

T1: Curriculum Map

Week	Indicator	Standard	Assessment
Week 1	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. (E) [Fiction]	
	4.W.7	Demonstrate command of capitalization, punctuation, and spelling, focusing on:	
		Capitalization – Capitalizing names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations, when appropriate.	
		Punctuation –	
		Correctly using apostrophes to form possessives and contractions.	
		Correctly using quotation marks and commas to mark direct speech.	
		Using a comma before a coordinating conjunction in a compound sentence.	
Week 2	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. (E) [Fiction]	
	4.W.7	Demonstrate command of capitalization, punctuation, and spelling, focusing on:	
		Capitalization – Capitalizing names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations, when appropriate.	
		Punctuation –	
		Correctly using apostrophes to form possessives and contractions.	
		Correctly using quotation marks and commas to mark direct speech.	
		Using a comma before a coordinating conjunction in a compound sentence.	
Week 3	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. (E) [Fiction]	
	4.W.7	Demonstrate command of capitalization, punctuation, and spelling, focusing on:	
		Capitalization – Capitalizing names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations, when appropriate.	
		Punctuation –	
		Correctly using apostrophes to form possessives and contractions.	
		Correctly using quotation marks and commas to mark direct speech.	
		Using a comma before a coordinating conjunction in a compound sentence.	
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. (E)	
	4.W.6	Demonstrate command of English grammar and usage, focusing on:	
		Nouns/Pronouns – Writing sentences that include relative pronouns (e.g., who, which) and reflexive pronouns (e.g., myself, ourselves) and explaining their functions in the sentence.	
		Verbs –	
		Writing sentences that use progressive verb tenses.	
		Recognizing and correcting inappropriate shifts in verb tense.	
		Using modal auxiliaries (e.g., can, may, must).	
Week 4		Adjectives/Adverbs – Writing sentences using relative adverbs (e.g., where, when), explaining their functions in the sentence.	
		Prepositions – Writing sentences that include prepositions, explaining their functions in the sentence.	
		Usage – Writing complete simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using coordinating and subordinating conjunctions (e.g., yet, nor, so) correctly. (E) Progressive Verb Tenses	
	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. (E)	

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Week	Indicator	Standard	Assessment
Week 5	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. (er/est)	
Week 6	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. (E)	
	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.	
	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.	
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. (E)	
	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.	
	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.	
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.2	Write informative compositions on a variety of topics that:	
		Provide an introductory paragraph with a clear main idea.	
		Provide supporting paragraphs with topic and summary sentences.	
		Provide facts, specific details, and examples from various sources and texts to support ideas and extend explanations.	
		Connect ideas using words and phrases.	
		Include text features (e.g., formatting, photographs, maps) and multimedia when useful to aid comprehension.	
		Use language and vocabulary appropriate to the audience and topic.	
		Provide a concluding statement or section. (E)	
	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. (ped/ vis)	
	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. (E) [Fiction]	
	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.2	Write informative compositions on a variety of topics that:	
		Provide an introductory paragraph with a clear main idea.	
		Provide supporting paragraphs with topic and summary sentences.	
		Provide facts, specific details, and examples from various sources and texts to support ideas and extend explanations.	

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Week	Indicator	Standard	Assessment
Week 9		Connect ideas using words and phrases.	
		Include text features (e.g., formatting, photographs, maps) and multimedia when useful to aid comprehension.	
		Use language and vocabulary appropriate to the audience and topic.	
		Provide a concluding statement or section. (E)	
	4.W.6	Demonstrate command of English grammar and usage, focusing on: Verbs – Writing sentences that use progressive verb tenses. Recognizing and correcting inappropriate shifts in verb tense. Using modal auxiliaries (e.g., can, may, must).	
Week 10	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.2	Write informative compositions on a variety of topics that:	
		Provide an introductory paragraph with a clear main idea.	
		Provide supporting paragraphs with topic and summary sentences.	
		Provide facts, specific details, and examples from various sources and texts to support ideas and extend explanations.	
		Connect ideas using words and phrases.	
		Include text features (e.g., formatting, photographs, maps) and multimedia when useful to aid comprehension.	
		Use language and vocabulary appropriate to the audience and topic.	
		Provide a concluding statement or section. (E)	
	4.W.6	Demonstrate command of English grammar and usage, focusing on: Verbs – Writing sentences that use progressive verb tenses. Recognizing and correcting inappropriate shifts in verb tense. Using modal auxiliaries (e.g., can, may, must).	
Week 11	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.2	Write informative compositions on a variety of topics that:	
		Provide an introductory paragraph with a clear main idea.	
		Provide supporting paragraphs with topic and summary sentences.	
		Provide facts, specific details, and examples from various sources and texts to support ideas and extend explanations.	
		Connect ideas using words and phrases.	
		Include text features (e.g., formatting, photographs, maps) and multimedia when useful to aid comprehension.	
		Use language and vocabulary appropriate to the audience and topic.	
		Provide a concluding statement or section. (E)	
	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. (photo/bio)	
Week 12	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.2	Write informative compositions on a variety of topics that:	
		Provide an introductory paragraph with a clear main idea.	
		Provide supporting paragraphs with topic and summary sentences.	
		Provide facts, specific details, and examples from various sources and texts to support ideas and extend explanations.	
		Connect ideas using words and phrases.	
		Include text features (e.g., formatting, photographs, maps) and multimedia when useful to aid comprehension.	
		Use language and vocabulary appropriate to the audience and topic.	

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Week	Indicator	Standard	Assessment
		Provide a concluding statement or section. (E)	
	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. (photo/bio)	

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Week	Indicator	Standard	Assessment
Week 1	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.1	Write persuasive compositions in a variety of forms that:	
		In an introductory statement, clearly state an opinion to a particular audience.	
		Support the opinion with facts and details from various sources, including texts.	
		Use an organizational structure to group related ideas that support the purpose.	
		Connect opinion and reasons using words and phrases.	
		Provide a concluding statement or section related to the position presented. (E)	
	4.W.7	Demonstrate command of capitalization, punctuation, and spelling, focusing on: Punctuation – Correctly using apostrophes to form possessives and contractions.	
Week 2	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.1	Write persuasive compositions in a variety of forms that:	
		In an introductory statement, clearly state an opinion to a particular audience.	
		Support the opinion with facts and details from various sources, including texts.	
		Use an organizational structure to group related ideas that support the purpose.	
		Connect opinion and reasons using words and phrases.	
		Provide a concluding statement or section related to the position presented. (E)	
	4.W.7	Demonstrate command of capitalization, punctuation, and spelling, focusing on: Punctuation – Correctly using apostrophes to form possessives and contractions.	
Week 3	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.1	Write persuasive compositions in a variety of forms that:	
		In an introductory statement, clearly state an opinion to a particular audience.	
		Support the opinion with facts and details from various sources, including texts.	
		Use an organizational structure to group related ideas that support the purpose.	
		Connect opinion and reasons using words and phrases.	
		Provide a concluding statement or section related to the position presented. (E)	
	4.W.7	Demonstrate command of capitalization, punctuation, and spelling, focusing on: Punctuation – Correctly using apostrophes to form possessives and contractions.	
Week 4	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.1	Write persuasive compositions in a variety of forms that:	
		In an introductory statement, clearly state an opinion to a particular audience.	
		Support the opinion with facts and details from various sources, including texts.	
		Use an organizational structure to group related ideas that support the purpose.	
		Connect opinion and reasons using words and phrases.	
		Provide a concluding statement or section related to the position presented. (E)	

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Week	Indicator	Standard	Assessment
	4.RC.11	Identify relationships among words, including more complex homographs, homonyms, synonyms, antonyms, and multiple meanings. (E) Homonyms	
Week 5	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.1	Write persuasive compositions in a variety of forms that:	
		In an introductory statement, clearly state an opinion to a particular audience.	
		Support the opinion with facts and details from various sources, including texts.	
		Use an organizational structure to group related ideas that support the purpose.	
		Connect opinion and reasons using words and phrases.	
		Provide a concluding statement or section related to the position presented. (E)	
	4.RC.11	Identify relationships among words, including more complex homographs, homonyms, synonyms, antonyms, and multiple meanings. (E) Homonyms	
Week 6	4.CC.7	Recognize claims in print, image, and multimedia and identify evidence used to support these claims. (E)	
	4.W.1	Write persuasive compositions in a variety of forms that:	
		In an introductory statement, clearly state an opinion to a particular audience.	
		Support the opinion with facts and details from various sources, including texts.	
		Use an organizational structure to group related ideas that support the purpose.	
		Connect opinion and reasons using words and phrases.	
		Provide a concluding statement or section related to the position presented. (E)	
	4.RC.11	Identify relationships among words, including more complex homographs, homonyms, synonyms, antonyms, and multiple meanings. (E) Homonyms	
End of Grading Period			
Week 7	4.RC.9	Combine information from two texts on the same topic in order to demonstrate knowledge about the subject.	
	4.W.1	Write persuasive compositions in a variety of forms that:	
		In an introductory statement, clearly state an opinion to a particular audience.	
		Support the opinion with facts and details from various sources, including texts.	
		Use an organizational structure to group related ideas that support the purpose.	
		Connect opinion and reasons using words and phrases.	
		Provide a concluding statement or section related to the position presented. (E)	
	4.RC.11	Identify relationships among words, including more complex homographs, homonyms, synonyms, antonyms, and multiple meanings. (E) Homonyms	
Week 8	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. (E) [Fiction] REVIEW	
	4.W.3	Write narrative compositions in a variety of forms that:	
		Establish an introduction with context to allow the reader to imagine the world of the event or experience.	
		Organize events that unfold naturally, using meaningful paragraphing and transitional words and phrases.	
		Use dialogue and descriptive details to develop events and reveal characters' personalities, feelings, and responses to situations.	
		Employ vocabulary with sufficient sensory (i.e., sight, sound, smell, touch, taste) details to give clear pictures of ideas and events.	

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Week	Indicator	Standard	Assessment
		Provide an ending that follows the narrated experiences or events. (E)	
	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.(aud/graph)	
Week 9	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. (E) REVIEW	
	4.W.3	Write narrative compositions in a variety of forms that:	
		Establish an introduction with context to allow the reader to imagine the world of the event or experience.	
		Organize events that unfold naturally, using meaningful paragraphing and transitional words and phrases.	
		Use dialogue and descriptive details to develop events and reveal characters' personalities, feelings, and responses to situations.	
		Employ vocabulary with sufficient sensory (i.e., sight, sound, smell, touch, taste) details to give clear pictures of ideas and events.	
		Provide an ending that follows the narrated experiences or events. (E)	
	4.W.6	Demonstrate command of English grammar and usage, focusing on:	
		Nouns/Pronouns – Writing sentences that include relative pronouns (e.g., who, which) and reflexive pronouns (e.g., myself, ourselves) and explaining their functions in the sentence.	
		Verbs –	
		Writing sentences that use progressive verb tenses.	
		Recognizing and correcting inappropriate shifts in verb tense.	
		Using modal auxiliaries (e.g., can, may, must).	
		Adjectives/Adverbs – Writing sentences using relative adverbs (e.g., where, when), explaining their functions in the sentence.	
Week 10		Prepositions – Writing sentences that include prepositions, explaining their functions in the sentence.	
		Usage – Writing complete simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using coordinating and subordinating conjunctions (e.g., yet, nor, so) correctly. (E)	
	4.RC.9	Combine information from two texts on the same topic in order to demonstrate knowledge about the subject. REVIEW	
	4.W.3	Write narrative compositions in a variety of forms that:	
		Establish an introduction with context to allow the reader to imagine the world of the event or experience.	
		Organize events that unfold naturally, using meaningful paragraphing and transitional words and phrases.	
		Use dialogue and descriptive details to develop events and reveal characters' personalities, feelings, and responses to situations.	
		Employ vocabulary with sufficient sensory (i.e., sight, sound, smell, touch, taste) details to give clear pictures of ideas and events.	
		Provide an ending that follows the narrated experiences or events. (E)	
	4.W.6	Demonstrate command of English grammar and usage, focusing on:	
		Nouns/Pronouns – Writing sentences that include relative pronouns (e.g., who, which) and reflexive pronouns (e.g., myself, ourselves) and explaining their functions in the sentence.	
		Verbs –	
		Writing sentences that use progressive verb tenses.	
		Recognizing and correcting inappropriate shifts in verb tense.	
		Using modal auxiliaries (e.g., can, may, must).	
		Adjectives/Adverbs – Writing sentences using relative adverbs (e.g., where, when), explaining their functions in the sentence.	
		Prepositions – Writing sentences that include prepositions, explaining their functions in the sentence.	
		Usage – Writing complete simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using coordinating and subordinating conjunctions (e.g., yet, nor, so) correctly. (E)	
	4.RC.5	Determine the main idea of a text and explain how it is supported by key details; summarize the text. (E) REVIEW	

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Week	Indicator	Standard	Assessment
Week 11	4.W.3	Write narrative compositions in a variety of forms that:	
		Establish an introduction with context to allow the reader to imagine the world of the event or experience.	
		Organize events that unfold naturally, using meaningful paragraphing and transitional words and phrases.	
		Use dialogue and descriptive details to develop events and reveal characters' personalities, feelings, and responses to situations.	
		Employ vocabulary with sufficient sensory (i.e., sight, sound, smell, touch, taste) details to give clear pictures of ideas and events.	
		Provide an ending that follows the narrated experiences or events. (E)	
	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. (pre/fore/post)	
Week 12		Spiral Review	
	4.W.3	Write narrative compositions in a variety of forms that:	
		Establish an introduction with context to allow the reader to imagine the world of the event or experience.	
		Organize events that unfold naturally, using meaningful paragraphing and transitional words and phrases.	
		Use dialogue and descriptive details to develop events and reveal characters' personalities, feelings, and responses to situations.	
		Employ vocabulary with sufficient sensory (i.e., sight, sound, smell, touch, taste) details to give clear pictures of ideas and events.	
		Provide an ending that follows the narrated experiences or events. (E)	
	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. (pre/fore/post)	

T3: Curriculum Map

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T3: Curriculum Map

Week	Indicator	Standard	Assessment
Week 5	4.W.6	Demonstrate command of English grammar and usage, focusing on:	
		Nouns/Pronouns – Writing sentences that include relative pronouns (e.g., who, which) and reflexive pronouns (e.g., myself, ourselves) and explaining their functions in the sentence.	
		Verbs –	
		Writing sentences that use progressive verb tenses.	
		Recognizing and correcting inappropriate shifts in verb tense.	
		Using modal auxiliaries (e.g., can, may, must).	
		Adjectives/Adverbs – Writing sentences using relative adverbs (e.g., where, when), explaining their functions in the sentence.	
		Prepositions – Writing sentences that include prepositions, explaining their functions in the sentence.	
		Usage – Writing complete simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using coordinating and subordinating conjunctions (e.g., yet, nor, so) correctly. (E)Prepositions	
Week 6	4.W.6	Demonstrate command of English grammar and usage, focusing on:	
		Nouns/Pronouns – Writing sentences that include relative pronouns (e.g., who, which) and reflexive pronouns (e.g., myself, ourselves) and explaining their functions in the sentence.	
		Verbs –	
		Writing sentences that use progressive verb tenses.	
		Recognizing and correcting inappropriate shifts in verb tense.	
		Using modal auxiliaries (e.g., can, may, must).	
		Adjectives/Adverbs – Writing sentences using relative adverbs (e.g., where, when), explaining their functions in the sentence.	
		Prepositions – Writing sentences that include prepositions, explaining their functions in the sentence.	
		Usage – Writing complete simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using coordinating and subordinating conjunctions (e.g., yet, nor, so) correctly. (E)Prepositions	
End of Grading Period			
Week 7	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.(phon/therm)	
	4.W.6	Demonstrate command of English grammar and usage, focusing on:	
		Nouns/Pronouns – Writing sentences that include relative pronouns (e.g., who, which) and reflexive pronouns (e.g., myself, ourselves) and explaining their functions in the sentence.	
		Verbs –	

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Week	Indicator	Standard	Assessment
Week 8		Writing sentences that use progressive verb tenses.	
		Recognizing and correcting inappropriate shifts in verb tense.	
		Using modal auxiliaries (e.g., can, may, must).	
		Adjectives/Adverbs – Writing sentences using relative adverbs (e.g., where, when), explaining their functions in the sentence.	
		Prepositions – Writing sentences that include prepositions, explaining their functions in the sentence.	
		Usage – Writing complete simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using coordinating and subordinating conjunctions (e.g., yet, nor, so) correctly. (E)Prepositions	
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. Review Themed Week	
Week 10	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. Review Themed Week	
Week 11	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. Review Themed Week	
Week 12	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. Review Themed Week	