My District Curriculum Maps

2023-2024 Grade 4 ELA: Quarter 1: Weeks 1-10: Topics- Personal Identity and Five Senses

Last updated: **8/20/2023**

Options

READING

Building Vocabulary and Knowledge of the World:

- **Determine the meaning** of **figurative language** to gain knowledge about the topic/theme

Fluency:

- Re-read to use context for self-correcting and to support understanding of text

Comprehension/Science of Reading Comprehension Strategies:

- **Activate** and **use prior knowledge** about the structure of literary texts including elements such as verse, rhythm, meter, characters, settings, dialogue, and stage directions to support comprehension
- **Ask** (and answer) **questions** about specific text details, with a focus on character traits
- **Ask** (and answer) **questions** about a speaker's point of view and the details shared related to their cultural perspective
- **Visualize** a story or details in an informational text based on connections to your own life, other texts, or things you know about the topic/theme.
- **Summarize** a theme of a literary text and the details that supported that theme
- **Summarize** using information from auditory, visual, or graphic – charts, maps, etc -sources and explain how visuals contribute to the text
- **Monitor comprehension** by explaining the meaning of figurative language
- Make **inferences** to explain how claims in a text are supported by relevant reasons and evidence (how an author explains their identity)

Computer Science and Digital Fluency:

- Type using a keyboard with proper form
- Choose and use digital tools to communicate and collaborate with others (eg. shared slides and docs, email)
- Describe how digital informatlon (eg. posts) is permanent and how posted information can affect a person's life, even in the future
- Identify and describe online actions that could be harmful and what to do if these actions are witnessed (e.g. cyberbullying)
- Describe ways to protect personal information online (e.g. strong passwords kept in safe places, avoid sharing personal information online)

STANDARDS

Reading Foundational Codes: 4RF4

Reading Codes: 4R1, 4R2, 4R3, 4R4, 4R5, 4R7, 4R8, 4R9

Speaking and Listening Codes: 4SL3

READING TEXT SETS

READ ALOUDS AND MEDIA FOR TEXT SET:

- The Story of You (Into Reading) (NF)
- Flora & Ulysses (Into Reading) (F)
- Kitoto the Mighty (F)
- *Masks* poem (F)

Media: Watch *Life* (Get Curious video on identity)

READING PRACTICE TEXTS

STUDENT-READ TEXT OPTIONS FOR TEXT SETS:

Fiction

- Common Lit Making Friends Text Set
- Common Lit Engaging Poems Text Set
- Common Lit Social Emotional Learning Text Set

PHONICS & WORD RECOGNITION

- Apply phonics and decoding skills
- Use syllabication patterns to decode
- Use morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context

STANDARDS

Reading Foundational Skills Codes: 4RF3, 4L4

WRITING

Writing about Reading:

- Respond in diverse formats of writing to a theme, text, author, or experience including an I AM poem about identity and journal prompts that are narrative, opinion, or informational that relate to reading (note: these are not complete, lengthly writing tasks).
- Review and write simple and complex sentences
- Review and write a single paragraph
- Introduction to Restate Answer Detail Detail (RADD) Constructed Response
- Use text evidence to support writing about reading-analysis, reflection, and research
- use appropriate grammar and conventions

STANDARDS

Writing Codes: 4W4 ,4W5

Speaking and Listening Codes:

Language Codes: 4L1, 4L2

RESOURCES

Anchor Charts

Writing Rubrics

Resources

Intro to Poetry Power Point

Additional RADD Organizer (Informational-Sentence Starters)

I Am Poem

Help

Options	READING	READING TEXT SETS	READING PRACTICE TEXTS	PHONICS & WORD RECOGNITION	WRITING	RESOURCES
	Language Codes: 4L5 Computer Science and Digital Fluency Codes: 4-6.DL1, 4-6.DL2, 4-6.DL.6, 4-6.DL7, 4-6.CY2					
	Building Vocabulary and Knowledge of the World: • Build an understanding of topics by determining central ideas and supporting details/information in diverse texts • Recognize and explain the meaning of common idioms, adages, and proverbs in context to build knowledge **Fluency:** • Re-read to use context for self-correcting and to support understanding of text **Comprehension/Science of Reading Comprehension Strategies:** • **Activate prior knowledge** of words about a topic • **Activate** and use **prior knowledge** about the overall structure of informational texts such as sequence, comparison, cause/effect, and problem/solution to support comprehension • **Ask** (and answer) **questions** about the structure of literary texts including elements such as verse, rhythm, meter, characters, settings, dialogue, and stage directions. • **Ask** (and answer) **questions** about the information shown in diverse formats – orally, visuals, charts, graphs, etc. - and how the information connects to the topic • **Summarize** a central idea in an informational text and the details that supported that central idea • **Monitor comprehension** by explaining how specific illustrations or text features contribute to the understanding of the text. • Use details from a text to support **inferencing** • Make **inferences** about characters, setting, and events **Computer Science and Digital Fluency:** • Type using keyboard with proper form • Choose and use digital tools to communicate and collaborate with others (eg. shared slides and docs, email) **STANDARDS** Reading Foundational Codes: 4RF4 Reading Codes: 4R1, 4R2, 4R3, 4R4, 4R5, 4R7 Speaking and Listening Codes: 4SL1 Language Codes: 4L5 Computer Science and Digital Fluency Codes: 4-6.DL1, 4-6.DL2	**READ ALOUDS AND MEDIA FOR TEXT SET:** ***In the order suggested below** • What are the Five Senses (Into Reading) (NF) • Animal Senses Video (Into Reading) (NF) • The Science Behind Sight (Into Reading) (NF)	**STUDENT-READ TEXT OPTIONS FOR TEXT SETS:** • *Mountains* poem (5 senses poem)	• Apply phonics and decoding skills • Use syllabication patterns to decode • Use morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context **STANDARDS** Reading Foundational Skills Codes: 4RF3, 4RF4, 4L4	**Writing about Reading:** • Respond in diverse formats of writing to a theme, text, author, or experience including an I AM poem about identity and journal prompts that are narrative, opinion, or informational that relate to reading (note: these are not complete, lengthly writing tasks). • Review and write simple and complex sentences • Review and write a single paragraph • Introduction to Restate Answer Detail Detail (RADD) Constructed Response • Use text evidence to support writing about reading-analysis, reflection, and research • Use appropriate grammar and conventions **STANDARDS** Writing Codes: 4W4 ,4W5 Speaking and Listening Codes: 4SL1 Language Codes: 4L1, 4L2	Anchor Charts Writing Rubrics Resources