

Tri 1: Curriculum Map

Week	Indicator	Standard	Assessment
Week 1	4.RC.5	- Determine the main idea of a text and explain how it is supported by key details; summarize the text. <i>(Essential)</i>	
	4.W.4	-Apply the writing process to <i>identify the main idea of a text.</i> (R.A.C.E.S)	
	4.RC.12	-Apply knowledge of word structure elements (e.g., suffixes , prefixes, common Greek and Latin affixes and roots), known words, and word patterns to determine meaning. <i>(-ed, -ing, -s, -er, -est)</i>	
	4.W.6a/b	-Demonstrate command of English grammar and usage. Subjects/Predicates	
	4.W.7c	-Spelling - Using spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules , meaningful word parts, homophones/homographs) in writing single and multisyllable words. <i>(Essential)</i>	
	4.CC.1	-Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics and texts, building on others' ideas and expressing personal ideas clearly. <i>(Essential)</i>	
Week 2	4.RC.5	-Determine the main idea of a text and explain how it is supported by key details; summarize the text . <i>(Essential)</i>	
	4.W.4a	-Apply the writing process to <i>summarize the text.</i> (R.A.C.E.S)	
	4.RC.12	-Apply knowledge of word structure elements (e.g., suffixes , prefixes, common Greek and Latin affixes and roots), known words, and word patterns to determine meaning. <i>(-ity, -ty, -ic, -ment)</i>	
	4.W.6a/b	-Demonstrate command of English grammar and usage. Compound Subjects/Predicates	
	4.W.7c	-Spelling - Using spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules , meaningful word parts, homophones/homographs) in writing single and multisyllable words. <i>(Essential)</i>	
	4.CC.1	-Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics and texts, building on others' ideas and expressing personal ideas clearly. <i>(Essential)</i>	
Week 3	4.RC.2	-Paraphrase or summarize the main events in a story, myth, legend, or novel; identify the theme and provide evidence for the interpretation. <i>(Essential-Checkpoint 1)</i>	
	4.W.4a	-Apply the writing process to <i>identify the theme of a text.</i> (R.A.C.E.S)	
	4.RC.12	-Apply knowledge of word structure elements (e.g., suffixes , prefixes, common Greek and Latin affixes and roots), known words, and word patterns to determine meaning. <i>(-ity, -ty, -ic, -ment)</i>	
	4.W.6a/b	-Demonstrate command of English grammar and usage. Complete Sentences	
	4.W.7c	-Spelling - Using spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules , meaningful word parts, homophones/homographs) in writing single and multisyllable words. <i>(Essential)</i>	
	4.CC.1	-Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics and texts, building on others' ideas and expressing personal ideas clearly. <i>(Essential)</i>	
Week 4	4.RC.2	- Paraphrase or summarize the main events in a story, myth, legend, or novel; identify the theme and provide evidence for the interpretation. <i>(Essential-Checkpoint 1)</i>	
	4.W.4a	-Apply the writing process to <i>paraphrase or summarize a story.</i> (R.A.C.E.S)	
	4.RC.12	-Apply knowledge of word structure elements (e.g., suffixes , prefixes, common Greek and Latin affixes and roots), known words, and word patterns to determine meaning. <i>(-ity, -ty, -ic, -ment)</i>	
	4.W.6a/b	-Demonstrate command of English grammar and usage. Run-On Sentences	
	4.W.7c	-Spelling - Using spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules , meaningful word parts, homophones/homographs) in writing single and multisyllable words. <i>(Essential)</i>	

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Week	Indicator	Standard	Assessment
	4.CC.1		
Week 5	4.RC.3	-Describe a character, setting, or event in a story or play, drawing on specific details in the text, and how that impacts the plot . (Checkpoint 1)	
	4.W.4a	-Apply the writing process <i>to describe the characters, setting, or events of a story</i> . (R.A.C.E.S)	
	4.RC.12	-Apply knowledge of word structure elements (e.g., suffixes , prefixes, common Greek and Latin affixes and roots), known words, and word patterns to determine meaning. (-ity, -ty, -ic, -ment)	
	4.W.6a/b	-Demonstrate command of English grammar and usage. Fragments	
	4.W.7c	-Spelling - Using spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules , meaningful word parts, homophones/homographs) in writing single and multisyllable words. (Essential)	
	4.CC.1	-Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics and texts, building on others' ideas and expressing personal ideas clearly. (Essential)	
Week 6	4.RC.3	-Describe a character, setting, or event in a story or play, drawing on specific details in the text, and how that impacts the plot . (Checkpoint 1)	
	4.W.4a	-Apply the writing process <i>to describe the plot of a story</i> . (R.A.C.E.S)	
	4.RC.12	-Apply knowledge of word structure elements (e.g., suffixes , prefixes, common Greek and Latin affixes and roots), known words, and word patterns to determine meaning. (-ity, -ty, -ic, -ment)	
	4.W.6a/b	-Demonstrate command of English grammar and usage. Compound Sentences	
	4.W.7c	-Spelling - Using spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules , meaningful word parts, homophones/homographs) in writing single and multisyllable words. (Essential)	
	4.CC.1	-Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics and texts, building on others' ideas and expressing personal ideas clearly. (Essential)	
End of Grading Period			
Week 7	4.RC.2	- Paraphrase or summarize the main events in a story, myth, legend, or novel; identify the theme and provide evidence for the interpretation. (Essential-Checkpoint 1)	
	4.W.4a	-Apply the writing process <i>to interpret and provide evidence for the main events in a text</i> . (R.A.C.E.S)	
	4.RC.12	-Apply knowledge of word structure elements (e.g., suffixes , prefixes, common Greek and Latin affixes and roots), known words, and word patterns to determine meaning. (-ity, -ty, -ic, -ment)	
	4.W.6a/b	-Demonstrate command of English grammar and usage. Common/Proper Nouns	
	4.W.7c	-Spelling - Using spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules , meaningful word parts, homophones/homographs) in writing single and multisyllable words. (Essential)	
	4.CC.1	-Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics and texts, building on others' ideas and expressing personal ideas clearly. (Essential)	
	4.RC.6	-Apply knowledge of text features to locate information and gain meaning from a text (e.g., charts, tables, graphs, headings, subheadings, font/format).	
	4.W.4a	-Apply the writing process. (R.A.C.E.S)	

Tri 1: Curriculum Map

Week	Indicator	Standard	Assessment
Week 8	4.RC.12	-Apply knowledge of word structure elements (e.g., suffixes , prefixes, common Greek and Latin affixes and roots), known words, and word patterns to determine meaning. (-ity, -ty, -ic, -ment)	
	4.W.6a/b	-Demonstrate command of English grammar and usage. Singular/Plural Nouns	
	4.W.7c	-Spelling - Using spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules , meaningful word parts, homophones/homographs) in writing single and multisyllable words. (Essential)	
	4.CC.1	-Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics and texts, building on others' ideas and expressing personal ideas clearly. (Essential)	
Week 9	4.RC.10	-Apply context clues (e.g., word, phrase, sentence, and paragraph context) and text features (e.g., charts, headings/subheadings, font/format) to determine the meanings of unknown words. (Checkpoint 1)	
	4.W.4a	-Apply the writing process. (R.A.C.E.S)	
	4.RC.12	-Apply knowledge of word structure elements (e.g., suffixes , prefixes, common Greek and Latin affixes and roots), known words, and word patterns to determine meaning. (-ity, -ty, -ic, -ment)	
	4.W.6a/b	-Demonstrate command of English grammar and usage. Verb Agreement	
	4.W.7c	-Spelling - Using spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules , meaningful word parts, homophones/homographs) in writing single and multisyllable words. (Essential)	
	4.CC.1	-Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics and texts, building on others' ideas and expressing personal ideas clearly. (Essential)	
Week 10	4.RC.1	-Refer to details and examples in a text when explaining what a text says explicitly and when drawing inferences from the text. (Essential-Checkpoint 1)	
	4.W.4a	-Apply the writing process to <i>draw inferences and explain what the text says</i> . (R.A.C.E.S)	
	4.RC.12	-Apply knowledge of word structure elements (e.g., suffixes , prefixes, common Greek and Latin affixes and roots), known words, and word patterns to determine meaning. (-ity, -ty, -ic, -ment)	
	4.W.6a/b	-Demonstrate command of English grammar and usage. Subjects/Predicates	
	4.W.7c	-Spelling - Using spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules , meaningful word parts, homophones/homographs) in writing single and multisyllable words. (Essential)	
	4.CC.1	-Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics and texts, building on others' ideas and expressing personal ideas clearly. (Essential)	
Week 11	4.RC.3	-Describe the characters, setting, or events in a story or play, drawing on specific details in the text, and how that impacts the plot. (Checkpoint 1)	
	4.W.3	-Write narrative compositions on a variety of topics. (Essential)	
	4.RC.12	-Apply knowledge of word structure elements (e.g., suffixes , prefixes, common Greek and Latin affixes and roots), known words, and word patterns to determine meaning. (-ity, -ty, -ic, -ment)	
	4.W.6a/b	-Demonstrate command of English grammar and usage. Prepositions	
	4.W.7c	-Spelling - Using spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules , meaningful word parts, homophones/homographs) in writing single and multisyllable words. (Essential)	

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Week	Indicator	Standard	Assessment
	4.CC.1	-Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics and texts, building on others' ideas and expressing personal ideas clearly. (Essential)	
Week 12	4.RC.3	-Describe the characters, setting, or events in a story or play, drawing on specific details in the text, and how that impacts the plot. (Checkpoint 1)	
	4.W.3	-Write narrative compositions on a variety of topics. (Essential)	
	4.RC.12	-Apply knowledge of word structure elements (e.g., suffixes , prefixes, common Greek and Latin affixes and roots), known words, and word patterns to determine meaning. (-ity, -ty, -ic, -ment)	
	4.W.6	-Demonstrate command of English grammar and usage.	
	4.W.7c	-Spelling - Using spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules , meaningful word parts, homophones/homographs) in writing single and multisyllable words. (Essential)	
	4.CC.1	-Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics and texts, building on others' ideas and expressing personal ideas clearly. (Essential)	

Tri 2: Curriculum Map

Week	Indicator	Standard	Assessment
Week 1	4.RC.5	Determine the main idea of a text and explain how it is supported by key details; summarize the text. (E)	
	4.W.4	-Apply the writing process to <i>identify the main idea of a text</i> . (R.A.C.E.S)	
Week 2	4.RC.5	Determine the main idea of a text and explain how it is supported by key details; summarize the text. (E)	
	4.W.4	-Apply the writing process to <i>identify the main idea of a text</i> . (R.A.C.E.S)	
Week 3	4.RC.1	-Refer to details and examples in a text when explaining what a text says explicitly and when <i>drawing inferences</i> from the text. (E-Checkpoint 2)	
	4.W.4	-Apply the writing process to <i>identify the main idea of a text</i> . (R.A.C.E.S)	
Week 4	4.RC.1	-Refer to details and examples in a text when explaining what a text says explicitly and when <i>drawing inferences</i> from the text. (E-Checkpoint 1)	
	4.W.4	-Apply the writing process to <i>identify the main idea of a text</i> . (R.A.C.E.S)	
Week 5	4.RC.7	Describe the organizational structure (e.g., chronological, problem-solution, comparison/contrast, procedural, cause/effect, sequential, description) of events, ideas, concepts, or information in a text or part of a text. (E)	
	4.W.4	-Apply the writing process to <i>identify the main idea of a text</i> . (R.A.C.E.S)	
	4.RC.7	Describe the organizational structure (e.g., chronological, problem-solution, comparison/contrast, procedural, cause/effect, sequential, description) of events, ideas, concepts, or information in a text or part of a text. (E)	
	4.W.4	-Apply the writing process to <i>identify the main idea of a text</i> . (R.A.C.E.S)	

Tri 2: Curriculum Map

Week	Indicator	Standard	Assessment
Week 6			
End of Grading Period			
Week 7	4.RC.4	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. (E)	
	4.W.4	-Apply the writing process to <i>identify the main idea of a text</i> . (R.A.C.E.S)	
Week 8	4.RC.4	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. (E)	
	4.W.4	-Apply the writing process to <i>identify the main idea of a text</i> . (R.A.C.E.S)	
Week 9	4.RC.11	Identify relationships among words, including more complex homographs, homonyms, synonyms, antonyms, and multiple meanings. (E)	
	4.W.4	-Apply the writing process to <i>identify the main idea of a text</i> . (R.A.C.E.S)	
Week 10	4.RC.8	Distinguish between fact and opinion; explain how an author uses reasons and evidence to support a statement or position (claim) in a text.	
	4.W.4	-Apply the writing process to <i>identify the main idea of a text</i> . (R.A.C.E.S)	
	4.CC.7	Recognize claims in print, image, and multimedia and identify evidence used to support these claims. (E)	
	4.W.4	-Apply the writing process to <i>identify the main idea of a text</i> . (R.A.C.E.S)	

Tri 2: Curriculum Map			
Week	Indicator	Standard	Assessment
Week 11			
Week 12	4.CC.7	Recognize claims in print, image, and multimedia and identify evidence used to support these claims. (E)	
	4.W.4	-Apply the writing process to <i>identify the main idea of a text</i> . (R.A.C.E.S)	

Tri 3: Curriculum Map

Week	Indicator	Standard	Assessment
Week 1	4.RC.9	-Combine information from two texts on the same topic in order to demonstrate knowledge about the subject.	
		-Apply the writing process to <i>identify the main idea of a text.</i> (R.A.C.E.S)	
Week 2	4.W.1	-Write persuasive compositions in a variety of forms	
		-Apply the writing process to <i>identify the main idea of a text.</i> (R.A.C.E.S)	
Week 3	4.W.1	-Write persuasive compositions in a variety of forms	
		-Apply the writing process to <i>identify the main idea of a text.</i> (R.A.C.E.S)	
Week 4			
Week 5			
Week 6			

Tri 3: Curriculum Map			
Week	Indicator	Standard	Assessment
End of Grading Period			
Week 7			
Week 8			
Week 9			
Week 10			
Week 11			

Tri 3: Curriculum Map			
Week	Indicator	Standard	Assessment
Week 12			