and characters?

3. **Evidence Evaluation:**
   - How can we distinguish between explicit and implicit evidence in a text, and how does this skill enhance our ability to identify and analyze information that is both directly stated and implied?

4. **Language Mechanics and Expression:**
   - How do relative pronouns, the order of adjectives, and proper use of quotation marks contribute to effective language expression in writing, and how can using these mechanics enhance overall written communication?

5. **Narrative Writing Skills:**
   - What steps and techniques are involved in crafting engaging narratives, and how can students integrate character development, varied points of view, and effective use of evidence and language mechanics to create compelling stories?

Unit Big Ideas:

1. **Understanding Character Traits and Types:**
- Explore various character traits and types in literature, analyzing how they contribute to the development of characters and the overall narrative.

2. **Point of View Analysis:**
- Examine different points of view in texts, understanding how the narrator's perspective influences the story and the reader's interpretation.

3. **Evidence Evaluation:**
- Teach students to differentiate between explicit and implicit evidence in a text, fostering the ability to identify and analyze information that is directly stated and implied.

4. **Language Mechanics and Expression:**
- Introduce and practice the use of relative pronouns, order of adjectives, and quotation marks, enhancing students' grasp of grammar and language mechanics in writing.

5. **Narrative Writing Skills:**
- Develop narrative writing skills, guiding students through the process of crafting engaging narratives that incorporate character development, varied points of view, and effective use of

evidence and language mechanics.

Unit Materials:

Scholastic Storyworks

Anthology/Series

TPT Resources

Internet Resources

Unit Assignments: Write a narrative story that includes dialogue and the use of quotation marks to publish and present.

Unit Key Terminology & Definitions: Character Traits

Physical

Personal

Point of View

1st Person Point of View

3rd Person Point of View

Relative Pronouns

Order of Adjectives

Quotations

Quotation Marks

Explicit

Implicit

Idioms

Adages

Proverbs

Drama

Narrative

Compare

Contrast

Publish

Dialogue

STANDARDS:

STANDARDS

CC.1.3.4.E (Advanced)	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 (Advanced)	Determine the meaning of words and phrases as they are used in grade-level text, including figurative language.
CC.1.3.4.I (Advanced)	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
CC.1.3.4.J (Advanced)	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.
CC.1.3.4.K (Advanced)	Read and comprehend literary fiction on grade level, reading independently and proficiently.
CC.1.4.4.M (Advanced)	Write narratives to develop real or imagined experiences or events.
CC.1.4.4.N (Advanced)	Orient the reader by establishing a situation and introducing a narrator and/or characters.
CC.1.4.4.O (Advanced)	Use dialogue and descriptions to develop experiences and events or show the responses of characters to situations; use concrete words and phrases and sensory details to convey experiences and events precisely.
CC.1.4.4.P (Advanced)	Organize an event sequence that unfolds naturally, using a variety of transitional words and phrases to manage the sequence of events; provide a conclusion that follows from the narrated experiences and events.
CC.1.4.4.Q (Advanced)	Choose words and phrases to convey ideas precisely.
CC.1.4.4.R (Advanced)	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
CC.1.4.4.U (Advanced)	With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

CC.1.5.4.A (Advanced)	Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others' ideas and expressing their own clearly.
CC.1.5.4.D (Advanced)	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly with adequate volume, appropriate pacing, and clear pronunciation.
CC.1.5.4.F (Advanced)	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
CC.1.5.4.G (Advanced)	Demonstrate command of the conventions of standard English when speaking, based on Grade 4 level and content.

This Curriculum Map Unit has no Topics to display

Unit: Theme & Figurative Language

Timeline: Week 14 to 16

Unit Description:
In Unit 4, 4th grade students will be able to identify and understand key concepts such as theme, figurative language, personal narrative.

In Unit 4, 4th grade students will be able to identify conjunctions, fragment sentences, run-on sentences, and compound sentences.

Unit Essential Questions:

1. **Theme Exploration:**
   - How can we identify and understand the underlying themes in literature, and what insights do they provide into the author's message?

2. **Figurative Language Mastery:**
   - What role do similes and metaphors play in enhancing the richness of language, and how

can we use them effectively in our writing?

3. **Personal Narrative Crafting:**
   - How do we use details, dialogue, and reflection to create personal narratives?

4. **Sentence Structure Proficiency:**
   - What strategies can we use to write complex and compound sentences, while also addressing common issues like fragments and run-ons in our writing?

5. **Editing and Revision Skills:**
   - How can we develop effective editing skills to ensure grammatically sound writing, and how does collaborative revision contribute to improving the clarity and coherence of our work?

Unit Big Ideas:

1. **Theme:**
   - Analyze literature to uncover and understand the deeper messages, lessons, or morals of a story that an author conveys.

2. **Figurative Language:**
   - Explore expressive language through similes and metaphors.

3. **Personal Narrative:**
   - Develop storytelling skills when writing a personal narrative.

4. **Sentence Structure:**
   - Use complex and compound sentences while addressing fragments and run-ons for clear writing.

5. **Editing and Revision Skills:**
   - Continue to develop editing skills for grammatically sound writing, emphasizing self-editing and collaborative revision.

Unit Materials:

Scholastic Storyworks

Anthology/Series

TPT Resources

Internet Resources

Unit Assignments: Personal Narrative

Unit Key Terminology & Definitions: Theme

Simile

Metaphor

Fragment

Run-ons

Complex

Compound

Conjunction

Figurative Language

Personal Narrative

STANDARDS: **STANDARDS**
STATE: PA Core Standards (2014)

CC.1.3.4.A (Advanced)	Determine a theme of a text from details in the text; summarize the text.
CC.1.3.4.B (Advanced)	Cite relevant details from text to support what the text says explicitly and make inferences.
CC.1.3.4.H (Advanced)	Compare and contrast similar themes, topics, and patterns of events in literature, including texts from different cultures.
CC.1.3.4.I (Advanced)	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
CC.1.3.4.J (Advanced)	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.
CC.1.3.4.K (Advanced)	Read and comprehend literary fiction on grade level, reading independently and proficiently.
CC.1.4.4.M (Advanced)	Write narratives to develop real or imagined experiences or events.
CC.1.4.4.N (Advanced)	Orient the reader by establishing a situation and introducing a narrator and/or characters.
CC.1.4.4.O (Advanced)	Use dialogue and descriptions to develop experiences and events or show the responses of characters to situations; use concrete words and phrases and sensory details to convey experiences and events precisely.
CC.1.4.4.P (Advanced)	Organize an event sequence that unfolds naturally, using a variety of transitional words and phrases to manage the sequence of events; provide a conclusion that follows from the narrated experiences and events.
CC.1.4.4.Q (Advanced)	Choose words and phrases to convey ideas precisely.
CC.1.4.4.R (Advanced)	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

STATE: PA Core Anchors and Eligible Content (2014)

E04.A-K.1.1.2 (Advanced)	Determine a theme of a story, drama, or poem from details in the text; summarize the text.

	Alternate Eligible Content Code E04AK1.1.2a: Identify the theme/central message of a text E04AK1.1.2b: Summarize the text
E04.A-C.3.1.1 (Advanced)	Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
	Note: "Stories" means narration of events told through the text types of stories, dramas, or poems. Alternate Eligible Content Code E04AC3.1.1a: Identify similarities or differences between 2 pieces of text about one topic
E04.A-V.4.1.1 (Advanced)	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
	Alternate Eligible Content Code E04AV4.1.1a: Use context to determine the meaning of an unknown or multiple meaning word E04AV4.1.1b: Use a root word or affix to determine the meaning of a word
E04.A-V.4.1.2 (Advanced)	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
	Alternate Eligible Content Code E04AV4.1.2a: Identify the nonliteral meaning of words or phrases E04AV4.1.2b: Use relationships between words to aid comprehension
E04.D.1.1.6 (Advanced)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.*
E04.D.1.2.1 (Advanced)	Use correct capitalization.
E04.D.1.2.2 (Advanced)	Use commas and quotation marks to mark direct speech and quotations from a text.
E04.D.1.2.3 (Advanced)	Use a comma before a coordinating conjunction in a compound sentence.
E04.D.1.2.4 (Advanced)	Spell grade-appropriate words correctly.
E04.D.2.1.1	Choose words and phrases to convey ideas precisely.*

E04.D.2.1.2
(Advanced)   Choose punctuation for effect.*

E04.D.2.1.3
(Advanced)   Choose words and phrases for effect.*

This Curriculum Map Unit has no Topics to display

Unit: Nonfiction Text Features

Timeline: Week 17 to 22

Unit Description:

In Unit 5, students will be able to identify the five basic text structures including cause and effect, compare and contrast, problem and solution, sequence, chronological order, and description.

In Unit 5, students will be able to use prepositions and prepositional phrases to enhance sentence structure. In addition, students will be able to identify correct subject/verb agreement.

In Unit 5, students will be able to organize their ideas logically, support their points with evidence, and craft clear within informative pieces.

Unit Essential Questions:

1. **Nonfiction Text Structures:**
   - How do different text structures, such as cause and effect, compare and contrast, chronological order, and problem and solution, contribute to the organization and understanding of nonfiction texts?

2. **Prepositions and Prepositional Phrases:**
   - How can the strategic use of prepositions and prepositional phrases enhance sentence

structure and convey specific details and relationships in writing?

3. **Fact and Opinion Analysis:**
   - How do we differentiate between facts and opinions in informational texts, and why is it important to consider the author's perspective when identifying objective information?

4. **Informational Writing:**
   - What strategies can we employ to organize our ideas logically, support our points with evidence, and convey information clearly in our informational writing?

5. **Comparing/Contrasting Two Texts:**
   - How does comparing and contrasting two different texts on a similar topic deepen our understanding, allowing us to synthesize information and draw meaningful conclusions?

6. **Annotations:**
   - What effective annotation strategies can we employ to actively engage with texts, highlight key information, and enhance our overall comprehension of the material?

Unit Big Ideas: 1. **Nonfiction Text Structures:**
   - Understand how authors organize information in nonfiction texts by exploring various text structures such as cause and effect, compare and contrast, chronological order, and problem and solution.

2. **Prepositions and Prepositional Phrases:**
   - Use of prepositions and prepositional phrases to convey precise details and relationships, enhancing overall sentence structure and clarity.

3. **Fact and Opinion Analysis:**
   - Develop critical thinking skills by distinguishing between facts and opinions in informational texts, engaging in discussions, and analyzing the author's perspective to identify objective information.

4. **Informational Writing:**
   - Craft effective informational writing pieces by organizing ideas logically, supporting points with evidence, and conveying information clearly and informatively.

5. **Comparing/Contrasting Two Texts:**
   - Strengthen analytical skills by comparing and contrasting two different texts on similar topics, synthesizing information, and drawing meaningful conclusions about similarities and differences.

6. **Annotations:**
   - Enhance comprehension by learning and applying annotation strategies, including marking up texts, highlighting key information, making notes, and engaging actively with the material.

Unit Materials:

Scholastic Storyworks

Anthology/Series

TPT Resources

Internet Resources

Unit Assignments:

Informational Writing

Unit Key Terminology & Definitions:

Text Structure

Cause & Effect

Compare & Contrast

Problem & Solution

Sequence

Chronological Order

Description

Preposition

Prepositional Phrase

Subject/Verb Agreement

Informational Writing

Fact

Opinion

(Advanced)	words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
CC.1.2.4.L (Advanced)	Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.
CC.1.4.4.A (Advanced)	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
CC.1.4.4.B (Advanced)	Identify and introduce the topic clearly.
CC.1.4.4.C (Advanced)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension.
CC.1.4.4.D (Advanced)	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.
CC.1.4.4.E (Advanced)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CC.1.4.4.F (Advanced)	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
CC.1.4.4.V (Advanced)	Conduct short research projects that build knowledge through investigation of different aspects of a topic.
CC.1.4.4.W (Advanced)	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.
CC.1.4.4.X (Advanced)	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.

STATE: PA Core Anchors and Eligible Content (2014)

E04.B-K.1.1.3 (Advanced)	Explain events, procedures, ideas, steps, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
	Alternate Eligible Content Code E04BK1.1.3a: Identify details from the

text to answer questions about events, procedures, ideas, steps, or concepts

E04.B-C.2.1.2 (Advanced)	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information and text features in a text or part of a text.

Alternate Eligible Content Code E04BC2.1.2a: Identify the text structure or text features in a text

E04.B-C.3.1.1 (Advanced)	Explain how an author uses reasons and evidence to support particular points in a text.

Alternate Eligible Content Code E04BC3.1.1a: Identify a piece of evidence that an author uses to support a specific point in the text

E04.B-C.3.1.3 (Advanced)	Interpret text features (e.g., headings, graphics, charts, timelines, diagrams) and/or make connections between text and the content of text features.
E04.B-V.4.1.1 (Advanced)	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

Alternate Eligible Content Code E04BV4.1.1a: Use context to determine the meaning of an unknown or multiple meaning word E04BV4.1.1b: Use a root word or affix to determine the meaning of a word

E04.B-V.4.1.2 (Advanced)	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Alternate Eligible Content Code E04BV4.1.2a: Identify the nonliteral meaning of a word or phrase E04BV4.1.2b: Use relationships between words to aid comprehension

E04.D.1.1.5 (Advanced)	Form and use prepositional phrases.
E04.D.1.1.8 (Advanced)	Ensure subject-verb and pronoun-antecedent agreement.*
E04.D.1.2.1 (Advanced)	Use correct capitalization.

E04.D.1.2.3 (Advanced)	Use a comma before a coordinating conjunction in a compound sentence.
E04.D.1.2.4 (Advanced)	Spell grade-appropriate words correctly.
E04.D.2.1.1 (Advanced)	Choose words and phrases to convey ideas precisely.*
E04.D.2.1.2 (Advanced)	Choose punctuation for effect.*
E04.D.2.1.3 (Advanced)	Choose words and phrases for effect.*

This Curriculum Map Unit has no Topics to display

Unit:

This Curriculum Map Unit has no Topics to display

Unit: Poetry/Mythology
Timeline: Week 24 to 28

Unit Description:

In Unit 6, 4th grade students will be able to comprehend and analyze poetry, mythology, and language. Over the course of the unit, they will explore various genres, honing their skills in summarizing, analyzing tone, mood, and author's word choice, identifying sentence types and punctuation, and recognizing allusions.

In Unit 6, 4th grade students will practice text-dependent analysis and supporting essays.

This comprehensive unit seeks to foster a love for language and literature, equipping fourth-

grade students with the tools needed to explore, appreciate, and analyze the diverse facets of literary expression.

Unit Essential Questions:	1. **Poetry:**
	  - How can we identify and appreciate the various elements of poetry, including literary devices, to create our own expressive poems?
	
	2. **Mythology:**
	  - What common themes and cultural significance can we discover by exploring myths from different cultures, and how do these tales shape our understanding of the world?
	
	3. **Text Dependent Analysis (TDA):**
	  - How can we effectively analyze and interpret texts through close reading, extracting key information, and constructing well-supported analyses to deepen our comprehension?
	
	4. **Sentence Types and Punctuation:**
	  - What is the impact of different sentence types, such as simple, compound, and complex sentences, on communication, and how does understanding punctuation enhance clarity and coherence in our writing?
	
	5. **Allusions:**
	  - How do literary allusions contribute to a deeper understanding of texts, and what insights can we gain by identifying and interpreting references to mythology?

Unit Big Ideas:	1. **Poetry:** - Students explore various poetic forms, identify literary devices, and create their own poems, fostering an appreciation for the beauty and power of words. 2. **Mythology:** - Students will learn about myths from different cultures, identify common themes, and analyze the cultural significance of these tales. 3. **Text Dependent Analysis (TDA):**

- Students master TDA skills through close reading, extracting key information, and constructing well-supported analyses for deeper comprehension and critical thinking.

4. **Sentence Types and Punctuation:**
- Students understand sentence structure, explore various types (simple, compound, complex), and understand punctuation for clarity and coherence in writing.

5. **Allusions:**
- Students learn to identify and interpret allusions in texts, understanding how references enrich the meaning and contribute to a deeper understanding of the author's intent.

Unit Materials:

Scholastic Storyworks

Anthology/Series

TPT Resources

Internet Resources

Unit Assignments: TDA - Poem/Myth

Unit Key Terminology & Definitions: Poetry

Myth

Tone

Mood

Author's Word Choice

Sentence Types

Punctuation

Simple

Compound

Complex

Text Dependent Analysis

Summarizing

Shades of Meaning

Allusions

STANDARDS: **STANDARDS**

STATE: PA Core Standards (2014)

CC.1.1.4.D (Advanced)	Know and apply grade-level phonics and word analysis skills in decoding words.
	? Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words.
CC.1.1.4.E (Advanced)	Read with accuracy and fluency to support comprehension:
	? Read on-level text with purpose and understanding. ? Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. ? Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

CC.1.3.4.A (Advanced)	Determine a theme of a text from details in the text; summarize the text.
CC.1.3.4.B (Advanced)	Cite relevant details from text to support what the text says explicitly and make inferences.
CC.1.3.4.E (Advanced)	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 (Advanced)	Determine the meaning of words and phrases as they are used in grade-level text, including figurative language.
CC.1.3.4.H (Advanced)	Compare and contrast similar themes, topics, and patterns of events in literature, including texts from different cultures.
CC.1.3.4.I (Advanced)	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
CC.1.3.4.J (Advanced)	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.
CC.1.3.4.K (Advanced)	Read and comprehend literary fiction on grade level, reading independently and proficiently.
CC.1.4.4.D (Advanced)	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.
CC.1.4.4.E (Advanced)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CC.1.4.4.F (Advanced)	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
CC.1.4.4.S (Advanced)	Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.
CC.1.4.4.T (Advanced)	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
CC.1.4.4.W	Recall relevant information from experiences or gather relevant

(Advanced)	information from print and digital sources; take notes and categorize information, and provide a list of sources.
CC.1.4.4.X (Advanced)	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.
CC.1.5.4.B (Advanced)	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

STATE: PA Core Anchors and Eligible Content (2014)

E04.A-K.1.1.1 (Advanced)	Refer to details and examples in a text when explaining what the text explicitly says and when drawing inferences from the text. Alternate Eligible Content Code E04AK1.1.1a: Answer a literal question about a text E04AK1.1.1b: Answer an in ferential question about a text E04AK1.1.1c: Identify details from the text to support answers to literal or inferential questions
E04.A-K.1.1.2 (Advanced)	Determine a theme of a story, drama, or poem from details in the text; summarize the text. Alternate Eligible Content Code E04AK1.1.2a: Identify the theme/ central message of a text E04AK1.1.2b: Summarize the text
E04.A-K.1.1.3 (Advanced)	Describe in depth a character, setting, or event in a story, drama, or poem, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). Alternate Eligible Content Code E04AK1.1.3a: Identify details from the text to answer questions related to the characters, setting or events
E04.A-C.3.1.1 (Advanced)	Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures. Note: "Stories" means narration of events told through the text types of stories, dramas, or poems. Alternate Eligible Content Code E04AC3.1.1a: Identify similarities or differences between 2 pieces of text about one topic

E04.A-V.4.1.1 (Advanced)	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

Alternate Eligible Content Code E04AV4.1.1a: Use context to determine the meaning of an unknown or multiple meaning word E04AV4.1.1b: Use a root word or affix to determine the meaning of a word |
| E04.A-V.4.1.2 (Advanced) | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Alternate Eligible Content Code E04AV4.1.2a: Identify the nonliteral meaning of words or phrases E04AV4.1.2b: Use relationships between words to aid comprehension |
E04.D.1.1.6 (Advanced)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.*
E04.D.1.2.3 (Advanced)	Use a comma before a coordinating conjunction in a compound sentence.
E04.D.2.1.1 (Advanced)	Choose words and phrases to convey ideas precisely.*
E04.D.2.1.2 (Advanced)	Choose punctuation for effect.*
E04.D.2.1.3 (Advanced)	Choose words and phrases for effect.*
E04.E.1.1.1 (Advanced)	Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which related ideas are logically grouped to support the writer's purpose.
E04.E.1.1.2 (Advanced)	Develop the analysis using a variety of evidence from text(s) to support claims, opinions, ideas, and inferences.
E04.E.1.1.3 (Advanced)	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
E04.E.1.1.4 (Advanced)	Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events.

This Curriculum Map Unit has no Topics to display

Unit: Exploring and Comparing Various Texts

Timeline: Week 29 to 34

Unit Description: In Unit 7, 4th Grade students will be able to explore and compare various texts. Through a combination of fiction and nonfiction works, and poetry students will develop critical reading skills while honing their abilities to analyze and compare diverse texts. Throughout this unit, students will not only enhance their reading and analytical skills but also develop an appreciation for the world of literature.

Unit Essential Questions: How can exploring and comparing various texts deepen our understanding of different writing styles, themes, and literary elements, fostering both critical reading skills and a broader appreciation for the diverse ways in which stories are told?

Unit Big Ideas: In this unit, 4th grade students will read, analyze and compare different types of texts. Students will learn about different perspectives through various literature and informational texts. By doing this, students will improve both reading and critical thinking skills, while understanding more about the author's choice and craft.

Unit Materials:

Scholastic Storyworks

Anthology/Series

TPT Resources

Internet Resources

i-Ready Resources

Unit Assignments: TDA

Unit Key Terminology & Definitions: Compare

Contrast

Text Dependent Analysis

Author's Craft

Author's Choice

Synthesize

Analyze

Support

Cite

Transition

Evidence

Introduction

Conclusion

STANDARDS: **STANDARDS**
STATE: PA Core Standards (2014)
CC.1.2.4.I   Integrate information from two texts on the same topic to demonstrate

(Advanced)   understanding of that topic.

E04.A-K.1.1.1   Refer to details and examples in a text when explaining what the text
(Advanced)   explicitly says and when drawing inferences from the text.

Alternate Eligible Content Code E04AK1.1.1a: Answer a literal question about a text E04AK1.1.1b: Answer an in ferential question about a text E04AK1.1.1c: Identify details from the text to support answers to literal or inferential questions

E04.A-K.1.1.2   Determine a theme of a story, drama, or poem from details in the text;
(Advanced)   summarize the text.

Alternate Eligible Content Code E04AK1.1.2a: Identify the theme/ central message of a text E04AK1.1.2b: Summarize the text

E04.A-K.1.1.3   Describe in depth a character, setting, or event in a story, drama, or
(Advanced)   poem, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

Alternate Eligible Content Code E04AK1.1.3a: Identify details from the text to answer questions related to the characters, setting or events

E04.A-C.2.1.1   Compare and contrast the point of view from which different stories
(Advanced)   are narrated, including the difference between first- and third-person narrations.

Note: "Stories" means narration of events told through the text types of stories, dramas, or poems. Alternate Eligible Content Code E04AC2.1.1a: Identify who told the story in two different texts

E04.A-C.3.1.1   Compare and contrast the treatment of similar themes and topics (e.g.,
(Advanced)   opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

Note: "Stories" means narration of events told through the text types of stories, dramas, or poems. Alternate Eligible Content Code E04AC3.1.1a: Identify similarities or differences between 2 pieces of text about one topic

E04.A-V.4.1.1   Determine or clarify the meaning of unknown and multiple-meaning

(Advanced) words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

Alternate Eligible Content Code E04AV4.1.1a: Use context to determine the meaning of an unknown or multiple meaning word E04AV4.1.1b: Use a root word or affix to determine the meaning of a word

E04.A-V.4.1.2 (Advanced) Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Alternate Eligible Content Code E04AV4.1.2a: Identify the nonliteral meaning of words or phrases E04AV4.1.2b: Use relationships between words to aid comprehension

E04.B-K.1.1.1 (Advanced) Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

Alternate Eligible Content Code E04BK1.1.1a:Answer a literal question about a text E04BK1.1.1b: Answer an in ferential question about a text E04BK1.1.1c: Identify details from the text to support answers to literal or inferential questions

E04.B-K.1.1.2 (Advanced) Determine the main idea of a text and explain how it is supported by key details; summarize the text.

Alternate Eligible Content Code E04BK1.1.2a: Identify the main idea/ central idea of a text E04BK1.1.2b: Summarize the text

E04.B-K.1.1.3 (Advanced) Explain events, procedures, ideas, steps, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

Alternate Eligible Content Code E04BK1.1.3a: Identify details from the text to answer questions about events, procedures, ideas, steps, or concepts

E04.B-C.2.1.1 (Advanced) Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

Alternate Eligible Content Code E04BC2.1.1a: dentify two points-of-

view about one event or topic in a text

E04.B-C.2.1.2 (Advanced) Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information and text features in a text or part of a text.

Alternate Eligible Content Code E04BC2.1.2a: Identify the text structure or text features in a text

E04.B-C.3.1.1 (Advanced) Explain how an author uses reasons and evidence to support particular points in a text.

Alternate Eligible Content Code E04BC3.1.1a: Identify a piece of evidence that an author uses to support a specific point in the text

E04.B-C.3.1.2 (Advanced) Integrate information from two texts on the same topic in order to demonstrate subject knowledge.

Alternate Eligible Content Code E04BC3.1.2a: Combine information from 2 pieces of text on the same topic

E04.B-C.3.1.3 (Advanced) Interpret text features (e.g., headings, graphics, charts, timelines, diagrams) and/or make connections between text and the content of text features.

E04.B-V.4.1.1 (Advanced) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

Alternate Eligible Content Code E04BV4.1.1a: Use context to determine the meaning of an unknown or multiple meaning word E04BV4.1.1b: Use a root word or affix to determine the meaning of a word

E04.B-V.4.1.2 (Advanced) Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Alternate Eligible Content Code E04BV4.1.2a: Identify the nonliteral meaning of a word or phrase E04BV4.1.2b: Use relationships between words to aid comprehension

E04.C.1.1.1 (Advanced) Introduce a topic or text for the intended audience, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.

E04.C.1.1.2 (Advanced)	Provide reasons that are supported by facts and details.
E04.C.1.1.3 (Advanced)	Link an opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
E04.C.1.1.4 (Advanced)	Provide a concluding statement or section related to the opinion presented.
E04.C.1.2.1 (Advanced)	Introduce a topic for the intended audience and group related information in paragraphs and/or sections to support the writer's purpose.
E04.C.1.2.2 (Advanced)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
E04.C.1.2.3 (Advanced)	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
E04.C.1.2.4 (Advanced)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
E04.C.1.2.5 (Advanced)	Provide a concluding statement or section related to the information or explanation presented.
E04.C.1.3.3 (Advanced)	Use a variety of transitional words and phrases to manage the sequence of events.
E04.C.1.3.4 (Advanced)	Use concrete words and phrases and sensory details to convey experiences and events precisely.
E04.C.1.3.5 (Advanced)	Provide a conclusion that follows from the narrated experiences or events.
E04.D.1.1.1 (Advanced)	Use relative pronouns (e.g., who, whose, whom, which, that) and relative adverbs (e.g., where, when, why).
E04.D.1.1.2 (Advanced)	Form and use the progressive verb tenses (e.g., I was walking, I am walking, I will be walking).
E04.D.1.1.3 (Advanced)	Use modal auxiliaries (e.g., can, may, must) to convey various conditions.
E04.D.1.1.4 (Advanced)	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
E04.D.1.1.5 (Advanced)	Form and use prepositional phrases.
E04.D.1.1.6 (Advanced)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.*

E04.D.1.1.7 (Advanced)	Correctly use frequently confused words (e.g., to, too, two; there, their, they're).*
E04.D.1.1.8 (Advanced)	Ensure subject-verb and pronoun-antecedent agreement.*
E04.D.1.2.1 (Advanced)	Use correct capitalization.
E04.D.1.2.2 (Advanced)	Use commas and quotation marks to mark direct speech and quotations from a text.
E04.D.1.2.3 (Advanced)	Use a comma before a coordinating conjunction in a compound sentence.
E04.D.1.2.4 (Advanced)	Spell grade-appropriate words correctly.
E04.D.2.1.1 (Advanced)	Choose words and phrases to convey ideas precisely.*
E04.D.2.1.2 (Advanced)	Choose punctuation for effect.*
E04.D.2.1.3 (Advanced)	Choose words and phrases for effect.*
E04.E.1.1.1 (Advanced)	Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which related ideas are logically grouped to support the writer's purpose.
E04.E.1.1.2 (Advanced)	Develop the analysis using a variety of evidence from text(s) to support claims, opinions, ideas, and inferences.
E04.E.1.1.3 (Advanced)	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
E04.E.1.1.4 (Advanced)	Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events.

This Curriculum Map Unit has no Topics to display

Unit:

This Curriculum Map Unit has no Topics to display

Unit: Application of Language Skills
Timeline: Week 35 to 38

Unit Description: In Unit 8, 4th grade unit, students will put their language skills into practice by exploring the art of effective communication through presentations. Building on the foundational knowledge acquired in previous language arts units, this module aims to empower students to apply their reading, writing, speaking, and listening skills in a real-world context.

In Unit 8, 4th grade students will use the practical skills needed to confidently express themselves through well-crafted and engaging presentations, fostering a sense of accomplishment and a deeper appreciation for the power of language in communication.

Unit Essential Questions: 1. How can language skills be used in various forms of communication?

2. In what ways do reading, writing, speaking, and listening contribute to students' communication abilities?

3. How do presentations serve as a practical application of language arts, and what significance do effective communication skills hold in personal and academic contexts?

Unit Big Ideas: The 4th grade unit focuses on honing students' language skills for impactful self-expression. Integrating reading, writing, speaking, and listening, the unit culminates in personalized presentations. This big idea underscores language as a transformative tool, fostering confidence and proficiency in real-world communication. Students learn the practical application of language arts, recognizing its significance in both personal and academic contexts.

Unit Materials:
Google Resources

Databases

Presentation Tools

Unit Assignments: Presentation

Unit Key Terminology & Definitions: Presentation

Speaking

Listening

Collaboration

Report

Media

Express clear ideas

Pacing

Pronunciation

Volume

Audio Recording

Visual Recording

Video

Formal Language

Informal Language

STANDARDS:

STANDARDS

STATE: PA Core Standards (2014)

CC.1.3.4.G (Advanced)	Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
CC.1.5.4.A (Advanced)	Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others' ideas and expressing their own clearly.
CC.1.5.4.B (Advanced)	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
CC.1.5.4.C (Advanced)	Identify the reasons and evidence a speaker provides to support particular points.
CC.1.5.4.D (Advanced)	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly with adequate volume, appropriate pacing, and clear pronunciation.
CC.1.5.4.E (Advanced)	Differentiate between contexts that require formal English versus informal situations.
CC.1.5.4.F (Advanced)	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
CC.1.5.4.G (Advanced)	Demonstrate command of the conventions of standard English when speaking, based on Grade 4 level and content.

This Curriculum Map Unit has no Topics to display