

# 4<sup>th</sup> Grade

## 1<sup>st</sup> 9 Weeks Curriculum Map Overview

### Session 1: Reading

**Note:** 48 total points on MAP-Questar, including 5 passages and 49 items; 113 total minutes  
**Map-Questar Expectations:** 740-1010 Lexile Range; 460-800 Word Count; 2 literature passages-2 informational passages-1 field test passage  
*Refer to the Progressions Document in the attached Resources for specific skills and concepts within the standards.*

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| <b>Focus Standards (RL/RI)</b><br><b>Note:</b> 40 total points on MAP-Questar<br>Should be assessed on bi-weekly common assessments using the Question Stems document in the Resources section |   | <b>Supporting Standards (RL/RI)</b><br><b>Note:</b> Skills and concepts supporting texts being used; not mandatory for assessments   |  |
| <b>Key Ideas and Details:</b> <ul style="list-style-type: none"> <li>• RL.4.1; RL.4.2; RL.4.3</li> <li>• RI.4.1; RI.4.2; RI.4.3</li> </ul>   | <b>Range of Reading and Level of Text Complexity:</b> RL/RI.10<br>(Continuous Focus Standard) | <b>Craft and Structure:</b> <ul style="list-style-type: none"> <li>• RL.4.5; RL.4.6</li> <li>• RI.4.5</li> </ul>   |  |
| <b>Craft and Structure:</b> <ul style="list-style-type: none"> <li>• RL.4.4</li> <li>• RI.4.4</li> </ul>   |   |  |  |
| <b>Reading Foundational Standard Expectations (RF)</b><br><b>Note:</b> Skills supporting RL/RI.10 for increased text complexity and timing endurance   |   | <b>Language Standard Expectations for Session 1-Reading</b><br><b>Note:</b> 8 total points on MAP-Questar<br>Should be assessed on bi-weekly common assessments using the Question Stems document in the Resources section |  |
| <b>Phonics and Recognition</b> <ul style="list-style-type: none"> <li>• RF.4.3a</li> </ul>   | <b>Fluency</b> <ul style="list-style-type: none"> <li>• RF.4.4a, b, c</li> </ul>              | <b>Knowledge of Language</b> <ul style="list-style-type: none"> <li>• L.4.4a, b</li> <li>• L.4.5a, c</li> </ul>  | <b>Vocabulary Acquisition and Use:</b> <ul style="list-style-type: none"> <li>• L.4.6</li> </ul> |

### Tier 2 General Academic Vocabulary List

**Note:** While these words are for nine-week period, refer to the BEG Vocabulary Strategies document in the attached Resources for suggestions on how to ensure students OWN vocabulary words instead of merely remembering vocabulary words. Students need to be able to USE vocabulary words in Speaking and Writing. Words should be SPIRALED throughout the year.

**Assessment Note:** Vocabulary should ALWAYS be assessed through new context in Reading AND Writing

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| <b>Week 1:</b> eliminate; furious; shallow<br><b>Week 2:</b> optional; maturity; reason<br><b>Week 3:</b> distract; distinguish between; recognize<br><b>Week 4:</b> <i>Review through new context in reading and writing</i> | <b>Week 5:</b> frantic; simplify; produce<br><b>Week 6:</b> manufacture; utilize; fortunate/fortunately<br><b>Week 7:</b> coax; blend; abrasive<br><b>Week 8:</b> <i>Review through new context in reading and writing</i> |
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## Session 2: Writing

**Note:** 12 total points on MAP-Questar scored by a holistic rubric

Students will type for two 75-minute time periods for a total of 150 minutes

**Refer to the Progressions Document and the Anchor Chart documents in the attached Resources for specific skills and concepts for each mode.**

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| <p style="text-align: center;"><b>Process Writing</b></p> <p><b>Note:</b> Supporting <i>Organization of Writing</i> and <i>Language Conventions</i> sections within rubric on MAP-Questar worth <b>8 total points</b></p>   | <p style="text-align: center;"><b>On-Demand Writing</b></p> <p><b>Note:</b> Supporting <i>Endurance of Analyzing and Responding</i> in a <b>75-minute time period</b></p>   | <p style="text-align: center;"><b>Routine Writing in 3 Modes</b></p> <p style="text-align: center;"><b>W.10</b> (Continuous Focus Standard)</p> <p><b>Note:</b> Supporting <i>Development of Ideas</i> section within rubric on MAP-Questar worth <b>4 points</b></p>  |
| <p><b>Focus Mode:</b> W.2 (Informative/Explanatory)</p> <p><b>Production and Distribution of Writing:</b></p> <ul style="list-style-type: none"> <li>• W.4 (task and purpose)</li> <li>• W.5 (planning, editing, and revising)</li> <li>• W.6 (publishing)</li> </ul> <p><b>Research to Build and Present Knowledge</b></p> <ul style="list-style-type: none"> <li>• W.9 (literary and informational analysis)</li> </ul> <p><b>Number of products:</b> 1-2 per nine weeks</p> <p><b>Time Limit per product:</b> 4-5 days</p> | <p><b>Focus Mode:</b> W.2 (Informative/Explanatory)</p> <p><b>Strategy Used:</b> Determined by district</p> <p><b>Number of products:</b> 2 per nine weeks</p> <p><b>Time Limit: 75-minutes for ONE response</b></p> <p style="text-align: center;"><b>150-minute total time limit</b></p>            | <p><b>Modes:</b> W.1 (Opinion)<br/>W.2 (Informative/Explanatory)<br/>W.3 (Narrative)<br/>W. 7-9 (Research)</p> <p><b>Strategies:</b> (Exit/Entry Tickets; Quick Writes; Mentor Sentences; Gallery Walks; Quality Journal Entries; Graphic Organizers; Higher Order Analysis Questions)</p> <p><b>Length Expectations:</b> words, phrases, clauses, sentences, paragraphs</p> <p><b>Number of Products:</b> Daily</p>   |
| <p><b>Language Standard Expectations for Session 2-Writing</b></p> <p><b>Note:</b> <u>4 total points</u> within rubric on MAP-Questar</p> <p>These skills and concepts should be assessed through writing application within the 9 weeks, not only through identifying. Practice can be applied through the Mentor Sentences Weekly Practice in the attached Resources.</p>   |   | <p style="text-align: center;"><b>On-Demand Writing Resources</b></p> <p style="text-align: center;"><b>Note:</b> 1<sup>st</sup> 9 Weeks Endurance Plan</p> <p style="text-align: center;">Lexile Range from 740-860; Word Count from 460-600, if possible</p> <p style="text-align: center;">Teacher should use judgment to customize texts as needed for Lexile Range and Word Count. The intent of endurance is to prepare students from the beginning of the year to <i>endure</i> analyzing an appropriately complex text, in length and content, and writing about that text to a specific prompt in a 75-minute time period.</p> <p style="text-align: center;">Texts and Prompts are located in the Resources section.</p> |
| <p><b>Conventions of Standard English</b></p> <ul style="list-style-type: none"> <li>• L.4.1b, c, f, g</li> <li>• L.4.2a, b, c, d</li> </ul> <p><b>Knowledge of Language</b></p> <ul style="list-style-type: none"> <li>• L.4.3a, b, c</li> </ul>   | <p><b>Text 1 (Literature):</b> “Troll and Dragon”</p> <ul style="list-style-type: none"> <li>• <b>Lexile Level:</b></li> <li>• <b>Number of Words:</b> 519</li> <li>• <b>Week Given:</b></li> <li>• <b>Time Limit:</b> 75 minutes</li> </ul> <p><b>Prompt, aligned to</b><br/>RL.4.1; RL.4.2; W.2</p> | <p><b>Text 2 (Informational):</b> “Man’s First Flight”</p> <ul style="list-style-type: none"> <li>• <b>Lexile Level:</b></li> <li>• <b>Number of Words:</b> 659</li> <li>• <b>Week Given:</b></li> <li>• <b>Time Limit:</b> 75 minutes</li> </ul> <p><b>Prompt, aligned to</b><br/>RI.4.1; RI.4.3; W.2</p>   |