

4th Grade

2nd 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.

Focus Standards (RL/RI) Note: 40 total points on MAP-Questar Should be assessed on bi-weekly common assessments using the Question Stems document in the Resources section		Supporting Standards (RL/RI) Note: Skills and concepts supporting texts being used; not mandatory for assessments	
Key Ideas and Details: <ul style="list-style-type: none"> • RL.4.1; RL.4.2; RL.4.3 • RI.4.1; RI.4.2; RI.4.3 	Integration of Knowledge and Ideas: <ul style="list-style-type: none"> • RL.4.7 • RI.4.8 	Craft and Structure: <ul style="list-style-type: none"> • RL.4.6 • RI.4.6 	Integration of Knowledge and Ideas: <ul style="list-style-type: none"> • RL.4.9 • RI.4.7; RI.4.9
Craft and Structure: <ul style="list-style-type: none"> • RL.4.4; RL.4.5 • RI.4.4; RI.4.5 		Range of Reading and Level of Text Complexity: RL/RI.10 (Continuous Focus Standard)	
Reading Foundational Standard Expectations (RF) Note: Skills supporting RL/RI.10 for increased text complexity and timing endurance		Language Standard Expectations for Session 1-Reading Note: 8 total points on MAP-Questar Should be assessed on bi-weekly common assessments using the Question Stems document in the Resources section	
Phonics and Recognition <ul style="list-style-type: none"> • RF.4.3a 	Fluency <ul style="list-style-type: none"> • RF.4.4a, b, c 	Knowledge of Language <ul style="list-style-type: none"> • L.4.4a, b • L.4.5a, b, c 	Vocabulary Acquisition and Use: <ul style="list-style-type: none"> • L.4.6

Tier 2 General Academic Vocabulary List

Note: While these words are for a 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

Week 1: persuade; evidence; argue Week 2: contradict; presume; oppose Week 3: develop; abstract; accomplish Week 4: <i>Review through new context in reading and writing</i>	Week 5: circle/circular; dispute; vary Week 6: essential; logical; significance Week 7: implicit; explicit; judge Week 8: <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.

Process Writing	On-Demand Writing	Routine Writing in 3 Modes
<p>Note: Supporting <i>Organization of Writing</i> and <i>Language Conventions</i> sections within rubric on MAP-Questar worth 8 total points</p>	<p>Note: Supporting <i>Endurance of Analyzing and Responding</i> in a 75-minute time period</p>	<p>W.10 (Continuous Focus Standard) Note: Supporting <i>Development of Ideas</i> section within rubric on MAP-Questar worth 4 points</p>
<p>Focus Mode: W.1 (Opinion) Supporting Mode: W.2 (Informative/Explanatory) Production and Distribution of Writing:</p> <ul style="list-style-type: none"> • W.4 (task and purpose) • W.5 (planning, editing, and revising) • W.6 (publishing) <p>Research to Build and Present Knowledge</p> <ul style="list-style-type: none"> • W.9a (literary analysis) • W.9b (informational analysis) <p>Number of products: 1-2 per nine weeks Time Limit per product: 4-5 days</p>	<p>Focus Mode: W.1 (Opinion) Supporting Mode: W.2 (Informative/Explanatory) Strategy Used: Determined by district Number of products: 2 per nine weeks Time Limit: 75-minutes for ONE response 150-minute total time limit</p>	<p>Modes: W.1 (Opinion) W.2 (Informative/Explanatory) W.3 (Narrative) W. 7-9 (Research) Strategies: (Exit/Entry Tickets; Quick Writes; Mentor Sentences; Gallery Walks; Quality Journal Entries; Graphic Organizers; Higher Order Analysis Questions) Length Expectations: words, phrases, clauses, sentences, paragraphs Number of Products: Daily</p>
<p>Language Standard Expectations for Session 2-Writing Note: <u>4 total points</u> within rubric on MAP-Questar 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>On-Demand Writing Resources Note: 2nd 9 Weeks Endurance Plan Lexile Range from 880-950; Word Count from 650-750, if possible</p> <p>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. Texts and Prompts are located in the Resources section.</p>	
<p>Conventions of Standard English</p> <ul style="list-style-type: none"> • L.4.1a, e, f, g • L.4.2a, b, c, d <p>Knowledge of Language</p> <ul style="list-style-type: none"> • L.4.3a, b, c 	<p>Text 1 (Info): “Ready to Skateboard on a Cushion of Air?”</p> <ul style="list-style-type: none"> • Lexile Level: • Number of Words: 348 • Week Given: • Time Limit: <p>Prompt, aligned to RI.4.1; RI.4.8; W.4.2</p>	<p>Text 2 (Lit): from <i>Sarah, Plain and Tall</i></p> <ul style="list-style-type: none"> • Lexile Level: • Number of Words: 458 • Week Given: • Time Limit: <p>Prompt, aligned to RI.4.1; RI.4.8; W.4.1</p>