

## Curriculum Map—ELA Informational Text, Literature, Speaking/Viewing/Listening and Vocabulary Grade 4

	CONCEPT	SKILLS	ASSESSMENT
<p><b>S</b></p> <p><b>E</b></p> <p><b>P</b></p> <p><b>T</b></p> <p><b>E</b></p> <p><b>M</b></p> <p><b>B</b></p> <p><b>E</b></p> <p><b>R</b></p>	<p><b>Informational</b></p> <ul style="list-style-type: none"> <li>-National Geographic Mag.</li> <li>-<i>Wildfires</i></li> <li>-Science, Social Studies, Math and Religion Texts</li> <li>-Structural Elements</li> <li>-Make Connections</li> <li>-Main Ideas</li> <li>-Supporting Key Details</li> <li>-Summarize</li> <li>-Cause and Effect Relationships</li> <li>-Problem and Solution Relationships</li> <li>-Compare and Contrast Relationships</li> <li>-Text Specific References</li> <li>-General Academic v Domain Specific words</li> <li>-Firsthand v Secondhand Account</li> <li>-Interpret Information</li> <li>-Integrate Knowledge</li> <li>-Read and Comprehend</li> </ul> <p><b>Literature</b></p> <ul style="list-style-type: none"> <li>-<i>Because of Winn-Dixie</i></li> <li>-<i>Wonder</i> Read Aloud</li> <li>-Theme</li> <li>-Character Development</li> <li>-Setting</li> <li>-Plot</li> <li>-Point of View</li> <li>-Author’s Purpose</li> <li>-Explicitly v Implicitly</li> <li>-Drawing Inferences</li> <li>-Summarizing</li> <li>-Retelling</li> <li>-Structural Elements</li> <li>-Make Connections</li> </ul>	<ul style="list-style-type: none"> <li>-Use appropriate vocabulary to refer to structural elements of a text</li> <li>-Determine the meaning of unfamiliar words and phrases based on how they are used in context</li> <li>-Connect text to text, self, and world</li> <li>-Refer to details and example in a text when explaining meaning</li> <li>-Determine the main idea of a text</li> <li>-Recognize key details to support main idea</li> <li>-Explain relationship between main ideas and supporting details</li> <li>-Summarize a text</li> <li>-Explain why events in a text happened</li> <li>-Identify the structure used to organize a text or part of a text</li> <li>-Support thinking with specific information from the text</li> <li>-Distinguish between domain-specific and academic words</li> <li>-Identify unfamiliar words and phrases compare and contrast firsthand and secondhand accounts</li> <li>-Explain differences in focus and information provided in varying accounts of a topic or event</li> <li>-Interpret information presented visually, orally, or quantitatively</li> <li>-Integrate information about a topic from various texts</li> <li>-Engage and make meaning of content read Proficiently</li> </ul> <ul style="list-style-type: none"> <li>-Determine a theme of a story</li> <li>-Describe in-depth a character</li> <li>-Describe in-depth a setting</li> </ul>	<p><b>Informal</b></p> <ul style="list-style-type: none"> <li>-Think, Pair, Share</li> <li>-Whole Group Discussion</li> <li>-Small Group Discussion</li> <li>-Short Written Response</li> <li>-Extended Written Response</li> <li>-KWL</li> <li>-T Charts</li> <li>-Venn Diagrams</li> <li>-Quick Notes</li> <li>-Written/Oral Summaries</li> <li>-Written/Oral Retelling</li> <li>-Plot Diagrams</li> <li>-Drawings of Characters and Setting</li> <li>-Vocabulary Multiple Choice</li> <li>-Matching Figurative Language</li> <li>-Observable Use of Language</li> </ul> <p><b>Formal</b></p> <ul style="list-style-type: none"> <li>-Comprehension Quizzes</li> <li>-Short and Extended Responses</li> <li>-Accelerated Reader Quiz</li> <li>-Paper-Pencil Test</li> <li>-Book Reports</li> <li>-Chapter Summaries Project</li> <li>-Presentations</li> </ul>

<ul style="list-style-type: none"> <li>-Context Clues</li> <li>-Read and Comprehend</li> <li>-Accelerated Reader</li> </ul> <p><b>Speaking, Viewing, and Listening</b></p> <ul style="list-style-type: none"> <li>-Comprehension</li> <li>-Collaboration</li> <li>-Presentation of Knowledge and Ideas</li> <li>-Media Literacy</li> </ul> <p><b>Fluency</b></p> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>-Daily Vocabulary Word</li> <li>-Context Clues</li> <li>-Greek and Latin Affixes and Roots</li> <li>-Reference Materials</li> <li>-Similes and Metaphors</li> <li>-Adages and Proverbs</li> <li>-Idioms</li> <li>-Synonyms and</li> <li>-Conversational Language</li> <li>-General Academic Language</li> <li>-Domain-Specific Language</li> <li>-Emotional and Physical Appropriateness</li> </ul>	<ul style="list-style-type: none"> <li>-Describe in-depth an event or scene</li> <li>-Identify and describe plot elements of a story</li> <li>-Compare and contrast the point of view from different narrated stories</li> <li>-Consider the impact of narration</li> <li>-Determine the author’s purpose for writing</li> <li>-Explain the meaning of words and phrases as they are used in a text</li> <li>-Comprehend a text explicitly and implicitly</li> <li>-Use original language to explain explicit ideas from a text</li> <li>-Draw inferences about a text</li> <li>-Provide details and examples from text to support inferences</li> <li>-Use and identify text specific evidence</li> <li>-Summarize a text</li> <li>-Retell accounts from the text</li> <li>-Use appropriate vocabulary to refer to structural elements of a text</li> <li>-Support thinking with examples from the text</li> <li>-Determine the meaning of unfamiliar words and phrases based on how they are used in context</li> <li>-Connect text to text, self, and world</li> <li>-Engage and make meaning of content read Proficiently</li> <li>-Read grade-level prose at an appropriate rate</li> </ul> <ul style="list-style-type: none"> <li>-Use information gained to explore and prepare for collaborative discussions</li> <li>-Listen attentively and participate in discussions based on established rules</li> <li>-Share aloud text and ideas</li> <li>-Paraphrase information</li> <li>-Report on a topic, text, story, or recount an</li> </ul>	
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		<p>experience</p> <ul style="list-style-type: none"><li>-Organize information, add descriptive details, and speak clearly</li><li>-Present information visually to enhance main idea or theme</li><li>-Adapt formal and informal use of language based on the situation</li><li>-Use a variety of media sources to demonstrate understanding</li><li>-Demonstrate Fair Use behaviors when sharing information</li><li>-Share, present, and publish work</li></ul> <p>-Investigate a word each day to determine its part of speech, definition, use in context, example and nonexamples, and application to text, self, and world</p> <ul style="list-style-type: none"><li>-Determine the meaning of unknown words or phrases by drawing upon context clues</li><li>-Identify and use Greek and Latin affixes and roots as clues to the meaning of a word</li><li>-Use reference materials (e.g., glossaries, dictionaries, indexes, thesauruses) in print and digital formats to ascertain the pronunciation and establish the precise meaning of a word or phrase</li><li>-Explain the meaning of simple similes and metaphors in context</li><li>-Recognize and explain the meaning of common idioms, adages, and proverbs</li><li>-Demonstrate understanding of words by relating them to synonyms and antonyms</li><li>-Acquire and accurately use grade-appropriate conversational words, general academic words, and domain-specific words</li><li>-Acquire and accurately use grade-appropriate words and phrases to depict actions, emotions, and state of being.</li></ul>	
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<b>N</b> <b>O</b>	<b>Informational</b> -National Geographic Mag. - <i>Stormy, Misty's Foe</i> - <i>Sacagawea</i>	-Use appropriate vocabulary to refer to structural elements of a text -Determine the meaning of unfamiliar words and phrases based on how they are	<b>Informal</b> -Think, Pair, Share -Whole Group Discussion -Small Group Discussion

<b>V</b> <b>E</b> <b>M</b> <b>B</b> <b>E</b> <b>R</b>	<ul style="list-style-type: none"> <li>-Science, Social Studies, Math and Religion Texts</li> <li>-Structural Elements</li> <li>-Make Connections</li> <li>-Main Ideas</li> <li>-Supporting Key Details</li> <li>-Summarize</li> <li>-Cause and Effect Relationships</li> <li>-Problem and Solution Relationships</li> <li>-Compare and Contrast Relationships</li> <li>-Text Specific References</li> <li>-General Academic v Domain Specific words</li> <li>-Firsthand v Secondhand Account</li> <li>-Interpret Information</li> <li>-Integrate Knowledge</li> <li>-Read and Comprehend</li> </ul> <p><b>Literature</b></p> <ul style="list-style-type: none"> <li>-Reading Circles <ul style="list-style-type: none"> <li>-<i>James and the Giant Peach</i></li> <li>-<i>Indian in the Cupboard</i></li> <li>-<i>The Secret School</i></li> </ul> </li> <li>-Short Story <ul style="list-style-type: none"> <li>-<i>Lost Mountain</i></li> <li>-<i>The Volcano Disaster</i></li> <li>-<i>Lou Gehrig: The Luckiest Man</i></li> </ul> </li> <li>-Wonder Read Aloud</li> <li>-Theme</li> <li>-Character Development</li> <li>-Setting</li> <li>-Plot</li> <li>-Point of View</li> <li>-Author's Purpose</li> <li>-Explicitly v Implicitly</li> <li>-Drawing Inferences</li> <li>-Summarizing</li> <li>-Retelling</li> <li>-Structural Elements</li> </ul>	<ul style="list-style-type: none"> <li>used in context</li> <li>-Connect text to text, self, and world</li> <li>-Refer to details and example in a text when explaining meaning</li> <li>-Determine the main idea of a text</li> <li>-Recognize key details to support main idea</li> <li>-Explain relationship between main ideas and supporting details</li> <li>-Summarize a text</li> <li>-Explain why events in a text happened</li> <li>-Identify the structure used to organize a text or part of a text</li> <li>-Support thinking with specific information from the text</li> <li>-Distinguish between domain-specific and academic words</li> <li>-Identify unfamiliar words and phrases compare and contrast firsthand and secondhand accounts</li> <li>-Explain differences in focus and information provided in varying accounts of a topic or event</li> <li>-Interpret information presented visually, orally, or quantitatively</li> <li>-Integrate information about a topic from various texts</li> <li>-Engage and make meaning of content read Proficiently</li> </ul> <ul style="list-style-type: none"> <li>-Determine a theme of a story</li> <li>-Describe in-depth a character</li> <li>-Describe in-depth a setting</li> <li>-Describe in-depth an event or scene</li> <li>-Identify and describe plot elements of a story</li> <li>-Compare and contrast the point of view from different narrated stories</li> <li>-Consider the impact of narration</li> <li>-Determine the author's purpose for writing</li> </ul>	<ul style="list-style-type: none"> <li>-Short Written Response</li> <li>-Extended Written Response</li> <li>-KWL</li> <li>-T Charts</li> <li>-Venn Diagrams</li> <li>-Quick Notes</li> <li>-Written/Oral Summaries</li> <li>-Written/Oral Retelling</li> <li>-Plot Diagrams</li> <li>-Drawings of Characters and Setting</li> <li>-Vocabulary Multiple Choice</li> <li>-Matching Figurative Language</li> <li>-Observable Use of Language</li> </ul> <p><b>Formal</b></p> <ul style="list-style-type: none"> <li>-Comprehension Quizzes</li> <li>-Short and Extended Responses</li> <li>-Accelerated Reader Quiz</li> <li>-Paper-Pencil Test</li> <li>-Book Reports</li> <li>-Chapter Summaries Project</li> <li>-Presentations</li> </ul>
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	<b>CONCEPT</b>	<b>SKILLS</b>	<b>ASSESSMENT</b>
<b>D</b> <b>E</b>	<b>Informational</b> -National Geographic Mag. -Science, Social Studies, Math and Religion Texts	-Use appropriate vocabulary to refer to structural elements of a text -Determine the meaning of unfamiliar words and phrases based on how they are	<b>Informal</b> -Think, Pair, Share -Whole Group Discussion -Small Group Discussion

<p><b>C</b> <b>E</b> <b>M</b> <b>B</b> <b>E</b> <b>R</b></p>	<ul style="list-style-type: none"> <li>-Structural Elements</li> <li>-Make Connections</li> <li>-Main Ideas</li> <li>-Supporting Key Details</li> <li>-Summarize</li> <li>-Cause and Effect Relationships</li> <li>-Problem and Solution Relationships</li> <li>-Compare and Contrast Relationships</li> <li>-Text Specific References</li> <li>-General Academic v Domain Specific words</li> <li>-Firsthand v Secondhand Account</li> <li>-Interpret Information</li> <li>-Integrate Knowledge</li> <li>-Read and Comprehend</li> </ul> <p><b>Literature</b></p> <ul style="list-style-type: none"> <li>-Book reports on reading circles</li> <li>-<i>Bridge to Terabithia</i></li> <li>-<i>Auggie and Me</i> Read Aloud</li> </ul> <ul style="list-style-type: none"> <li>-Theme</li> <li>-Character Development</li> <li>-Setting</li> <li>-Plot</li> <li>-Point of View</li> <li>-Author's Purpose</li> <li>-Explicitly v Implicitly</li> <li>-Drawing Inferences</li> <li>-Summarizing</li> <li>-Retelling</li> <li>-Structural Elements</li> <li>-Make Connections</li> <li>-Context Clues</li> <li>-Read and Comprehend</li> <li>-Accelerated Reader</li> </ul> <p><b>Speaking, Viewing, and Listening</b></p> <ul style="list-style-type: none"> <li>-Comprehension</li> <li>-Collaboration</li> </ul>	<ul style="list-style-type: none"> <li>used in context</li> <li>-Connect text to text, self, and world</li> <li>-Refer to details and example in a text when explaining meaning</li> <li>-Determine the main idea of a text</li> <li>-Recognize key details to support main idea</li> <li>-Explain relationship between main ideas and supporting details</li> <li>-Summarize a text</li> <li>-Explain why events in a text happened</li> <li>-Identify the structure used to organize a text or part of a text</li> <li>-Support thinking with specific information from the text</li> <li>-Distinguish between domain-specific and academic words</li> <li>-Identify unfamiliar words and phrases compare and contrast firsthand and secondhand accounts</li> <li>-Explain differences in focus and information provided in varying accounts of a topic or event</li> <li>-Interpret information presented visually, orally, or quantitatively</li> <li>-Integrate information about a topic from various texts</li> <li>-Engage and make meaning of content read Proficiently</li> </ul> <ul style="list-style-type: none"> <li>-Determine a theme of a story</li> <li>-Describe in-depth a character</li> <li>-Describe in-depth a setting</li> <li>-Describe in-depth an event or scene</li> <li>-Identify and describe plot elements of a story</li> <li>-Compare and contrast the point of view from different narrated stories</li> <li>-Consider the impact of narration</li> <li>-Determine the author's purpose for writing</li> </ul>	<ul style="list-style-type: none"> <li>-Short Written Response</li> <li>-Extended Written Response</li> <li>-KWL</li> <li>-T Charts</li> <li>-Venn Diagrams</li> <li>-Quick Notes</li> <li>-Written/Oral Summaries</li> <li>-Written/Oral Retelling</li> <li>-Plot Diagrams</li> <li>-Drawings of Characters and Setting</li> <li>-Vocabulary Multiple Choice</li> <li>-Matching Figurative Language</li> <li>-Observable Use of Language</li> </ul> <p><b>Formal</b></p> <ul style="list-style-type: none"> <li>-Comprehension Quizzes</li> <li>-Short and Extended Responses</li> <li>-Accelerated Reader Quiz</li> <li>-Paper-Pencil Test</li> <li>-Book Reports</li> <li>-Chapter Summaries Project</li> <li>-Presentations</li> </ul>
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<p>-Presentation of Knowledge and Ideas -Media Literacy</p> <p><b>Fluency</b></p> <p><b>Vocabulary</b></p> <p>-Daily Vocabulary Word -Context Clues -Greek and Latin Affixes and Roots -Reference Materials -Similes and Metaphors -Adages and Proverbs -Idioms -Synonyms and -Conversational Language -General Academic Language -Domain-Specific Language -Emotional and Physical Appropriateness</p>	<p>-Explain the meaning of words and phrases as they are used in a text -Comprehend a text explicitly and implicitly -Use original language to explain explicit ideas from a text -Draw inferences about a text -Provide details and examples from text to support inferences -Use and identify text specific evidence -Summarize a text -Retell accounts from the text -Use appropriate vocabulary to refer to structural elements of a text -Support thinking with examples from the text -Determine the meaning of unfamiliar words and phrases based on how they are used in context -Connect text to text, self, and world -Engage and make meaning of content read Proficiently -Read grade-level prose at an appropriate rate</p> <p>-Use information gained to explore and prepare for collaborative discussions -Listen attentively and participate in discussions based on established rules -Share aloud text and ideas -Paraphrase information -Report on a topic, text, story, or recount an experience -Organize information, add descriptive details, and speak clearly -Present information visually to enhance main idea or theme -Adapt formal and informal use of language based on the situation</p>	
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		<ul style="list-style-type: none"> <li>-Use a variety of media sources to demonstrate understanding</li> <li>-Demonstrate Fair Use behaviors when sharing information</li> <li>-Share, present, and publish work</li>   <li>-Investigate a word each day to determine its part of speech, definition, use in context, example and nonexamples, and application to text, self, and world</li> <li>-Determine the meaning of unknown words or phrases by drawing upon context clues</li> <li>-Identify and use Greek and Latin affixes and roots as clues to the meaning of a word</li> <li>-Use reference materials (e.g., glossaries, dictionaries, indexes, thesauruses) in print and digital formats to ascertain the pronunciation and establish the precise meaning of a word or phrase</li> <li>-Explain the meaning of simple similes and metaphors in context</li> <li>-Recognize and explain the meaning of common idioms, adages, and proverbs</li> <li>-Demonstrate understanding of words by relating them to synonyms and antonyms</li> <li>-Acquire and accurately use grade-appropriate conversational words, general academic words, and domain-specific words</li> <li>-Acquire and accurately use grade-appropriate words and phrases to depict actions, emotions, and state of being.</li> </ul>	
<b>J</b> <b>A</b> <b>N</b> <b>U</b> <b>A</b> <b>R</b>	<b>Informational</b> <ul style="list-style-type: none"> <li>-National Geographic Mag.</li> <li>-<i>Rosa Parks</i> Nat Geo Kids</li> <li>-<i>I am Rosa Parks</i></li> <li>-<i>Martin Luther King, Jr.</i> Nat Geo Kids</li> <li>-<i>Happy Birthday, Dr. King!</i></li> <li>-<i>What Was the March on Washington?</i></li> <li>-Science, Social Studies, Math and</li> </ul>	<ul style="list-style-type: none"> <li>-Use appropriate vocabulary to refer to structural elements of a text</li> <li>-Determine the meaning of unfamiliar words and phrases based on how they are used in context</li> <li>-Connect text to text, self, and world</li> <li>-Refer to details and example in a text when explaining meaning</li> </ul>	<b>Informal</b> <ul style="list-style-type: none"> <li>-Think, Pair, Share</li> <li>-Whole Group Discussion</li> <li>-Small Group Discussion</li> <li>-Short Written Response</li> <li>-Extended Written Response</li> <li>-KWL</li> <li>-T Charts</li> </ul>

<p><b>Y</b></p>	<p>Religion Texts</p> <ul style="list-style-type: none"> <li>-Structural Elements</li> <li>-Make Connections</li> <li>-Main Ideas</li> <li>-Supporting Key Details</li> <li>-Summarize</li> <li>-Cause and Effect Relationships</li> <li>-Problem and Solution Relationships</li> <li>-Compare and Contrast Relationships</li> <li>-Text Specific References</li> <li>-General Academic v Domain Specific words</li> <li>-Firsthand v Secondhand Account</li> <li>-Interpret Information</li> <li>-Integrate Knowledge</li> <li>-Read and Comprehend</li> </ul> <p><b>Literature</b></p> <ul style="list-style-type: none"> <li>-<i>Bridge to Terabithia</i></li> <li>-Short Story <ul style="list-style-type: none"> <li>-Laura Ingles Wilder, <i>On the Shores of Silver Lake</i></li> </ul> </li> <li>-<i>Auggie and Me</i> Read Aloud</li> <li>-Theme</li> <li>-Character Development</li> <li>-Setting</li> <li>-Plot</li> <li>-Point of View</li> <li>-Author's Purpose</li> <li>-Explicitly v Implicitly</li> <li>-Drawing Inferences</li> <li>-Summarizing</li> <li>-Retelling</li> <li>-Structural Elements</li> <li>-Make Connections</li> <li>-Context Clues</li> <li>-Read and Comprehend</li> <li>-Accelerated Reader</li> </ul>	<ul style="list-style-type: none"> <li>-Determine the main idea of a text</li> <li>-Recognize key details to support main idea</li> <li>-Explain relationship between main ideas and supporting details</li> <li>-Summarize a text</li> <li>-Explain why events in a text happened</li> <li>-Identify the structure used to organize a text or part of a text</li> <li>-Support thinking with specific information from the text</li> <li>-Distinguish between domain-specific and academic words</li> <li>-Identify unfamiliar words and phrases compare and contrast firsthand and secondhand accounts</li> <li>-Explain differences in focus and information provided in varying accounts of a topic or event</li> <li>-Interpret information presented visually, orally, or quantitatively</li> <li>-Integrate information about a topic from various texts</li> <li>-Engage and make meaning of content read Proficiently</li> </ul> <ul style="list-style-type: none"> <li>-Determine a theme of a story</li> <li>-Describe in-depth a character</li> <li>-Describe in-depth a setting</li> <li>-Describe in-depth an event or scene</li> <li>-Identify and describe plot elements of a story</li> <li>-Compare and contrast the point of view from different narrated stories</li> <li>-Consider the impact of narration</li> <li>-Determine the author's purpose for writing</li> <li>-Explain the meaning of words and phrases as they are used in a text</li> <li>-Comprehend a text explicitly and implicitly</li> <li>-Use original language to explain explicit</li> </ul>	<ul style="list-style-type: none"> <li>-Venn Diagrams</li> <li>-Quick Notes</li> <li>-Written/Oral Summaries</li> <li>-Written/Oral Retelling</li> <li>-Plot Diagrams</li> <li>-Drawings of Characters and Setting</li> <li>-Vocabulary Multiple Choice</li> <li>-Matching Figurative Language</li> <li>-Observable Use of Language</li> </ul> <p><b>Formal</b></p> <ul style="list-style-type: none"> <li>-Comprehension Quizzes</li> <li>-Short and Extended Responses</li> <li>-Accelerated Reader Quiz</li> <li>-Paper-Pencil Test</li> <li>-Book Reports</li> <li>-Chapter Summaries Project</li> <li>-Presentations</li> </ul>
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<p><b>Speaking, Viewing, and Listening</b></p> <ul style="list-style-type: none"> <li>-Comprehension</li> <li>-Collaboration</li> <li>-Presentation of Knowledge and Ideas</li> <li>-Media Literacy</li> </ul> <p><b>Fluency</b></p> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>-Daily Vocabulary Word</li> <li>-Context Clues</li> <li>-Greek and Latin Affixes and Roots</li> <li>-Reference Materials</li> <li>-Similes and Metaphors</li> <li>-Adages and Proverbs</li> <li>-Idioms</li> <li>-Synonyms and</li> <li>-Conversational Language</li> <li>-General Academic Language</li> <li>-Domain-Specific Language</li> <li>-Emotional and Physical Appropriateness</li> </ul>	<p>ideas from a text</p> <ul style="list-style-type: none"> <li>-Draw inferences about a text</li> <li>-Provide details and examples from text to support inferences</li> <li>-Use and identify text specific evidence</li> <li>-Summarize a text</li> <li>-Retell accounts from the text</li> <li>-Use appropriate vocabulary to refer to structural elements of a text</li> <li>-Support thinking with examples from the text</li> <li>-Determine the meaning of unfamiliar words and phrases based on how they are used in context</li> <li>-Connect text to text, self, and world</li> <li>-Engage and make meaning of content read Proficiently</li> <li>-Read grade-level prose at an appropriate rate</li> </ul> <ul style="list-style-type: none"> <li>-Use information gained to explore and prepare for collaborative discussions</li> <li>-Listen attentively and participate in discussions based on established rules</li> <li>-Share aloud text and ideas</li> <li>-Paraphrase information</li> <li>-Report on a topic, text, story, or recount an experience</li> <li>-Organize information, add descriptive details, and speak clearly</li> <li>-Present information visually to enhance main idea or theme</li> <li>-Adapt formal and informal use of language based on the situation</li> <li>-Use a variety of media sources to demonstrate understanding</li> <li>-Demonstrate Fair Use behaviors when sharing information</li> </ul>	
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		<ul style="list-style-type: none"> <li>-Share, present, and publish work</li> <li>-Investigate a word each day to determine its part of speech, definition, use in context, example and nonexamples, and application to text, self, and world</li> <li>-Determine the meaning of unknown words or phrases by drawing upon context clues</li> <li>-Identify and use Greek and Latin affixes and roots as clues to the meaning of a word</li> <li>-Use reference materials (e.g., glossaries, dictionaries, indexes, thesauruses) in print and digital formats to ascertain the pronunciation and establish the precise meaning of a word or phrase</li> <li>-Explain the meaning of simple similes and metaphors in context</li> <li>-Recognize and explain the meaning of common idioms, adages, and proverbs</li> <li>-Demonstrate understanding of words by relating them to synonyms and antonyms</li> <li>-Acquire and accurately use grade-appropriate conversational words, general academic words, and domain-specific words</li> <li>-Acquire and accurately use grade-appropriate words and phrases to depict actions, emotions, and state of being.</li> </ul>	
<b>F</b> <b>E</b> <b>B</b> <b>R</b> <b>U</b> <b>A</b> <b>R</b> <b>Y</b>	<b>Informational</b> <ul style="list-style-type: none"> <li>-National Geographic Mag.</li> <li>-Short Story</li> <li>-<i>Finding the Titanic</i></li> <li>-Various Reference Texts on the Titanic</li> <li>-Science, Social Studies, Math and Religion Texts</li> <li>-Structural Elements</li> <li>-Make Connections</li> <li>-Main Ideas</li> <li>-Supporting Key Details</li> <li>-Summarize</li> </ul>	<ul style="list-style-type: none"> <li>-Use appropriate vocabulary to refer to structural elements of a text</li> <li>-Determine the meaning of unfamiliar words and phrases based on how they are used in context</li> <li>-Connect text to text, self, and world</li> <li>-Refer to details and example in a text when explaining meaning</li> <li>-Determine the main idea of a text</li> <li>-Recognize key details to support main idea</li> <li>-Explain relationship between main ideas and supporting details</li> </ul>	<b>Informal</b> <ul style="list-style-type: none"> <li>-Think, Pair, Share</li> <li>-Whole Group Discussion</li> <li>-Small Group Discussion</li> <li>-Short Written Response</li> <li>-Extended Written Response</li> <li>-KWL</li> <li>-T Charts</li> <li>-Venn Diagrams</li> <li>-Quick Notes</li> <li>-Written/Oral Summaries</li> <li>-Written/Oral Retelling</li> </ul>

<ul style="list-style-type: none"> <li>-Cause and Effect Relationships</li> <li>-Problem and Solution Relationships</li> <li>-Compare and Contrast Relationships</li> <li>-Text Specific References</li> <li>-General Academic v Domain Specific words</li> <li>-Firsthand v Secondhand Account</li> <li>-Interpret Information</li> <li>-Integrate Knowledge</li> <li>-Read and Comprehend</li> </ul> <p><b>Literature</b></p> <ul style="list-style-type: none"> <li>-Reading Circles: Laura Ingles Wilder <ul style="list-style-type: none"> <li>-<i>The Long Winter</i></li> <li>-<i>The First Four Years</i></li> <li>-<i>These Happy Golden Years</i></li> </ul> </li> <li>-<i>Auggie and Me</i> Read Aloud</li> </ul> <ul style="list-style-type: none"> <li>-Theme</li> <li>-Character Development</li> <li>-Setting</li> <li>-Plot</li> <li>-Point of View</li> <li>-Author's Purpose</li> <li>-Explicitly v Implicitly</li> <li>-Drawing Inferences</li> <li>-Summarizing</li> <li>-Retelling</li> <li>-Structural Elements</li> <li>-Make Connections</li> <li>-Context Clues</li> <li>-Read and Comprehend</li> <li>-Accelerated Reader</li> </ul> <p><b>Speaking, Viewing, and Listening</b></p> <ul style="list-style-type: none"> <li>-Comprehension</li> <li>-Collaboration</li> <li>-Presentation of Knowledge and Ideas</li> <li>-Media Literacy</li> </ul>	<ul style="list-style-type: none"> <li>-Summarize a text</li> <li>-Explain why events in a text happened</li> <li>-Identify the structure used to organize a text or part of a text</li> <li>-Support thinking with specific information from the text</li> <li>-Distinguish between domain-specific and academic words</li> <li>-Identify unfamiliar words and phrases compare and contrast firsthand and secondhand accounts</li> <li>-Explain differences in focus and information provided in varying accounts of a topic or event</li> <li>-Interpret information presented visually, orally, or quantitatively</li> <li>-Integrate information about a topic from various texts</li> <li>-Engage and make meaning of content read Proficiently</li> </ul> <ul style="list-style-type: none"> <li>-Determine a theme of a story</li> <li>-Describe in-depth a character</li> <li>-Describe in-depth a setting</li> <li>-Describe in-depth an event or scene</li> <li>-Identify and describe plot elements of a story</li> <li>-Compare and contrast the point of view from different narrated stories</li> <li>-Consider the impact of narration</li> <li>-Determine the author's purpose for writing</li> <li>-Explain the meaning of words and phrases as they are used in a text</li> <li>-Comprehend a text explicitly and implicitly</li> <li>-Use original language to explain explicit ideas from a text</li> <li>-Draw inferences about a text</li> <li>-Provide details and examples from text to support inferences</li> </ul>	<ul style="list-style-type: none"> <li>-Plot Diagrams</li> <li>-Drawings of Characters and Setting</li> <li>-Vocabulary Multiple Choice</li> <li>-Matching Figurative Language</li> <li>-Observable Use of Language</li> </ul> <p><b>Formal</b></p> <ul style="list-style-type: none"> <li>-Comprehension Quizzes</li> <li>-Short and Extended Responses</li> <li>-Accelerated Reader Quiz</li> <li>-Paper-Pencil Test</li> <li>-Book Reports</li> <li>-Chapter Summaries Project</li> <li>-Presentations</li> </ul>
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		<p>example and nonexamples, and application to text, self, and world</p> <ul style="list-style-type: none"> <li>-Determine the meaning of unknown words or phrases by drawing upon context clues</li> <li>-Identify and use Greek and Latin affixes and roots as clues to the meaning of a word</li> <li>-Use reference materials (e.g., glossaries, dictionaries, indexes, thesauruses) in print and digital formats to ascertain the pronunciation and establish the precise meaning of a word or phrase</li> <li>-Explain the meaning of simple similes and metaphors in context</li> <li>-Recognize and explain the meaning of common idioms, adages, and proverbs</li> <li>-Demonstrate understanding of words by relating them to synonyms and antonyms</li> <li>-Acquire and accurately use grade-appropriate conversational words, general academic words, and domain-specific words</li> <li>-Acquire and accurately use grade-appropriate words and phrases to depict actions, emotions, and state of being.</li> </ul>	
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	<b>CONCEPT</b>	<b>SKILLS</b>	<b>ASSESSMENT</b>
<b>M</b> <b>A</b> <b>R</b> <b>C</b> <b>H</b>	<p><b>Informational</b></p> <ul style="list-style-type: none"> <li>-National Geographic Mag.</li> <li>-Science, Social Studies, Math and Religion Texts</li> <li>-Structural Elements</li> <li>-Make Connections</li> <li>-Main Ideas</li> <li>-Supporting Key Details</li> <li>-Summarize</li> <li>-Cause and Effect Relationships</li> <li>-Problem and Solution Relationships</li> <li>-Compare and Contrast Relationships</li> <li>-Text Specific References</li> </ul>	<ul style="list-style-type: none"> <li>-Use appropriate vocabulary to refer to structural elements of a text</li> <li>-Determine the meaning of unfamiliar words and phrases based on how they are used in context</li> <li>-Connect text to text, self, and world</li> <li>-Refer to details and example in a text when explaining meaning</li> <li>-Determine the main idea of a text</li> <li>-Recognize key details to support main idea</li> <li>-Explain relationship between main ideas and supporting details</li> <li>-Summarize a text</li> </ul>	<p><b>Informal</b></p> <ul style="list-style-type: none"> <li>-Think, Pair, Share</li> <li>-Whole Group Discussion</li> <li>-Small Group Discussion</li> <li>-Short Written Response</li> <li>-Extended Written Response</li> <li>-KWL</li> <li>-T Charts</li> <li>-Venn Diagrams</li> <li>-Quick Notes</li> <li>-Written/Oral Summaries</li> <li>-Written/Oral Retelling</li> <li>-Plot Diagrams</li> </ul>

<p>-General Academic v Domain Specific words</p> <p>-Firsthand v Secondhand Account</p> <p>-Interpret Information</p> <p>-Integrate Knowledge</p> <p>-Read and Comprehend</p> <p><b>Literature</b></p> <ul style="list-style-type: none"> <li>-Reading Circles <ul style="list-style-type: none"> <li>-<i>The Long Winter</i></li> <li>-<i>The First Four Years</i></li> <li>-<i>These Happy Golden Years</i></li> <li>-<i>Mr. Popper's Penguins</i></li> <li>-<i>Auggie and Me</i> Read Aloud</li> </ul> </li> <li>-Theme</li> <li>-Character Development</li> <li>-Setting</li> <li>-Plot</li> <li>-Point of View</li> <li>-Author's Purpose</li> <li>-Explicitly v Implicitly</li> <li>-Drawing Inferences</li> <li>-Summarizing</li> <li>-Retelling</li> <li>-Structural Elements</li> <li>-Make Connections</li> <li>-Context Clues</li> <li>-Read and Comprehend</li> <li>-Accelerated Reader</li> </ul> <p><b>Speaking, Viewing, and Listening</b></p> <ul style="list-style-type: none"> <li>-Comprehension</li> <li>-Collaboration</li> <li>-Presentation of Knowledge and Ideas</li> <li>-Media Literacy</li> </ul> <p><b>Fluency</b></p> <p><b>Vocabulary</b></p>	<ul style="list-style-type: none"> <li>-Explain why events in a text happened</li> <li>-Identify the structure used to organize a text or part of a text</li> <li>-Support thinking with specific information from the text</li> <li>-Distinguish between domain-specific and academic words</li> <li>-Identify unfamiliar words and phrases compare and contrast firsthand and secondhand accounts</li> <li>-Explain differences in focus and information provided in varying accounts of a topic or event</li> <li>-Interpret information presented visually, orally, or quantitatively</li> <li>-Integrate information about a topic from various texts</li> <li>-Engage and make meaning of content read Proficiently</li> </ul> <ul style="list-style-type: none"> <li>-Determine a theme of a story</li> <li>-Describe in-depth a character</li> <li>-Describe in-depth a setting</li> <li>-Describe in-depth an event or scene</li> <li>-Identify and describe plot elements of a story</li> <li>-Compare and contrast the point of view from different narrated stories</li> <li>-Consider the impact of narration</li> <li>-Determine the author's purpose for writing</li> <li>-Explain the meaning of words and phrases as they are used in a text</li> <li>-Comprehend a text explicitly and implicitly</li> <li>-Use original language to explain explicit ideas from a text</li> <li>-Draw inferences about a text</li> <li>-Provide details and examples from text to support inferences</li> <li>-Use and identify text specific evidence</li> </ul>	<ul style="list-style-type: none"> <li>-Drawings of Characters and Setting</li> <li>-Vocabulary Multiple Choice</li> <li>-Matching Figurative Language</li> <li>-Observable Use of Language</li> </ul> <p><b>Formal</b></p> <ul style="list-style-type: none"> <li>-Comprehension Quizzes</li> <li>-Short and Extended Responses</li> <li>-Accelerated Reader Quiz</li> <li>-Paper-Pencil Test</li> <li>-Book Reports</li> <li>-Chapter Summaries Project</li> <li>-Presentations</li> </ul>
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<ul style="list-style-type: none"> <li>-Daily Vocabulary Word</li> <li>-Context Clues</li> <li>-Greek and Latin Affixes and Roots</li> <li>-Reference Materials</li> <li>-Similes and Metaphors</li> <li>-Adages and Proverbs</li> <li>-Idioms</li> <li>-Synonyms and</li> <li>-Conversational Language</li> <li>-General Academic Language</li> <li>-Domain-Specific Language</li> <li>-Emotional and Physical Appropriateness</li> </ul>	<ul style="list-style-type: none"> <li>-Summarize a text</li> <li>-Retell accounts from the text</li> <li>-Use appropriate vocabulary to refer to structural elements of a text</li> <li>-Support thinking with examples from the text</li> <li>-Determine the meaning of unfamiliar words and phrases based on how they are used in context</li> <li>-Connect text to text, self, and world</li> <li>-Engage and make meaning of content read Proficiently</li> <li>-Read grade-level prose at an appropriate rate</li>   <li>-Use information gained to explore and prepare for collaborative discussions</li> <li>-Listen attentively and participate in discussions based on established rules</li> <li>-Share aloud text and ideas</li> <li>-Paraphrase information</li> <li>-Report on a topic, text, story, or recount an experience</li> <li>-Organize information, add descriptive details, and speak clearly</li> <li>-Present information visually to enhance main idea or theme</li> <li>-Adapt formal and informal use of language based on the situation</li> <li>-Use a variety of media sources to demonstrate understanding</li> <li>-Demonstrate Fair Use behaviors when sharing information</li> <li>-Share, present, and publish work</li>   <li>-Investigate a word each day to determine its part of speech, definition, use in context, example and nonexamples, and application</li> </ul>	
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		<p>to text, self, and world</p> <ul style="list-style-type: none"> <li>-Determine the meaning of unknown words or phrases by drawing upon context clues</li> <li>-Identify and use Greek and Latin affixes and roots as clues to the meaning of a word</li> <li>-Use reference materials (e.g., glossaries, dictionaries, indexes, thesauruses) in print and digital formats to ascertain the pronunciation and establish the precise meaning of a word or phrase</li> <li>-Explain the meaning of simple similes and metaphors in context</li> <li>-Recognize and explain the meaning of common idioms, adages, and proverbs</li> <li>-Demonstrate understanding of words by relating them to synonyms and antonyms</li> <li>-Acquire and accurately use grade-appropriate conversational words, general academic words, and domain-specific words</li> <li>-Acquire and accurately use grade-appropriate words and phrases to depict actions, emotions, and state of being.</li> </ul>	
<p><b>A</b></p> <p><b>P</b></p> <p><b>R</b></p> <p><b>I</b></p> <p><b>L</b></p>	<p><b>Informational</b></p> <ul style="list-style-type: none"> <li>-National Geographic Mag.</li> <li>-Science, Social Studies, Math and Religion Texts</li> <li>-Structural Elements</li> <li>-Make Connections</li> <li>-Main Ideas</li> <li>-Supporting Key Details</li> <li>-Summarize</li> <li>-Cause and Effect Relationships</li> <li>-Problem and Solution Relationships</li> <li>-Compare and Contrast Relationships</li> <li>-Text Specific References</li> <li>-General Academic v Domain Specific words</li> <li>-Firsthand v Secondhand Account</li> <li>-Interpret Information</li> </ul>	<ul style="list-style-type: none"> <li>-Use appropriate vocabulary to refer to structural elements of a text</li> <li>-Determine the meaning of unfamiliar words and phrases based on how they are used in context</li> <li>-Connect text to text, self, and world</li> <li>-Refer to details and example in a text when explaining meaning</li> <li>-Determine the main idea of a text</li> <li>-Recognize key details to support main idea</li> <li>-Explain relationship between main ideas and supporting details</li> <li>-Summarize a text</li> <li>-Explain why events in a text happened</li> <li>-Identify the structure used to organize a text or part of a text</li> <li>-Support thinking with specific information</li> </ul>	<p><b>Informal</b></p> <ul style="list-style-type: none"> <li>-Think, Pair, Share</li> <li>-Whole Group Discussion</li> <li>-Small Group Discussion</li> <li>-Short Written Response</li> <li>-Extended Written Response</li> <li>-KWL</li> <li>-T Charts</li> <li>-Venn Diagrams</li> <li>-Quick Notes</li> <li>-Written/Oral Summaries</li> <li>-Written/Oral Retelling</li> <li>-Plot Diagrams</li> <li>-Drawings of Characters and Setting</li> <li>-Vocabulary Multiple Choice</li> <li>-Matching Figurative Language</li> <li>-Observable Use of Language</li> </ul>

<ul style="list-style-type: none"> <li>-Integrate Knowledge</li> <li>-Read and Comprehend</li> </ul> <p><b>Literature</b></p> <ul style="list-style-type: none"> <li>-<i>Mr. Popper's Penguins</i></li> <li>-<i>The Lion, the Witch, and the Wardrobe</i></li> <li>-<i>I am Malala</i> Read Aloud</li> </ul> <ul style="list-style-type: none"> <li>-Theme</li> <li>-Character Development</li> <li>-Setting</li> <li>-Plot</li> <li>-Point of View</li> <li>-Author's Purpose</li> <li>-Explicitly v Implicitly</li> <li>-Drawing Inferences</li> <li>-Summarizing</li> <li>-Retelling</li> <li>-Structural Elements</li> <li>-Make Connections</li> <li>-Context Clues</li> <li>-Read and Comprehend</li> <li>-Accelerated Reader</li> </ul> <p><b>Speaking, Viewing, and Listening</b></p> <ul style="list-style-type: none"> <li>-Comprehension</li> <li>-Collaboration</li> <li>-Presentation of Knowledge and Ideas</li> <li>-Media Literacy</li> </ul> <p><b>Fluency</b></p> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>-Daily Vocabulary Word</li> <li>-Context Clues</li> <li>-Greek and Latin Affixes and Roots</li> <li>-Reference Materials</li> <li>-Similes and Metaphors</li> <li>-Adages and Proverbs</li> <li>-Idioms</li> </ul>	<p>from the text</p> <ul style="list-style-type: none"> <li>-Distinguish between domain-specific and academic words</li> <li>-Identify unfamiliar words and phrases compare and contrast firsthand and secondhand accounts</li> <li>-Explain differences in focus and information provided in varying accounts of a topic or event</li> <li>-Interpret information presented visually, orally, or quantitatively</li> <li>-Integrate information about a topic from various texts</li> <li>-Engage and make meaning of content read Proficiently</li> </ul> <ul style="list-style-type: none"> <li>-Determine a theme of a story</li> <li>-Describe in-depth a character</li> <li>-Describe in-depth a setting</li> <li>-Describe in-depth an event or scene</li> <li>-Identify and describe plot elements of a story</li> <li>-Compare and contrast the point of view from different narrated stories</li> <li>-Consider the impact of narration</li> <li>-Determine the author's purpose for writing</li> <li>-Explain the meaning of words and phrases as they are used in a text</li> <li>-Comprehend a text explicitly and implicitly</li> <li>-Use original language to explain explicit ideas from a text</li> <li>-Draw inferences about a text</li> <li>-Provide details and examples from text to support inferences</li> <li>-Use and identify text specific evidence</li> <li>-Summarize a text</li> <li>-Retell accounts from the text</li> <li>-Use appropriate vocabulary to refer to structural elements of a text</li> </ul>	<p><b>Formal</b></p> <ul style="list-style-type: none"> <li>-Comprehension Quizzes</li> <li>-Short and Extended Responses</li> <li>-Accelerated Reader Quiz</li> <li>-Paper-Pencil Test</li> <li>-Book Reports</li> <li>-Chapter Summaries Project</li> <li>-Presentations</li> </ul>
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<ul style="list-style-type: none"> <li>-Synonyms and</li> <li>-Conversational Language</li> <li>-General Academic Language</li> <li>-Domain-Specific Language</li> <li>-Emotional and Physical Appropriateness</li> </ul>	<ul style="list-style-type: none"> <li>-Support thinking with examples from the text</li> <li>-Determine the meaning of unfamiliar words and phrases based on how they are used in context</li> <li>-Connect text to text, self, and world</li> <li>-Engage and make meaning of content read Proficiently</li> <li>-Read grade-level prose at an appropriate rate</li>   <li>-Use information gained to explore and prepare for collaborative discussions</li> <li>-Listen attentively and participate in discussions based on established rules</li> <li>-Share aloud text and ideas</li> <li>-Paraphrase information</li> <li>-Report on a topic, text, story, or recount an experience</li> <li>-Organize information, add descriptive details, and speak clearly</li> <li>-Present information visually to enhance main idea or theme</li> <li>-Adapt formal and informal use of language based on the situation</li> <li>-Use a variety of media sources to demonstrate understanding</li> <li>-Demonstrate Fair Use behaviors when sharing information</li> <li>-Share, present, and publish work</li>   <li>-Investigate a word each day to determine its part of speech, definition, use in context, example and nonexamples, and application to text, self, and world</li> <li>-Determine the meaning of unknown words or phrases by drawing upon context clues</li> </ul>	
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		<ul style="list-style-type: none"> <li>-Identify and use Greek and Latin affixes and roots as clues to the meaning of a word</li> <li>-Use reference materials (e.g., glossaries, dictionaries, indexes, thesauruses) in print and digital formats to ascertain the pronunciation and establish the precise meaning of a word or phrase</li> <li>-Explain the meaning of simple similes and metaphors in context</li> <li>-Recognize and explain the meaning of common idioms, adages, and proverbs</li> <li>-Demonstrate understanding of words by relating them to synonyms and antonyms</li> <li>-Acquire and accurately use grade-appropriate conversational words, general academic words, and domain-specific words</li> <li>-Acquire and accurately use grade-appropriate words and phrases to depict actions, emotions, and state of being.</li> </ul>	
<b>M</b> <b>A</b> <b>Y</b>	<b>Informational</b> <ul style="list-style-type: none"> <li>-National Geographic Mag.</li> <li>-Science, Social Studies, Math and Religion Texts</li> <li>-Structural Elements</li> <li>-Make Connections</li> <li>-Main Ideas</li> <li>-Supporting Key Details</li> <li>-Summarize</li> <li>-Cause and Effect Relationships</li> <li>-Problem and Solution Relationships</li> <li>-Compare and Contrast Relationships</li> <li>-Text Specific References</li> <li>-General Academic v Domain Specific words</li> <li>-Firsthand v Secondhand Account</li> <li>-Interpret Information</li> <li>-Integrate Knowledge</li> <li>-Read and Comprehend</li> </ul>	<ul style="list-style-type: none"> <li>-Use appropriate vocabulary to refer to structural elements of a text</li> <li>-Determine the meaning of unfamiliar words and phrases based on how they are used in context</li> <li>-Connect text to text, self, and world</li> <li>-Refer to details and example in a text when explaining meaning</li> <li>-Determine the main idea of a text</li> <li>-Recognize key details to support main idea</li> <li>-Explain relationship between main ideas and supporting details</li> <li>-Summarize a text</li> <li>-Explain why events in a text happened</li> <li>-Identify the structure used to organize a text or part of a text</li> <li>-Support thinking with specific information from the text</li> <li>-Distinguish between domain-specific and academic words</li> </ul>	<b>Informal</b> <ul style="list-style-type: none"> <li>-Think, Pair, Share</li> <li>-Whole Group Discussion</li> <li>-Small Group Discussion</li> <li>-Short Written Response</li> <li>-Extended Written Response</li> <li>-KWL</li> <li>-T Charts</li> <li>-Venn Diagrams</li> <li>-Quick Notes</li> <li>-Written/Oral Summaries</li> <li>-Written/Oral Retelling</li> <li>-Plot Diagrams</li> <li>-Drawings of Characters and Setting</li> <li>-Vocabulary Multiple Choice</li> <li>-Matching Figurative Language</li> <li>-Observable Use of Language</li> </ul> <b>Formal</b> <ul style="list-style-type: none"> <li>-Comprehension Quizzes</li> </ul>

<p><b>Literature</b></p> <ul style="list-style-type: none"> <li>-<i>The Lion, the Witch, and the Wardrobe</i></li> <li>-<i>Maniac Magee</i></li> <li>-<i>I am Malala</i> Read Aloud</li> <li>-Theme</li> <li>-Character Development</li> <li>-Setting</li> <li>-Plot</li> <li>-Point of View</li> <li>-Author's Purpose</li> <li>-Explicitly v Implicitly</li> <li>-Drawing Inferences</li> <li>-Summarizing</li> <li>-Retelling</li> <li>-Structural Elements</li> <li>-Make Connections</li> <li>-Context Clues</li> <li>-Read and Comprehend</li> <li>-Accelerated Reader</li> </ul> <p><b>Speaking, Viewing, and Listening</b></p> <ul style="list-style-type: none"> <li>-Comprehension</li> <li>-Collaboration</li> <li>-Presentation of Knowledge and Ideas</li> <li>-Media Literacy</li> </ul> <p><b>Fluency Vocabulary</b></p> <ul style="list-style-type: none"> <li>-Daily Vocabulary Word</li> <li>-Context Clues</li> <li>-Greek and Latin Affixes and Roots</li> <li>-Reference Materials</li> <li>-Similes and Metaphors</li> <li>-Adages and Proverbs</li> <li>-Idioms</li> <li>-Synonyms and</li> <li>-Conversational Language</li> <li>-General Academic Language</li> <li>-Domain-Specific Language</li> </ul>	<ul style="list-style-type: none"> <li>-Identify unfamiliar words and phrases compare and contrast firsthand and secondhand accounts</li> <li>-Explain differences in focus and information provided in varying accounts of a topic or event</li> <li>-Interpret information presented visually, orally, or quantitatively</li> <li>-Integrate information about a topic from various texts</li> <li>-Engage and make meaning of content read Proficiently</li> </ul> <ul style="list-style-type: none"> <li>-Determine a theme of a story</li> <li>-Describe in-depth a character</li> <li>-Describe in-depth a setting</li> <li>-Describe in-depth an event or scene</li> <li>-Identify and describe plot elements of a story</li> <li>-Compare and contrast the point of view from different narrated stories</li> <li>-Consider the impact of narration</li> <li>-Determine the author's purpose for writing</li> <li>-Explain the meaning of words and phrases as they are used in a text</li> <li>-Comprehend a text explicitly and implicitly</li> <li>-Use original language to explain explicit ideas from a text</li> <li>-Draw inferences about a text</li> <li>-Provide details and examples from text to support inferences</li> <li>-Use and identify text specific evidence</li> <li>-Summarize a text</li> <li>-Retell accounts from the text</li> <li>-Use appropriate vocabulary to refer to structural elements of a text</li> <li>-Support thinking with examples from the text</li> <li>-Determine the meaning of unfamiliar</li> </ul>	<ul style="list-style-type: none"> <li>-Short and Extended Responses</li> <li>-Accelerated Reader Quiz</li> <li>-Paper-Pencil Test</li> <li>-Book Reports</li> <li>-Chapter Summaries Project</li> <li>-Presentations</li> </ul>
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	<p>-Emotional and Physical Appropriateness</p>	<p>words and phrases based on how they are used in context</p> <ul style="list-style-type: none"><li>-Connect text to text, self, and world</li><li>-Engage and make meaning of content read Proficiently</li><li>-Read grade-level prose at an appropriate rate</li></ul> <p>-Use information gained to explore and prepare for collaborative discussions</p> <ul style="list-style-type: none"><li>-Listen attentively and participate in discussions based on established rules</li><li>-Share aloud text and ideas</li><li>-Paraphrase information</li><li>-Report on a topic, text, story, or recount an experience</li><li>-Organize information, add descriptive details, and speak clearly</li><li>-Present information visually to enhance main idea or theme</li><li>-Adapt formal and informal use of language based on the situation</li><li>-Use a variety of media sources to demonstrate understanding</li><li>-Demonstrate Fair Use behaviors when sharing information</li><li>-Share, present, and publish work</li></ul> <p>-Investigate a word each day to determine its part of speech, definition, use in context, example and nonexamples, and application to text, self, and world</p> <ul style="list-style-type: none"><li>-Determine the meaning of unknown words or phrases by drawing upon context clues</li><li>-Identify and use Greek and Latin affixes and roots as clues to the meaning of a word</li><li>-Use reference materials (e.g., glossaries, dictionaries, indexes, thesauruses) in print and digital formats to ascertain the</li></ul>	
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		<p>pronunciation and establish the precise meaning of a word or phrase</p> <ul style="list-style-type: none"><li>-Explain the meaning of simple similes and metaphors in context</li><li>-Recognize and explain the meaning of common idioms, adages, and proverbs</li><li>-Demonstrate understanding of words by relating them to synonyms and antonyms</li><li>-Acquire and accurately use grade-appropriate conversational words, general academic words, and domain-specific words</li><li>-Acquire and accurately use grade-appropriate words and phrases to depict actions, emotions, and state of being.</li></ul>	
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## Curriculum Map—ELA Language and Writing Grade 4

	CONCEPT	SKILLS	ASSESSMENT
<b>S</b> <b>E</b> <b>P</b> <b>T</b> <b>E</b> <b>M</b> <b>B</b> <b>E</b> <b>R</b>	<p><b>Listening, Speaking, and Viewing</b></p> <p><b>Language</b></p> <ul style="list-style-type: none"> <li>-Sentences</li> <li>-What is a sentence?</li> <li>-Statements and Questions</li> <li>-Commands and Exclamations</li> <li>-Subjects and Predicates</li> <li>-Simple Subjects</li> <li>-Simple Predicates</li> <li>-Correcting Run-on Sentences</li> <li>-Writing Good Sentences</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>-Opinion: Would You Rather?</li> <li>-Personal Narrative: FriYAY!</li> <li>-Personal Narrative: Summer Vacation</li> <li>-Constant Short Response across Subject Areas</li> </ul>	<ul style="list-style-type: none"> <li>-Identify and discuss everyday activities that involve listening, speaking, and viewing</li> <li>-Identify communication problems in a discussion</li> <li>-Suggest ways to improve communication in a discussion</li> <li>-Use guidelines to discuss and evaluate their listening and speaking abilities during a discussion</li> <li>-Distinguish between a sentence and fragment</li> <li>-Correct incomplete sentences by adding or combining</li> <li>-Identify questions, statements, commands, and exclamations</li> <li>-Proofread for correct end marks and capital letters</li> <li>-Identify the complete and simple subjects and predicates in sentences</li> <li>-Recognize and correct run-on sentences</li> <li>-Identify and discuss everyday activities that involve writing</li> <li>-Identify qualities of opinion pieces</li> <li>-Develop a point of view</li> <li>-Supply reasons, information, facts, and details to support the opinion</li> <li>-Use linking words and phrases to connect opinion and reasons</li> <li>-Produce clear and coherent writing</li> <li>-Analyze a writing task to determine what is required</li> <li>-Adapt writing to fulfill a specific purpose</li> </ul>	<p><b>Informal</b></p> <ul style="list-style-type: none"> <li>-Participation</li> <li>-Whole Group Discussion</li> <li>-Oral Response</li> <li>-Notes and Charts</li> <li>-Observable Use of Language</li> <li>-Board Demonstrations</li> <li>-Paper-Pencil Practice</li> <li>-Writing Collections</li> <li>-Unit Review</li> </ul> <p><b>Formal</b></p> <ul style="list-style-type: none"> <li>-Paper-Pencil Unit Test</li> <li>-Written Productions</li> </ul>

		<ul style="list-style-type: none"> <li>-Adapt writing to meet the needs of an audience</li> <li>-Develop ideas in a way appropriate to task and purpose</li> <li>-Organize thoughts in a way appropriate to task and purpose</li> <li>-Analyze a prompt about a text to determine what is being asked</li> <li>-Form ideas in response to a prompt about a text</li> <li>-Support ideas with evidence from a text</li> <li>-Complete various pieces of writing over varying lengths of time</li> <li>-Organize clear and coherent pieces of writing for a variety of reasons and in a variety of settings</li> </ul>	
<p><b>O</b></p> <p><b>C</b></p> <p><b>T</b></p> <p><b>O</b></p> <p><b>B</b></p> <p><b>E</b></p> <p><b>R</b></p>	<p><b>Language</b></p> <ul style="list-style-type: none"> <li>-Nouns</li> <li>-What is a noun?</li> <li>-Common and Proper Nouns</li> <li>-Singular and Plural Nouns</li> <li>-Nouns Ending with y</li> <li>-More Plural Nouns</li> <li>-Singular Possessive Nouns</li> <li>-Plural Possessive Nouns</li> <li>-Using Exact Nouns</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>-Opinion: Would You Rather?</li> <li>-Personal Narrative: FriYAY!</li> <li>-Personal Narrative: Fall Break</li> <li>-Constant Short Response across Subject Areas</li> </ul>	<ul style="list-style-type: none"> <li>-Identify the nouns in a sentence</li> <li>-Distinguish common nouns from proper nouns</li> <li>-Capitalize proper nouns correctly</li> <li>-Name proper nouns that specify common nouns</li> <li>-Identify singular and plural nouns</li> <li>-Write the plural forms of nouns correctly</li> <li>-Construct sentences using plural nouns as subjects</li> <li>-Correctly change plural nouns ending in y</li> <li>-Recognize the singular form of irregular plural nouns</li> <li>-Identify and form singular possessive nouns</li> <li>-Distinguish between singular and plural possessive nouns</li> <li>-Use singular, plural, and irregular nouns in a sentence</li> </ul> <p>-Identify and discuss everyday activities that involve writing</p>	<p><b>Informal</b></p> <ul style="list-style-type: none"> <li>-Participation</li> <li>-Whole Group Discussion</li> <li>-Oral Response</li> <li>-Notes and Charts</li> <li>-Observable Use of Language</li> <li>-Board Demonstrations</li> <li>-Paper-Pencil Practice</li> <li>-Writing Collections</li> <li>-Unit Review</li> </ul> <p><b>Formal</b></p> <ul style="list-style-type: none"> <li>-Paper-Pencil Unit Test</li> <li>-Written Productions</li> </ul>

		<ul style="list-style-type: none"> <li>-Identify qualities of opinion pieces</li> <li>-Develop a point of view</li> <li>-Supply reasons, information, facts, and details to support the opinion</li> <li>-Use linking words and phrases to connect opinion and reasons</li> <li>-Produce clear and coherent writing</li> <li>-Analyze a writing task to determine what is required</li> <li>-Adapt writing to fulfill a specific purpose</li> <li>-Adapt writing to meet the needs of an audience</li> <li>-Develop ideas in a way appropriate to task and purpose</li> <li>-Organize thoughts in a way appropriate to task and purpose</li> <li>-Analyze a prompt about a text to determine what is being asked</li> <li>-Form ideas in response to a prompt about a text</li> <li>-Support ideas with evidence from a text</li> <li>-Complete various pieces of writing over varying lengths of time</li> <li>-Organize clear and coherent pieces of writing for a variety of reasons and in a variety of settings</li> </ul>	
<b>N</b> <b>O</b> <b>V</b> <b>E</b> <b>M</b> <b>B</b> <b>E</b> <b>R</b>	<p><b>Language</b></p> <ul style="list-style-type: none"> <li>-Verbs</li> <li>-Action Verbs</li> <li>-Main Verbs and Helping Verbs</li> <li>-Present, Past, and Future Verbs</li> <li>-Subject-Verb Agreement</li> <li>-Spelling the Present Tense</li> <li>-Spelling the Past Tense</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>-Opinion: Would You Rather?</li> <li>-Personal Narrative: FriYAY!</li> </ul>	<ul style="list-style-type: none"> <li>-Distinguish action verbs from non-action verbs</li> <li>-Identify helping verbs in a sentence</li> <li>-Recognize and use main verbs and helping verbs in a sentence</li> <li>-Distinguish present tense from past and future tense verbs</li> <li>-Construct sentences using past, present, and future tense verbs</li> <li>-Select the subject that agrees with the verb in a sentence</li> <li>-Use verbs that agree with their subjects</li> </ul>	<p><b>Informal</b></p> <ul style="list-style-type: none"> <li>-Participation</li> <li>-Whole Group Discussion</li> <li>-Oral Response</li> <li>-Notes and Charts</li> <li>-Observable Use of Language</li> <li>-Board Demonstrations</li> <li>-Paper-Pencil Practice</li> <li>-Writing Collections</li> <li>-Unit Review</li> </ul> <p><b>Formal</b></p>

<p>-Personal Narrative: Thanksgiving Break          -Constant Short Response across Subject Areas</p>	<ul style="list-style-type: none"> <li>-Spell the present tense of verbs ending in <i>s</i>, <i>x</i>, <i>z</i>, <i>ch</i>, <i>sh</i>, and ending in a consonant and <i>y</i> correctly</li> <li>-Identify the present tense form of past tense verbs</li> <li>-Form the past tense of verbs that end with <i>e</i>, with a single vowel, and a consonant, or with a consonant and <i>y</i></li>   <li>-Identify and discuss everyday activities that involve writing</li> <li>-Identify qualities of opinion pieces</li> <li>-Develop a point of view</li> <li>-Supply reasons, information, facts, and details to support the opinion</li> <li>-Use linking words and phrases to connect opinion and reasons</li> <li>-Produce clear and coherent writing</li> <li>-Analyze a writing task to determine what is required</li> <li>-Adapt writing to fulfill a specific purpose</li> <li>-Adapt writing to meet the needs of an audience</li> <li>-Develop ideas in a way appropriate to task and purpose</li> <li>-Organize thoughts in a way appropriate to task and purpose</li> <li>-Analyze a prompt about a text to determine what is being asked</li> <li>-Form ideas in response to a prompt about a text</li> <li>-Support ideas with evidence from a text</li> <li>-Complete various pieces of writing over varying lengths of time</li> <li>-Organize clear and coherent pieces of writing for a variety of reasons and in a variety of settings</li> </ul>	<p>-Paper-Pencil Unit Test          -Written Productions</p>
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	CONCEPT	SKILLS	ASSESSMENT
<b>D</b> <b>E</b> <b>C</b> <b>E</b> <b>M</b> <b>B</b> <b>E</b> <b>R</b>	<b>Language</b> -Verbs - The Past with Helping Verbs -Irregular Verbs -The Special Verb <i>be</i> -Contractions with <i>not</i> -Using Exact Verbs  <b>Writing</b> -Opinion: Would You Rather? -Personal Narrative: FriYAY! -Personal Narrative: Christmas Wish List -Cause and Effect: If You Give a Moose.. -Constant Short Response across Subject Areas	-Write the past with a helping verb to agree with singular and plural subjects -Create unique sentences using past tense verbs with helping verbs correctly -Identify the present tense form of irregular past tense verbs -Write the past tense forms of irregular verbs -Correctly write sentence using irregular verbs in the past tense -Identify the form of <i>be</i> that agrees with the subject of a sentence -Use the correct form a <i>be</i> in sentences -Determine the words that make up contractions -Write sentences substituting contractions for written words and vice versa  -Identify qualities of opinion pieces -Develop a point of view -Supply reasons, information, facts, and details to support the opinion -Use linking words and phrases to connect opinion and reasons -Produce clear and coherent writing -Analyze a writing task to determine what is required -Adapt writing to fulfill a specific purpose -Adapt writing to meet the needs of an audience -Develop ideas in a way appropriate to task and purpose -Organize thoughts in a way appropriate to task and purpose -Write narratives and other creative texts which include:	<b>Informal</b> -Participation -Whole Group Discussion -Oral Response -Notes and Charts -Observable Use of Language -Board Demonstrations -Paper-Pencil Practice -Writing Collections -Unit Review  <b>Formal</b> -Paper-Pencil Unit Test -Written Productions -Story

		<ul style="list-style-type: none"><li>• real or imagined experiences o</li><li>• an established situation</li><li>• narrators and/or characters</li><li>• dialogue and descriptions to develop experiences and events or show the responses of characters to situations</li><li>• varied transitional words and phrases to manage the sequence of events</li><li>• concrete words and phrases and sensory details to convey experiences and events precisely</li></ul> <p>-Use adult and peer guidance and support to strengthen writing</p> <ul style="list-style-type: none"><li>• use a writing process</li><li>• plan writing</li><li>• draft writing</li><li>• revise writing</li><li>• edit writing</li><li>• produce writing that is well-developed and strong</li></ul> <p>-Analyze a prompt about a text to determine what is being asked</p> <p>-Form ideas in response to a prompt about a text</p> <p>-Support ideas with evidence from a text</p> <p>-Complete various pieces of writing over varying lengths of time</p> <p>-Organize clear and coherent pieces of writing for a variety of reasons and in a variety of settings</p> <p>-Write with a predictable structure</p> <p>-Identify qualities of informative/explanatory pieces</p> <p>-Incorporate useful formatting, illustrations, and multi-media</p> <p>-Arrange related information together</p> <p>-Employ linking words and phrases to connect ideas</p>	
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		-Include precise language and domain-specific vocabulary	
<b>J A N U A R Y</b>	<p><b>Language</b></p> <ul style="list-style-type: none"> <li>-Adjectives <ul style="list-style-type: none"> <li>- What is an Adjective?</li> <li>-Adjectives after <i>be</i></li> <li>-Using <i>a, an,</i> and <i>the</i></li> <li>-Making Comparisons</li> <li>-Comparing with <i>more</i> and <i>most</i></li> <li>-Comparing with <i>good</i> and <i>bad</i></li> <li>-Using Exact Adjectives</li> </ul> </li> <li>-Capitalization and Punctuation <ul style="list-style-type: none"> <li>- Correct Sentences</li> </ul> </li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>-Opinion: Would You Rather?</li> <li>-Personal Narrative: FriYAY!</li> <li>-Personal Narrative: Christmas Break</li> <li>-Constant Short Response across Subject Areas</li> </ul>	<ul style="list-style-type: none"> <li>-Identify adjectives that tell <i>what kind</i> or <i>how many</i></li> <li>-Supply adjectives for sentences and identify the nouns that the adjectives describe</li> <li>-Use adjectives correctly in a sentence</li> <li>-Identify adjectives after <i>be</i> and the nouns they describe</li> <li>-Use adjectives correctly in a sentence after the words they describe and a form of <i>be</i></li> <li>-Select the correct article to describe a noun</li> <li>-Use articles correctly in sentences</li> <li>-Use the correct forms of adjectives in sentences to make comparisons by adding <i>-er</i> and <i>-est</i></li> <li>-Use <i>more</i> and <i>most</i> to make comparisons in sentences correctly</li> <li>-Determine the correct comparative and superlative forms of <i>good</i> and <i>bad</i> in sentences</li> <li>-Use capital letters to start sentences and end marks to complete sentences</li> <li>-Identify different types of sentences</li> <li>-Correct run-on sentences</li> </ul> <ul style="list-style-type: none"> <li>-Identify qualities of opinion pieces</li> <li>-Develop a point of view</li> <li>-Supply reasons, information, facts, and details to support the opinion</li> <li>-Use linking words and phrases to connect opinion and reasons</li> <li>-Produce clear and coherent writing</li> <li>-Analyze a writing task to determine what is required</li> <li>-Adapt writing to fulfill a specific purpose</li> </ul>	<p><b>Informal</b></p> <ul style="list-style-type: none"> <li>-Participation</li> <li>-Whole Group Discussion</li> <li>-Oral Response</li> <li>-Notes and Charts</li> <li>-Observable Use of Language</li> <li>-Board Demonstrations</li> <li>-Paper-Pencil Practice</li> <li>-Writing Collections</li> <li>-Unit Review</li> </ul> <p><b>Formal</b></p> <ul style="list-style-type: none"> <li>-Paper-Pencil Unit Test</li> <li>-Written Productions</li> </ul>

		<ul style="list-style-type: none"> <li>-Adapt writing to meet the needs of an audience</li> <li>-Develop ideas in a way appropriate to task and purpose</li> <li>-Organize thoughts in a way appropriate to task and purpose</li> <li>-Analyze a prompt about a text to determine what is being asked</li> <li>-Form ideas in response to a prompt about a text</li> <li>-Support ideas with evidence from a text</li> <li>-Complete various pieces of writing over varying lengths of time</li> <li>-Organize clear and coherent pieces of writing for a variety of reasons and in a variety of settings</li> </ul>	
<b>F</b> <b>E</b> <b>B</b> <b>R</b> <b>U</b> <b>A</b> <b>R</b> <b>Y</b>	<p><b>Language</b></p> <ul style="list-style-type: none"> <li>-Capitalization and Punctuation</li> <li>-Names of People and Pets</li> <li>-Names of Places and Things</li> <li>-Abbreviations</li> <li>-Commas in a Series</li> <li>-More Uses for Commas</li> <li>-Quotation Marks</li> <li>-Titles</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>-Opinion: Would You Rather?</li> <li>-Personal Narrative: FriYAY!</li> <li>-Research: The Titanic</li> <li>-Constant Short Response across Subject Areas</li> </ul>	<ul style="list-style-type: none"> <li>-Capitalize the names of people and pets</li> <li>-Capitalize titles and initials used with names</li> <li>-Provide examples of proper nouns to describe place and things</li> <li>-Recognize the words that abbreviations stand for</li> <li>-Correctly capitalize and punctuate abbreviations for title, addresses, months, and days</li> <li>-Identify correct use of commas in a series</li> <li>-Write sentences using commas in a series correctly</li> <li>-Identify nouns used in direct address</li> <li>-Use commas to set off introductory words and nouns in direct address</li> <li>-Identify direct quotations in sentences</li> <li>-Write sentences using quotation marks before and after direct quotations</li> <li>-Capitalize the first, last, and important words in a title</li> <li>-Use underlining to indicate italics</li> </ul>	<p><b>Informal</b></p> <ul style="list-style-type: none"> <li>-Participation</li> <li>-Whole Group Discussion</li> <li>-Oral Response</li> <li>-Notes and Charts</li> <li>-Observable Use of Language</li> <li>-Board Demonstrations</li> <li>-Paper-Pencil Practice</li> <li>-Writing Collections</li> <li>-KWS Chart</li> <li>-Unit Review</li> </ul> <p><b>Formal</b></p> <ul style="list-style-type: none"> <li>-Paper-Pencil Unit Test</li> <li>-Written Productions</li> <li>-Research Paper</li> </ul>

		<ul style="list-style-type: none"><li>-Name titles of works with correct punctuation</li> <li>-Identify qualities of opinion pieces</li><li>-Develop a point of view</li><li>-Supply reasons, information, facts, and details to support the opinion</li><li>-Use linking words and phrases to connect opinion and reasons</li><li>-Produce clear and coherent writing</li><li>-Analyze a writing task to determine what is required</li><li>-Adapt writing to fulfill a specific purpose</li><li>-Adapt writing to meet the needs of an audience</li><li>-Develop ideas in a way appropriate to task and purpose</li><li>-Organize thoughts in a way appropriate to task and purpose</li><li>-Use adult and peer guidance and support to strengthen writing<ul style="list-style-type: none"><li>• use a writing process</li><li>• plan writing</li><li>• draft writing</li><li>• revise writing</li><li>• edit writing</li><li>• produce writing that is well-developed and strong</li></ul></li><li>-Select a topic for short research</li><li>-Discuss the characteristics of a well-written research report</li><li>-Use note cards to make an outline</li><li>-Draft and publish openings, bodies, and closings of research paper</li><li>-Locate resources to learn about topic</li><li>-Consider different aspects of the topic</li><li>-Use a graphic organizer to record thoughts</li><li>-Build knowledge about a topic through research</li></ul>	
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		<ul style="list-style-type: none"> <li>-Recall relevant information from experience</li> <li>-Locate relevant information from print and digital sources</li> <li>-Take notes on sources</li> <li>-Sort evidence into categories</li> <li>-Provide list of sources</li> <li>-Compose an analytical, reflective, or research-based piece in response to a literary or informational text</li> <li>-Analyze a prompt about a text</li> </ul>	
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### Curriculum Map

	CONCEPT	SKILLS	ASSESSMENT
<b>M A R C H</b>	<p><b>Language</b></p> <ul style="list-style-type: none"> <li>-Pronouns               <ul style="list-style-type: none"> <li>- What is a Pronoun?</li> </ul> </li> <li>-Subject Pronouns</li> <li>-Object Pronouns</li> <li>-Using I and me</li> <li>-Possessive Pronouns</li> <li>-Contractions with Pronouns</li> <li>-Pronouns and Homophones</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>-Opinion: Would You Rather?</li> <li>-Personal Narrative: FriYAY!</li> <li>-Research: The Titanic</li> <li>-Constant Short Response across Subject Areas</li> </ul>	<ul style="list-style-type: none"> <li>-Recognize pronouns in sentences</li> <li>-Use singular and plural pronouns correctly</li> <li>-Identify and use subject pronouns in sentences</li> <li>-Distinguish subject pronouns from other pronouns</li> <li>-Use the correct object pronoun in sentences</li> <li>-Replace nouns in sentences with object pronouns</li> <li>-Recognize the correct use of <i>I</i> and <i>me</i> in sentences</li> <li>-Apply strategies in determining the correct use of <i>I</i> and <i>me</i></li> <li>-Identify and use possessive pronouns in sentences</li> <li>-Write contractions that contain pronouns</li> <li>-Identify the contractions that replace pronouns and verbs in sentences</li> <li>-Distinguish the pronoun homophones <i>its/it's</i>, <i>they're/their/there</i> and <i>you're/your</i></li> <li>-Use the correct pronoun homophone in sentences</li> <li>-Identify qualities of opinion pieces</li> </ul>	<p><b>Informal</b></p> <ul style="list-style-type: none"> <li>-Participation</li> <li>-Whole Group Discussion</li> <li>-Oral Response</li> <li>-Notes and Charts</li> <li>-Observable Use of Language</li> <li>-Board Demonstrations</li> <li>-Paper-Pencil Practice</li> <li>-Writing Collections</li> <li>-Unit Review</li> </ul> <p><b>Formal</b></p> <ul style="list-style-type: none"> <li>-Paper-Pencil Unit Test</li> <li>-Written Productions</li> <li>-Research Paper</li> </ul>

		<ul style="list-style-type: none"><li>-Develop a point of view</li><li>-Supply reasons, information, facts, and details to support the opinion</li><li>-Use linking words and phrases to connect opinion and reasons</li><li>-Produce clear and coherent writing</li><li>-Analyze a writing task to determine what is required</li><li>-Adapt writing to fulfill a specific purpose</li><li>-Adapt writing to meet the needs of an audience</li><li>-Develop ideas in a way appropriate to task and purpose</li><li>-Organize thoughts in a way appropriate to task and purpose</li><li>-Use adult and peer guidance and support to strengthen writing<ul style="list-style-type: none"><li>• use a writing process</li><li>• plan writing</li><li>• draft writing</li><li>• revise writing</li><li>• edit writing</li><li>• produce writing that is well-developed and strong</li></ul></li><li>-Select a topic for short research</li><li>-Discuss the characteristics of a well-written research report</li><li>-Use note cards to make an outline</li><li>-Draft and publish openings, bodies, and closings of research paper</li><li>-Locate resources to learn about topic</li><li>-Consider different aspects of the topic</li><li>-Use a graphic organizer to record thoughts</li><li>-Build knowledge about a topic through research</li><li>-Recall relevant information from experience</li><li>-Locate relevant information from print and digital sources</li></ul>	
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		<ul style="list-style-type: none"> <li>-Take notes on sources</li> <li>-Sort evidence into categories</li> <li>-Provide list of sources</li> <li>-Compose an analytical, reflective, or research-based piece in response to a literary or informational text</li> <li>-Analyze a prompt about a text</li> <li>-Write with a predictable structure</li> <li>-Identify qualities of informative/explanatory pieces</li> <li>-Incorporate useful formatting, illustrations, and multi-media</li> <li>-Employ facts, definitions, details, quotations, examples, and other information to develop topics</li> <li>-Arrange related information together</li> <li>-Employ linking words and phrases to connect ideas</li> <li>-Include precise language and domain-specific vocabulary</li> </ul>	
<b>A P R I L</b>	<p><b>Language</b></p> <ul style="list-style-type: none"> <li>-Adverbs and Prepositions</li> <li>-What is an Adverb?</li> <li>-Comparing with Adverbs</li> <li>-Using good and well</li> <li>-Negatives</li> <li>-What is a Preposition?</li> <li>-Writing with Prepositions</li> <li>-Changing Meaning with Adverbs</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>-Opinion: Would You Rather?</li> <li>-Personal Narrative: FriYAY!</li> <li>-Personal Narrative: Easter Break</li> <li>-Constant Short Response across Subject Areas</li> </ul>	<ul style="list-style-type: none"> <li>-Identify whether an adverb tells how, when, or where about the verb</li> <li>-Name adverbs and the verbs they describe</li> <li>-Use adverbs correctly in sentences</li> <li>-Write the comparative and superlative forms of adverbs correctly</li> <li>-Use adverbs to compare two, three, or more actions</li> <li>-Identify the word that good or well describes in a sentence</li> <li>-Use good and well correctly</li> <li>-Understand using negatives</li> <li>-Replace words when double negatives are present</li> <li>-Recognize and name prepositions</li> <li>-Identify the prepositions in prepositional phrases within sentences</li> <li>-Add prepositional phrases to sentences</li> </ul>	<p><b>Informal</b></p> <ul style="list-style-type: none"> <li>-Participation</li> <li>-Whole Group Discussion</li> <li>-Oral Response</li> <li>-Notes and Charts</li> <li>-Observable Use of Language</li> <li>-Board Demonstrations</li> <li>-Paper-Pencil Practice</li> <li>-Writing Collections</li> <li>-Unit Review</li> </ul> <p><b>Formal</b></p> <ul style="list-style-type: none"> <li>-Paper-Pencil Unit Test</li> <li>-Written Productions</li> </ul>

		<ul style="list-style-type: none"> <li>-Use adverbs to change the meaning of a paragraph</li> <li>-Identify qualities of opinion pieces</li> <li>-Develop a point of view</li> <li>-Supply reasons, information, facts, and details to support the opinion</li> <li>-Use linking words and phrases to connect opinion and reasons</li> <li>-Produce clear and coherent writing</li> <li>-Analyze a writing task to determine what is required</li> <li>-Adapt writing to fulfill a specific purpose</li> <li>-Adapt writing to meet the needs of an audience</li> <li>-Develop ideas in a way appropriate to task and purpose</li> <li>-Organize thoughts in a way appropriate to task and purpose</li> <li>-Analyze a prompt about a text to determine what is being asked</li> <li>-Form ideas in response to a prompt about a text</li> <li>-Support ideas with evidence from a text</li> <li>-Complete various pieces of writing over varying lengths of time</li> <li>-Organize clear and coherent pieces of writing for a variety of reasons and in a variety of settings</li> </ul>	
<b>M</b> <b>A</b> <b>Y</b>	<b>Language</b> -Month to Review All Grammar Lessons and Concepts; Focus on Writing  <b>Writing</b> -Narrating and Entertaining -Explaining and Informing -Expressing and Influencing -Opinion: Would You Rather?	<ul style="list-style-type: none"> <li>-Apply formerly learned grammar skills in a variety of settings</li> <li>-Determine the purpose for listening to a story</li> <li>-Identify topic, main idea, supporting details, and non-supporting details</li> <li>-Recognize logical order of writing</li> <li>-Write a narrative paragraph</li> <li>-Produce multiple beginnings and endings</li> </ul>	<b>Informal</b> -Participation -Whole Group Discussion -Oral Response -Notes and Charts -Observable Use of Language -Board Demonstrations -Paper-Pencil Practice -Writing Collections

	<ul style="list-style-type: none"> <li>-Personal Narrative: FriYAY!</li> <li>-Student Choice Writing</li> <li>-Constant Short Response across Subject Areas</li> </ul>	<p>for a personal narrative</p> <ul style="list-style-type: none"> <li>-Investigate working-drafts and final-drafts of published work</li> <li>-Use guidelines to explain and inform</li> <li>-Recognize cause and effect relationships</li> <li>-Write personal and critical responses</li> <li>-Discuss the characteristics of a well-written research report</li> <li>-Use note cards to make an outline</li> <li>-Draft and publish openings, bodies, and closings of research paper</li> <li>-Write with a predictable structure</li> <li>-Identify qualities of informative/explanatory pieces</li> <li>-Incorporate useful formatting, illustrations, and multi-media</li> <li>-Employ facts, definitions, details, quotations, examples, and other information to develop topics</li> <li>-Arrange related information together</li> <li>-Employ linking words and phrases to connect ideas</li> <li>-Include precise language and domain-specific vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>-Unit Review</li> </ul> <p><b>Formal</b></p> <ul style="list-style-type: none"> <li>-Paper-Pencil Unit Test</li> <li>-Written Productions</li> </ul>
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## Curriculum Map—Math Grade 4

	CONCEPT	SKILLS	ASSESSMENT
<b>S</b> <b>E</b> <b>P</b> <b>T</b> <b>E</b> <b>M</b> <b>B</b> <b>E</b> <b>R</b>	<b>Number and Operation</b> -Place Value -Rounding Whole Numbers -Compare and Order Whole Numbers -Addition and Subtraction of Greater Whole Numbers -Estimating Sums and Differences -Problem Solving with Extra Information -Basic Facts +, -, x, ÷ -Factors and Multiples -Multiplication of multi-digit numbers	-Write, read and orally name numbers in standard, word, and expanded form. -Identify the place value of a digit up to thousandths -Name the value of a digit given its place -Round numbers to the given place -Compare whole numbers using greater than, less than, and equal to. -Order whole numbers from least to greatest and greatest to least -Add greater numbers using the standard algorithm -Subtract greater numbers using the standard algorithm -Subtract across zeros -Estimate solutions in addition and subtraction problems -Analyze extra information in word problems -Master basic addition, subtraction, multiplication, and division facts -Use models and logical reasoning to determine factor pairs for whole numbers to 100 -Solve multi-digit multiplication problems in a variety of ways -Check for reasonableness of solutions	<b>Informal Assessment</b> -Daily Word Problem -Thumbs Up/Down -Daily Practice on Completion -Vocal Participation -Board Demonstration -Note Taking -Games -Peer Mentorships -Online Videos  <b>Formal Assessment</b> -Daily Practice on Accuracy -Quizzes -Summative Unit Test
<b>O</b> <b>C</b> <b>T</b> <b>O</b> <b>B</b> <b>E</b>	<b>Number and Operation</b> -Estimate products -Multiplication of multi-digit numbers -Long Division -Zeros Trick/Multiples of 10	-Estimate products by rounding -Solve multiplication problems in a variety of ways including the standard algorithm -Solve multi-digit whole number division problems, with one-digit divisors, in a variety of ways including the standard algorithm -Use multiple of ten rules to quickly solve	<b>Informal Assessment</b> -Daily Word Problem -Thumbs Up/Down -Daily Practice on Completion -Vocal Participation -Board Demonstration -Note Taking -Games

<b>R</b>		greater number problems with multiplication and division -Check for reasonableness of solutions	-Peer Mentorships -Online Videos  <b>Formal Assessment</b> -Daily Practice on Accuracy -Quizzes -Summative Unit Test
<b>N O V E M B E R</b>	<b>Number and Operation</b> -Estimating Quotients -Double-Digit Divisors -Interpreting Remainders	-Identify compatible numbers to estimate quotients -Solve multi-digit whole number division problems, with two-digit divisors, in a variety of ways including the standard algorithm -Interpret the remainder of division problems in real-world situations -Check for reasonableness of results	<b>Informal Assessment</b> -Daily Word Problem -Thumbs Up/Down -Daily Practice on Completion -Vocal Participation -Board Demonstration -Note Taking -Games -Peer Mentorships  <b>Formal Assessment</b> -Daily Practice on Accuracy -Quizzes -Summative Unit Test

	<b>CONCEPT</b>	<b>SKILLS</b>	<b>ASSESSMENT</b>
<b>D E C E M B E R</b>	<b>Number and Operation</b> -Fraction Basics -Proper, Improper & Mixed Number -Equivalent Fractions -Compare Fractions -Order Fractions -Simplest Form -Adding/Subtracting Like Fractions	-Represent equivalent fractions using fractions models -Locate fractions on a number line -Compare fractions, mixed numbers and improper fractions using greater than, less than, and equal to. -Order fractions, mixed numbers and improper fractions from least to greatest and greatest to least -Place fractions, mixed numbers and improper fractions in simplest form	<b>Informal Assessment</b> -Daily Word Problem -Thumbs Up/Down -Daily Practice on Completion -Vocal Participation -Board Demonstration -Note Taking -Games -Peer Mentorships -Online Videos

		<ul style="list-style-type: none"> <li>-Use models to order and compare whole numbers and fractions</li> <li>-Develop a rule for addition and subtraction of fractions with like denominators</li> </ul>	<p><b>Formal Assessment</b></p> <ul style="list-style-type: none"> <li>-Daily Practice on Accuracy</li> <li>-Quizzes</li> <li>-Summative Unit Test</li> </ul>
<p><b>J A N U A R Y</b></p>	<p><b>Number and Operation</b></p> <ul style="list-style-type: none"> <li>-Adding/Subtracting Unlike Fractions</li> <li>-Place Value w/ Decimals</li> <li>-Standard/Word/Expanded Forms</li> <li>-Compare Decimals</li> <li>-Order Decimals</li> <li>-Rounding with Decimals</li> </ul>	<ul style="list-style-type: none"> <li>-Develop a rule for addition and subtraction of fractions with unlike denominators</li> <li>-Read and write decimals in standard, word, and expanded form up to thousandths</li> <li>-Compare and order decimals and whole numbers using place value, a number line, and models</li> <li>-Read and write tenths and hundredths in decimal and fraction notations using words and symbols</li> <li>-Know fraction and decimal equivalents with denominators compatible with ten</li> <li>-Relate fraction and decimal equivalents for halves and fourths</li> <li>-Round decimals to the nearest tenths and hundredths</li> </ul>	<p><b>Informal Assessment</b></p> <ul style="list-style-type: none"> <li>-Daily Word Problem</li> <li>-Thumbs Up/Down</li> <li>-Daily Practice on Completion</li> <li>-Vocal Participation</li> <li>-Board Demonstration</li> <li>-Note Taking</li> <li>-Games</li> <li>-Peer Mentorships</li> <li>-Online Videos</li> </ul> <p><b>Formal Assessment</b></p> <ul style="list-style-type: none"> <li>-Daily Practice on Accuracy</li> <li>-Quizzes</li> <li>-Summative Unit Test</li> </ul>
<p><b>F E B R U A R Y</b></p>	<p><b>Algebra</b></p> <ul style="list-style-type: none"> <li>-Expressions</li> <li>-Writing Equations</li> <li>-Solving one-step equations</li> <li>-Solving for variables/unknowns</li> <li>-Input-Output Tables</li> <li>-Function Tables</li> <li>-Patterns</li> <li>-True/False Number Sentences</li> <li>-Order of Operations</li> </ul>	<ul style="list-style-type: none"> <li>-Create and use input-output rules involving addition, subtraction, multiplication, and division to solve problems in various contexts.</li> <li>-Recognize patterns to determine the next term in a series</li> <li>-Record the inputs and outputs in a table</li> <li>-Create a function table using skills obtained in input/output tables</li> <li>-Understand how to interpret number sentences involving multiplication, division, addition, subtraction, and unknowns</li> <li>-Use real world situations to represent number sentences</li> <li>-Use operations to represent a given</li> </ul>	<p><b>Informal Assessment</b></p> <ul style="list-style-type: none"> <li>-Daily Word Problem</li> <li>-Thumbs Up/Down</li> <li>-Daily Practice on Completion</li> <li>-Vocal Participation</li> <li>-Board Demonstration</li> <li>-Note Taking</li> <li>-Games</li> <li>-Peer Mentorships</li> <li>-Online Videos</li> </ul> <p><b>Formal Assessment</b></p> <ul style="list-style-type: none"> <li>-Daily Practice on Accuracy</li> <li>-Quizzes</li> <li>-Summative Unit Test</li> </ul>

		problem situation using a number sentence -Find values of unknowns to make the number sentence true -Utilize the order of operations to find the value of an expression	
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	CONCEPT	SKILLS	ASSESSMENT
<b>M</b> <b>A</b> <b>R</b> <b>C</b> <b>H</b>	<b>Algebra</b>  <b>Geometry</b> -Lines, Line Segments, Points, and Rays -Angles -Triangles -Polygons -Quadrilaterals -Area and Perimeter	-Identify and name lines, line segments, rays, point, planes, angles, triangles, and polygons -Compare and classify angles according to size -Describe and classify triangles by angles and sides -Recognize triangles in various contexts -Find measures of angles in geometric figures using a protractor -Measure angles of real-world objects -Use a ruler to find the area and perimeter of real-world objects -Understand that area can be found by counting the same size square units that cover a shape. -Justify why length and width are multiplied to find the area of a rectangle -Use a formula to find the area of rectangles	<b>Informal Assessment</b> -Daily Word Problem -Thumbs Up/Down -Daily Practice on Completion -Vocal Participation -Board Demonstration -Note Taking -Games -Peer Mentorships -Online Videos  <b>Formal Assessment</b> -Daily Practice on Accuracy -Quizzes -Summative Unit Test
<b>A</b> <b>P</b> <b>R</b> <b>I</b> <b>L</b>	<b>Geometry</b> -Symmetry -Similar and Congruent -Transformations -Coordinate Planes	-Identify lines of symmetry -Recognize similar and congruent shapes -Apply translations to figures -Apply reflections to figure by reflecting over vertical or horizontal lines -Relate reflections to lines of symmetry -Apply rotations of 90° clockwise or counterclockwise -Understand that translations, reflections,	<b>Informal Assessment</b> -Daily Word Problem -Thumbs Up/Down -Daily Practice on Completion -Vocal Participation -Board Demonstration -Note Taking -Games -Peer Mentorships

		<ul style="list-style-type: none"> <li>and rotations to preserve congruency</li> <li>-Determine if an image has been translated, reflected, or rotated</li> <li>-Understand the basics of a coordinate plane and ordered pairs</li> <li>-Plot ordered pairs on a coordinate plane</li> <li>-Record ordered pairs of previously plotted points</li> <li>-Recognize transformations on a coordinate plane</li> </ul>	<ul style="list-style-type: none"> <li>-Online Videos</li> </ul> <p><b>Formal Assessment</b></p> <ul style="list-style-type: none"> <li>-Daily Practice on Accuracy</li> <li>-Quizzes</li> <li>-Summative Unit Test</li> </ul>
<b>M A Y</b>	<p><b>Measurement</b></p> <ul style="list-style-type: none"> <li>-Customary v Metric</li> <li>-Conversions of Time, Volume, Weight, Linear Distances, and Time</li> </ul> <p><b>Data Analysis</b></p> <ul style="list-style-type: none"> <li>-Probability</li> <li>-Bar Graphs</li> <li>-Frequency Tables</li> <li>-Line Graphs</li> <li>-Line Plots</li> <li>-Circle Graphs</li> <li>-Pictographs</li> <li>-Mean, Median, Mode, Range, Outliers</li> </ul>	<ul style="list-style-type: none"> <li>-Analyze different units of measure</li> <li>-Convert measurements between units</li> <li>-Know relative sizes of measurement units within one system of units including km, m, cm; kg, g, lb, oz, l, ml, hr, min, and sec.</li> <li>-Express measurements in larger and smaller units</li> <li>-Use operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money</li> <li>-Collect, display, and interpret data using various types of graphs</li> <li>-Use appropriate titles, labels, and units</li> <li>-Collect, organize, display, and interpret data collected over a time period using whole numbers, fractions, and decimals</li> <li>-Use tables, graphs, timelines, and Venn diagrams to display data sets</li> <li>-Read, gather, and analyze data in tables, graphs, and charts</li> <li>-Analyze and organize data to find the mean, median, mode, range, and outliers in a set of data</li> </ul>	<p><b>Informal Assessment</b></p> <ul style="list-style-type: none"> <li>-Daily Word Problem</li> <li>-Thumbs Up/Down</li> <li>-Daily Practice on Completion</li> <li>-Vocal Participation</li> <li>-Board Demonstration</li> <li>-Note Taking</li> <li>-Games</li> <li>-Peer Mentorships</li> <li>-Online Videos</li> </ul> <p><b>Formal Assessment</b></p> <ul style="list-style-type: none"> <li>-Daily Practice on Accuracy</li> <li>-Quizzes</li> <li>-Summative Unit Test</li> </ul>

## Curriculum Map—Phonics, Spelling, and Word Recognition Grade 4

	CONCEPT	SKILLS	ASSESSMENT
<b>S E P T E M B E R</b>	Short a and Long a Short e and Long e Short i and Long i Short o and Long o	-Know and apply grade-level phonics and word analysis skills in decoding words -Sort words by sound -Establish spelling-meaning connection -Apply letter sound correspondences -Apply syllabication patterns -Use knowledge of morphology (e.g., roots and affixes) -Accurately read unfamiliar multisyllabic words in and out of context -Analyze word Structure -Correctly use a dictionary and thesaurus -Apply proofreading marks in a writing sample -Complete test format practice -Use real-world vocabulary in context to unit focus	<b>Informal</b> -Word Practice -Words in Context -Word Analysis/Phonics -Word Vocabulary -Analogies -Alphabetical Order -Game: Sparkle -Practice Test  <b>Formal</b> -Weekly Paper-Pencil Test
<b>O C T O B E R</b>	Homophones Review Unit Vowel Sounds: /u/, /yoo/, /oo/ Vowel Sounds: /oo/, /oo/	-Know and apply grade-level phonics and word analysis skills in decoding words -Sort words by sound -Establish spelling-meaning connection -Apply letter sound correspondences -Apply syllabication patterns -Use knowledge of morphology (e.g., roots and affixes) -Accurately read unfamiliar multisyllabic words in and out of context -Analyze word Structure -Correctly use a dictionary and thesaurus -Apply proofreading marks in a writing sample -Complete test format practice -Use real-world vocabulary in context to unit focus	<b>Informal</b> -Word Practice -Words in Context -Word Analysis/Phonics -Word Vocabulary -Analogies -Alphabetical Order -Game: Sparkle -Practice Test  <b>Formal</b> -Weekly Paper-Pencil Test
	Vowel Sounds: /ou/, /o/ Vowel + /r/ Sounds	-Know and apply grade-level phonics and word analysis skills in decoding words	<b>Informal</b> -Word Practice

<b>N</b> <b>O</b> <b>V</b> <b>E</b> <b>M</b> <b>B</b> <b>E</b> <b>R</b>	More Vowel + /r/ Sounds Review Unit	<ul style="list-style-type: none"> <li>-Sort words by sound</li> <li>-Establish spelling-meaning connection</li> <li>-Apply letter sound correspondences</li> <li>-Apply syllabication patterns</li> <li>-Use knowledge of morphology (e.g., roots and affixes)</li> <li>-Accurately read unfamiliar multisyllabic words in and out of context</li> <li>-Analyze word Structure</li> <li>-Correctly use a dictionary and thesaurus</li> <li>-Apply proofreading marks in a writing sample</li> <li>-Complete test format practice</li> <li>-Use real-world vocabulary in context to unit focus</li> </ul>	<ul style="list-style-type: none"> <li>-Words in Context</li> <li>-Word Analysis/Phonics</li> <li>-Word Vocabulary</li> <li>-Analogies</li> <li>-Alphabetical Order</li> <li>-Game: Sparkle</li> <li>-Practice Test</li> </ul> <p><b>Formal</b></p> <ul style="list-style-type: none"> <li>-Weekly Paper-Pencil Test</li> </ul>
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	<b>CONCEPT</b>	<b>SKILLS</b>	<b>ASSESSMENT</b>
<b>D</b> <b>E</b> <b>C</b> <b>E</b> <b>M</b> <b>B</b> <b>E</b> <b>R</b>	Compound Words Words with -ed or -ing More Words with -ed or -ing	<ul style="list-style-type: none"> <li>-Know and apply grade-level phonics and word analysis skills in decoding words</li> <li>-Sort words by sound</li> <li>-Establish spelling-meaning connection</li> <li>-Apply letter sound correspondences</li> <li>-Apply syllabication patterns</li> <li>-Use knowledge of morphology (e.g., roots and affixes)</li> <li>-Accurately read unfamiliar multisyllabic words in and out of context</li> <li>-Analyze word Structure</li> <li>-Correctly use a dictionary and thesaurus</li> <li>-Apply proofreading marks in a writing sample</li> <li>-Complete test format practice</li> <li>-Use real-world vocabulary in context to unit focus</li> </ul>	<p><b>Informal</b></p> <ul style="list-style-type: none"> <li>-Word Practice</li> <li>-Words in Context</li> <li>-Word Analysis/Phonics</li> <li>-Word Vocabulary</li> <li>-Analogies</li> <li>-Alphabetical Order</li> <li>-Game: Sparkle</li> <li>-Practice Test</li> </ul> <p><b>Formal</b></p> <ul style="list-style-type: none"> <li>-Weekly Paper-Pencil Test</li> </ul>
<b>J</b> <b>A</b>	Final long e Changing Final y to <i>i</i> Review Spelling /k/, /ng/, and /kw/	<ul style="list-style-type: none"> <li>-Know and apply grade-level phonics and word analysis skills in decoding words</li> <li>-Sort words by sound</li> <li>-Establish spelling-meaning connection</li> </ul>	<p><b>Informal</b></p> <ul style="list-style-type: none"> <li>-Word Practice</li> <li>-Words in Context</li> <li>-Word Analysis/Phonics</li> </ul>

<p><b>N U A R Y</b></p>		<ul style="list-style-type: none"> <li>-Apply letter sound correspondences</li> <li>-Apply syllabication patterns</li> <li>-Use knowledge of morphology (e.g., roots and affixes)</li> <li>-Accurately read unfamiliar multisyllabic words in and out of context</li> <li>-Analyze word Structure</li> <li>-Correctly use a dictionary and thesaurus</li> <li>-Apply proofreading marks in a writing sample</li> <li>-Complete test format practice</li> <li>-Use real-world vocabulary in context to unit focus</li> </ul>	<ul style="list-style-type: none"> <li>-Word Vocabulary</li> <li>-Analogies</li> <li>-Alphabetical Order</li> <li>-Game: Sparkle</li> <li>-Practice Test</li> </ul> <p><b>Formal</b></p> <ul style="list-style-type: none"> <li>-Weekly Paper-Pencil Test</li> </ul>
<p><b>F E B R U A R Y</b></p>	<p>Spelling Final /j/ and /s/ Prefixes: <i>re-</i>, <i>un-</i>, and <i>dis-</i> Suffixes: <i>-ful</i>, <i>-less</i>, <i>-ness</i>, <i>-ment</i> VCCV Pattern</p>	<ul style="list-style-type: none"> <li>-Know and apply grade-level phonics and word analysis skills in decoding words</li> <li>-Sort words by sound</li> <li>-Establish spelling-meaning connection</li> <li>-Apply letter sound correspondences</li> <li>-Apply syllabication patterns</li> <li>-Use knowledge of morphology (e.g., roots and affixes)</li> <li>-Accurately read unfamiliar multisyllabic words in and out of context</li> <li>-Analyze word Structure</li> <li>-Correctly use a dictionary and thesaurus</li> <li>-Apply proofreading marks in a writing sample</li> <li>-Complete test format practice</li> <li>-Use real-world vocabulary in context to unit focus</li> </ul>	<p><b>Informal</b></p> <ul style="list-style-type: none"> <li>-Word Practice</li> <li>-Words in Context</li> <li>-Word Analysis/Phonics</li> <li>-Word Vocabulary</li> <li>-Analogies</li> <li>-Alphabetical Order</li> <li>-Game: Sparkle</li> <li>-Practice Test</li> </ul> <p><b>Formal</b></p> <ul style="list-style-type: none"> <li>-Weekly Paper-Pencil Test</li> </ul>

	CONCEPT	SKILLS	ASSESSMENT
<p><b>M A</b></p>	<p>Review Unit VCV Pattern VCCV and VCV Patterns VCCV Pattern</p>	<ul style="list-style-type: none"> <li>-Know and apply grade-level phonics and word analysis skills in decoding words</li> <li>-Sort words by sound</li> <li>-Establish spelling-meaning connection</li> <li>-Apply letter sound correspondences</li> </ul>	<p><b>Informal</b></p> <ul style="list-style-type: none"> <li>-Word Practice</li> <li>-Words in Context</li> <li>-Word Analysis/Phonics</li> <li>-Word Vocabulary</li> </ul>

<p><b>R C H</b></p>		<ul style="list-style-type: none"> <li>-Apply syllabication patterns</li> <li>-Use knowledge of morphology (e.g., roots and affixes)</li> <li>-Accurately read unfamiliar multisyllabic words in and out of context</li> <li>-Analyze word Structure</li> <li>-Correctly use a dictionary and thesaurus</li> <li>-Apply proofreading marks in a writing sample</li> <li>-Complete test format practice</li> <li>-Use real-world vocabulary in context to unit focus</li> </ul>	<ul style="list-style-type: none"> <li>-Analogies</li> <li>-Alphabetical Order</li> <li>-Game: Sparkle</li> <li>-Practice Test</li> </ul> <p><b>Formal</b></p> <ul style="list-style-type: none"> <li>-Weekly Paper-Pencil Test</li> </ul>
<p><b>A P R I L</b></p>	<p>VCCCV Pattern VV Pattern Review Unit Final Schwa + /r/ Sounds</p>	<ul style="list-style-type: none"> <li>-Know and apply grade-level phonics and word analysis skills in decoding words</li> <li>-Sort words by sound</li> <li>-Establish spelling-meaning connection</li> <li>-Apply letter sound correspondences</li> <li>-Apply syllabication patterns</li> <li>-Use knowledge of morphology (e.g., roots and affixes)</li> <li>-Accurately read unfamiliar multisyllabic words in and out of context</li> <li>-Analyze word Structure</li> <li>-Correctly use a dictionary and thesaurus</li> <li>-Apply proofreading marks in a writing sample</li> <li>-Complete test format practice</li> <li>-Use real-world vocabulary in context to unit focus</li> </ul>	<p><b>Informal</b></p> <ul style="list-style-type: none"> <li>-Word Practice</li> <li>-Words in Context</li> <li>-Word Analysis/Phonics</li> <li>-Word Vocabulary</li> <li>-Analogies</li> <li>-Alphabetical Order</li> <li>-Game: Sparkle</li> <li>-Practice Test</li> </ul> <p><b>Formal</b></p> <ul style="list-style-type: none"> <li>-Weekly Paper-Pencil Test</li> </ul>
<p><b>M A Y</b></p>	<p>Final Schwa + /l/ Sounds Three-Syllable Words Silent Consonants Unusual Spellings Review Unit</p>	<ul style="list-style-type: none"> <li>-Know and apply grade-level phonics and word analysis skills in decoding words</li> <li>-Sort words by sound</li> <li>-Establish spelling-meaning connection</li> <li>-Apply letter sound correspondences</li> <li>-Apply syllabication patterns</li> <li>-Use knowledge of morphology (e.g., roots and affixes)</li> <li>-Accurately read unfamiliar multisyllabic</li> </ul>	<p><b>Informal</b></p> <ul style="list-style-type: none"> <li>-Word Practice</li> <li>-Words in Context</li> <li>-Word Analysis/Phonics</li> <li>-Word Vocabulary</li> <li>-Analogies</li> <li>-Alphabetical Order</li> <li>-Game: Sparkle</li> <li>-Practice Test</li> </ul>

		words in and out of context -Analyze word Structure -Correctly use a dictionary and thesaurus -Apply proofreading marks in a writing sample -Complete test format practice -Use real-world vocabulary in context to unit focus	<b>Formal</b> -Weekly Paper-Pencil Test
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## Curriculum Map—Religion Grade 4

	CONCEPT	SKILLS	ASSESSMENT
<b>S</b> <b>E</b> <b>P</b> <b>T</b> <b>E</b> <b>M</b> <b>B</b> <b>E</b> <b>R</b>	<b>Learning about Our Faith</b> -The Rosary -Mysteries of the Rosary -How We Pray -Common Catholic Prayers -We Come to Know God  <b>Practicing Our Faith</b> -Children’s Mass -Friday Mass Readings and Reflections -Friday Mass Attendance	-Follow each bead and prayer of the Rosary -Reflect on each mystery of the Rosary -Recognize in prayer to adore, petition, offer intercession, thanks, and praise -Pray prayers of the Catholic Faith -Analyze scripture and tradition as foundations of faith  -Prepare and practice the order of events in a Sunday Mass -Present the readings, response, and prayers of the faithful before the congregation -Bring forth the gifts to the altar -Study and reflect on weekly Mass readings -Attend Mass prayerfully and attentively	<b>Tasks</b> -Oral and written prayers -Discussion -Demonstrations -Reflection -Inquiry  <b>Observation</b> -Participation -Cooperation -Reverence -Christ-like Behaviors -Running Record
<b>O</b> <b>C</b> <b>T</b> <b>O</b> <b>B</b> <b>E</b> <b>R</b>	<b>Learning about Our Faith</b> -The Divine Mercy Chaplet -The Seven Sacraments -Saints -God Strengthens Us to Be Holy  <b>Practicing Our Faith</b> -Friday Mass Readings and Reflections -Friday Mass Attendance -School Rosary -Adoration	-Follow each bead and say the prayers of the Divine Mercy Chaplet -Discuss and understand God’s abundant love and mercy -Explore each of the seven Sacraments and apply them to our lives -Research to learn more about Saints of the Church and their role in guiding our lives -Observe ways in which Jesus set an example for us to live by -Demonstrate ways and situations where God calls us to repent and show forgiveness -Recognize the gift of faith and ways to practice through prayer, service, and sacrifice  -Present the readings, response, and prayers of the faithful before the congregation -Bring forth the gifts to the altar -Study and reflect on weekly Mass readings -Attend Mass prayerfully and attentively	<b>Tasks</b> -Oral and written prayers -Discussion -Demonstrations -Reflection -Inquiry -Research -Writing -Presentation  <b>Observation</b> -Participation -Cooperation -Reverence -Christ-like Behaviors -Running Record

		<ul style="list-style-type: none"> <li>-Pray and participate in an all school rosary</li> <li>-Show devotion and reverence while participating in pray before the Monstrance in the Adoration Chapel</li> </ul>	
<b>N</b> <b>O</b> <b>V</b> <b>E</b> <b>M</b> <b>B</b> <b>E</b> <b>R</b>	<p><b>Learning about Our Faith</b></p> <ul style="list-style-type: none"> <li>-Saints</li> <li>-Order of the Mass</li> <li>-Holy Days of Obligation</li> <li>-Thanksgiving</li> <li>-God Strengthens Us to Be Holy</li> </ul> <p><b>Practicing Our Faith</b></p> <ul style="list-style-type: none"> <li>-Friday Mass Readings and Reflections</li> <li>-Friday Mass Attendance</li> <li>-School Rosary</li> <li>-Adoration</li> <li>-Choir Preparation</li> </ul>	<ul style="list-style-type: none"> <li>-Research to learn more about Saints of the Church and their role in guiding our lives</li> <li>-Demonstrate and list the order of the Mass</li> <li>-Recognize dates throughout the year as days of Holy obligation</li> <li>-Show ways to be thankful and offer thanks back to God</li> <li>-Compare and contrast the old and the new covenant</li> <li>-Defend and understand why we pray to Mary</li> <li>-Present the readings, response, and prayers of the faithful before the congregation</li> <li>-Bring forth the gifts to the altar</li> <li>-Study and reflect on weekly Mass readings</li> <li>-Attend Mass prayerfully and attentively</li> <li>-Pray and participate in an all school rosary</li> <li>-Show devotion and reverence while participating in pray before the Monstrance in the Adoration Chapel</li> <li>-Learn songs for the Mass and participate in the choir</li> </ul>	<p><b>Tasks</b></p> <ul style="list-style-type: none"> <li>-Oral and written prayers</li> <li>-Discussion</li> <li>-Demonstrations</li> <li>-Reflection</li> <li>-Inquiry</li> <li>-Research</li> <li>-Writing</li> <li>-Presentation</li> </ul> <p><b>Observation</b></p> <ul style="list-style-type: none"> <li>-Participation</li> <li>-Cooperation</li> <li>-Reverence</li> <li>-Christ-like Behaviors</li> <li>-Running Record</li> </ul>

	<b>CONCEPT</b>	<b>SKILLS</b>	<b>ASSESSMENT</b>
<b>D</b> <b>E</b> <b>C</b> <b>E</b> <b>M</b> <b>B</b>	<p><b>Learning about Our Faith</b></p> <ul style="list-style-type: none"> <li>-Advent</li> <li>-Reconciliation</li> <li>-Christmas</li> <li>-Precepts of the Church</li> </ul> <p><b>Practicing Our Faith</b></p> <ul style="list-style-type: none"> <li>-Friday Mass Readings and Reflections</li> </ul>	<ul style="list-style-type: none"> <li>-Count days and say special prayers each day of Advent</li> <li>-Understand the purpose of the Advent season while reflecting on each week's focus</li> <li>-Study and demonstrate how to go to Reconciliation</li> <li>-Execute the process of receiving</li> </ul>	<p><b>Tasks</b></p> <ul style="list-style-type: none"> <li>-Oral and written prayers</li> <li>-Discussion</li> <li>-Demonstrations</li> <li>-Reflection</li> <li>-Inquiry</li> <li>-Written Quiz</li> <li>-Family Gift</li> </ul>

<b>E</b> <b>R</b>	<ul style="list-style-type: none"> <li>-Friday Mass Attendance</li> <li>-School Rosary</li> <li>-Adoration</li> <li>-Ramsey Co. Care Center Mass</li> <li>-Reconciliation</li> </ul>	<p><b>Reconciliation</b></p> <ul style="list-style-type: none"> <li>-Celebrate the joy of Christmas and the meaning of Christ’s birth</li> <li>-Translate the Precepts of the Church to recognize the minimal effort we must make in faith</li> </ul> <ul style="list-style-type: none"> <li>-Present the readings, response, and prayers of the faithful before the congregation</li> <li>-Bring forth the gifts to the altar</li> <li>-Study and reflect on weekly Mass readings</li> <li>-Attend Mass prayerfully and attentively</li> <li>-Pray and participate in an all school rosary</li> <li>-Show devotion and reverence while participating in pray before the Monstrance in the Adoration Chapel</li> <li>-Prepare and practice the order of events in a Sunday Mass</li> <li>-Share in the Holy Eucharist while hosting the Mass with residents at the Care Center</li> <li>-Examine their conscience and reflect on personal choices</li> <li>-Practice the process of Reconciliation</li> <li>-Attend Reconciliation</li> </ul>	<p><b>Observation</b></p> <ul style="list-style-type: none"> <li>-Participation</li> <li>-Cooperation</li> <li>-Reverence</li> <li>-Christ-like Behaviors</li> <li>-Running Record</li> </ul>
<b>J</b> <b>A</b> <b>N</b> <b>U</b> <b>A</b> <b>R</b> <b>Y</b>	<p><b>Learning about Our Faith</b></p> <ul style="list-style-type: none"> <li>-The 10 Commandments</li> <li>-Examination of Conscience</li> <li>-Epiphany</li> <li>-We Love God</li> </ul> <p><b>Practicing Our Faith</b></p> <ul style="list-style-type: none"> <li>-Friday Mass Readings and Reflections</li> <li>-Friday Mass Attendance</li> <li>-School Rosary</li> <li>-Adoration</li> <li>-Choir Preparation</li> </ul>	<ul style="list-style-type: none"> <li>-Investigate each Commandment and how it pertains to our lives</li> <li>-Interpret situations in which the Commandments apply</li> <li>-Formulate ways to examine our conscience each day for a better tomorrow</li> <li>-Show our love for God and all that is Holy</li> <li>-Grow in Holiness</li> </ul> <ul style="list-style-type: none"> <li>-Present the readings, response, and prayers of the faithful before the congregation</li> <li>-Bring forth the gifts to the altar</li> <li>-Study and reflect on weekly Mass readings</li> <li>-Attend Mass prayerfully and attentively</li> </ul>	<p><b>Tasks</b></p> <ul style="list-style-type: none"> <li>-Oral and written prayers</li> <li>-Discussion</li> <li>-Demonstrations</li> <li>-Reflection</li> <li>-Inquiry</li> <li>-Song</li> <li>-Oral and written quiz</li> </ul> <p><b>Observation</b></p> <ul style="list-style-type: none"> <li>-Participation</li> <li>-Cooperation</li> <li>-Reverence</li> <li>-Christ-like Behaviors</li> </ul>

		<ul style="list-style-type: none"> <li>-Pray and participate in an all school rosary</li> <li>-Show devotion and reverence while participating in pray before the Monstrance in the Adoration Chapel</li> <li>-Learn songs for the Mass and participate in the choir</li> </ul>	-Running Record
<b>F</b> <b>E</b> <b>B</b> <b>R</b> <b>U</b> <b>A</b> <b>R</b> <b>Y</b>	<p><b>Learning about Our Faith</b></p> <ul style="list-style-type: none"> <li>-Lent</li> <li>-Virtues</li> <li>-Works of Mercy</li> <li>-We Love God</li> </ul> <p><b>Practicing Our Faith</b></p> <ul style="list-style-type: none"> <li>-Friday Mass Readings and Reflections</li> <li>-Friday Mass Attendance</li> <li>-School Rosary</li> <li>-Adoration</li> <li>-Choir Preparation</li> </ul>	<ul style="list-style-type: none"> <li>-Reflect on the season of Lent as a time of fasting, prayer, sacrifice, and almsgiving</li> <li>-Investigate the Corporal Works of Mercy</li> <li>-Recognize theological and cardinal virtues as part of our spiritual life</li> <li>-Analyze the Corporal and Spiritual Works of Mercy</li> <li>-Show our love for God and all that is Holy</li> <li>-Grow in Holiness</li> <li>-Present the readings, response, and prayers of the faithful before the congregation</li> <li>-Bring forth the gifts to the altar</li> <li>-Study and reflect on weekly Mass readings</li> <li>-Attend Mass prayerfully and attentively</li> <li>-Pray and participate in an all school rosary</li> <li>-Show devotion and reverence while participating in pray before the Monstrance in the Adoration Chapel</li> <li>-Learn songs for the Mass and participate in the choir</li> </ul>	<p><b>Tasks</b></p> <ul style="list-style-type: none"> <li>-Oral and written prayers</li> <li>-Discussion</li> <li>-Demonstrations</li> <li>-Reflection</li> <li>-Inquiry</li> </ul> <p><b>Observation</b></p> <ul style="list-style-type: none"> <li>-Participation</li> <li>-Cooperation</li> <li>-Reverence</li> <li>-Christ-like Behaviors</li> <li>-Running Record</li> </ul>

### Curriculum Map

	CONCEPT	SKILLS	ASSESSMENT
<b>M</b> <b>A</b> <b>R</b> <b>C</b> <b>H</b>	<p><b>Learning about Our Faith</b></p> <ul style="list-style-type: none"> <li>-The Gospel of Matthew</li> <li>-The Stations of the Cross</li> <li>-Who was Jesus</li> <li>-Lent</li> <li>-Corporal Works of Mercy</li> <li>-We Love God's People</li> </ul> <p><b>Practicing Our Faith</b></p>	<ul style="list-style-type: none"> <li>-Reflect on the season of Lent as a time of fasting, prayer, sacrifice, and almsgiving</li> <li>-Practice and participate in the Corporal Works of Mercy</li> <li>-Read and reflect on the Gospel of Matthew</li> <li>-Document meaningful verses per chapter of the Gospel</li> <li>-Meditate on the Stations of the Cross</li> <li>-Participate with the community in the</li> </ul>	<p><b>Tasks</b></p> <ul style="list-style-type: none"> <li>-Oral and written prayers</li> <li>-Discussion</li> <li>-Demonstrations</li> <li>-Reflection</li> <li>-Inquiry</li> <li>-Written Record</li> </ul> <p><b>Observation</b></p>

	<ul style="list-style-type: none"> <li>-Children’s Mass</li> <li>-Friday Mass Readings and Reflections</li> <li>-Friday Mass Attendance</li> <li>-Stations of the Cross</li> <li>-Adoration</li> <li>-Reconciliation</li> </ul>	<p>Stations of the Cross</p> <ul style="list-style-type: none"> <li>-Read and discuss stories about Jesus before, during, and after his sentencing to death</li> <li>-Demonstrate ways to honor and obey our heavenly Father as well as those who guide us in faith</li> <li>-Respect the gift and dignity of life, and the gifts of the Earth</li> </ul> <p>-Prepare and practice the order of events in a Sunday Mass</p> <ul style="list-style-type: none"> <li>-Present the readings, response, and prayers of the faithful before the congregation</li> <li>-Bring forth the gifts to the altar</li> <li>-Study and reflect on weekly Mass readings</li> <li>-Attend Mass prayerfully and attentively</li> <li>-Reflect on and participate in pray for the Stations of the Cross</li> <li>-Show devotion and reverence while participating in pray before the Monstrance in the Adoration Chapel</li> <li>-Examine their conscience and reflect on personal choices</li> <li>-Practice the process of Reconciliation</li> <li>-Attend Reconciliation</li> </ul>	<ul style="list-style-type: none"> <li>-Participation</li> <li>-Cooperation</li> <li>-Reverence</li> <li>-Christ-like Behaviors</li> <li>-Running Record</li> </ul>
<p><b>A</b></p> <p><b>P</b></p> <p><b>R</b></p> <p><b>I</b></p> <p><b>L</b></p>	<p><b>Learning about Our Faith</b></p> <ul style="list-style-type: none"> <li>-Lent</li> <li>-Corporal Works of Mercy</li> <li>-The Stations of the Cross</li> <li>-Who was Jesus</li> <li>-Holy Week</li> <li>-Easter Triduum</li> <li>-Divine Mercy Sunday</li> <li>-We Love God’s People</li> </ul> <p><b>Practicing Our Faith</b></p> <ul style="list-style-type: none"> <li>-Friday Mass Readings and Reflections</li> </ul>	<ul style="list-style-type: none"> <li>-Reflect on the season of Lent as a time of fasting, prayer, sacrifice, and almsgiving</li> <li>-Practice and participate in the Corporal Works of Mercy</li> <li>-Meditate on the Stations of the Cross</li> <li>-Participate with the community in the Stations of the Cross</li> <li>-Read and discuss stories about Jesus before, during, and after his sentencing to death</li> <li>-Map out Holy Week and the Easter Triduum</li> </ul>	<p><b>Tasks</b></p> <ul style="list-style-type: none"> <li>-Oral and written prayers</li> <li>-Discussion</li> <li>-Demonstrations</li> <li>-Reflection</li> <li>-Inquiry</li> <li>-Poster</li> </ul> <p><b>Observation</b></p> <ul style="list-style-type: none"> <li>-Participation</li> <li>-Cooperation</li> <li>-Reverence</li> </ul>

	<ul style="list-style-type: none"> <li>-Friday Mass Attendance</li> <li>-Stations of the Cross</li> <li>-Adoration</li> </ul>	<ul style="list-style-type: none"> <li>-Differentiate the importance of each day during Holy Week</li> <li>-Investigate the significance of Divine Mercy Sunday</li> <li>-Participate in the Divine Mercy Chaplet</li> <li>-Implement ways to stay faithful to ourselves and others</li> <li>-Speak the Truth with love and understand that we will be persecuted for our Faith</li>   <li>-Present the readings, response, and prayers of the faithful before the congregation</li> <li>-Bring forth the gifts to the altar</li> <li>-Study and reflect on weekly Mass readings</li> <li>-Attend Mass prayerfully and attentively</li> <li>-Reflect on and participate in pray for the Stations of the Cross</li> <li>-Show devotion and reverence while participating in pray before the Monstrance in the Adoration Chapel</li> </ul>	<ul style="list-style-type: none"> <li>-Christ-like Behaviors</li> <li>-Running Record</li> </ul>
<p style="text-align: center;"><b>M A Y</b></p>	<p><b>Learning about Our Faith</b></p> <ul style="list-style-type: none"> <li>-Ascension of Our Lord</li> <li>-Pentecost</li> <li>-The Acts of the Apostles</li> <li>-The Beatitudes</li> <li>-Jesus Leads Us to Happiness</li> </ul> <p><b>Practicing Our Faith</b></p> <ul style="list-style-type: none"> <li>-Friday Mass Readings and Reflections</li> <li>-Friday Mass Attendance</li> <li>-School Rosary</li> <li>-Adoration</li> </ul>	<ul style="list-style-type: none"> <li>-Celebrate the Easter Season with focus on Divine Mercy Sunday, the Ascension, and Pentecost</li> <li>-Read and reflect on the Acts of the Apostles</li> <li>-Document meaningful verses per chapter of the Acts of the Apostles</li> <li>-Study the meaning of the Beatitudes</li> <li>-Act out ways to bring mercy and peace to others</li> <li>-Discover ways to find personal happiness</li>   <li>-Present the readings, response, and prayers of the faithful before the congregation</li> <li>-Bring forth the gifts to the altar</li> <li>-Study and reflect on weekly Mass readings</li> <li>-Attend Mass prayerfully and attentively</li> <li>-Pray and participate in an all school rosary</li> </ul>	<p><b>Tasks</b></p> <ul style="list-style-type: none"> <li>-Oral and written prayers</li> <li>-Discussion</li> <li>-Demonstrations</li> <li>-Reflection</li> <li>-Inquiry</li> <li>-Poster</li> </ul> <p><b>Observation</b></p> <ul style="list-style-type: none"> <li>-Participation</li> <li>-Cooperation</li> <li>-Reverence</li> <li>-Christ-like Behaviors</li> <li>-Running Record</li> </ul>

		-Show devotion and reverence while participating in pray before the Monstrance in the Adoration Chapel	
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## Curriculum Map—Science Grade 4

	CONCEPT	SKILLS	ASSESSMENT
<b>S</b> <b>E</b> <b>P</b> <b>T</b> <b>E</b> <b>M</b> <b>B</b> <b>E</b> <b>R</b>	<b>Physical Science</b> Matter -States of Matter -Solids, Liquids, and Gases -Heating and Cooling  <b>Earth Science</b> Interdependence within the Earth System -Air and Weather -Atmosphere -Temperature -Humidity -Pressure -Precipitation -Scientific Tools to Measure Weather	-Name and explain the 3 different states of matter -Understand how water changes state -Identify layers of the atmosphere -Recognize the difference between weather, air temperature, and humidity -List forms of precipitation -Know how scientists collect data at a weather station. -Name and identify tools that pertain to weather data -Describe properties of weather -Distinguish between solids, liquids, and gases in terms of shape and volume -Describe how the states of matter change as a result of heating and cooling -Define the atmosphere as a mixture of different gases -Describe four properties of weather that can be measured and the tools used to measure them	<b>Informal</b> -Teacher Observation -Whole Group Discussion -Partner Check -Demonstrations -Experiments -Vocabulary Cards -Online Videos  <b>Formal</b> -Paper-Pencil Outline -Note Taking -Summary of Information -Paper-Pencil Test -Oral Exam
<b>O</b> <b>C</b> <b>T</b> <b>O</b> <b>B</b> <b>E</b> <b>R</b>	<b>Earth Science</b> Interdependence within the Earth System -The Water Cycle -Evaporation -Condensation -Precipitation -Water-Air, On and Below the Ground -Types of Clouds  <b>Physical Science</b> Matter -Describing Matter -Mass -Volume	-Explain how water changes state and is recycled -Describe the different stages of the water cycle -Name and identify various types of clouds -Sequence the steps of the water cycle -Identify and describe types of clouds and precipitation -Identify where water collects on Earth and the atmosphere -Describe how water moves through the Earth system using the processes of evaporation, condensation, transpirations, and precipitation	<b>Informal</b> -Teacher Observation -Whole Group Discussion -Partner Check -Demonstrations -Experiments -Vocabulary Cards -Online Videos  <b>Formal</b> -Paper-Pencil Outline -Note Taking -Summary of Information -Paper-Pencil Test

	<ul style="list-style-type: none"> <li>-Density</li> <li>-Unseen Properties</li> <li>-Useful Properties</li> <li>-States of Matter</li> <li>-How We Use Matter</li> </ul>	<ul style="list-style-type: none"> <li>-Describe how the methods people utilize water in their homes and communities can affect water supply and quality</li> <li>-Describe matter by its properties</li> <li>-Hypothesis matter and its properties</li> <li>-Test and conclude matter and its properties</li> <li>-Define and describe the three states of matter</li> <li>-Explain how humans recycle matter</li> <li>-Use formulas to solve for mass, volume, and density</li> </ul>	-Diagram of Water Cycle
<b>N</b> <b>O</b> <b>V</b> <b>E</b> <b>M</b> <b>B</b> <b>E</b> <b>R</b>	<b>Physical Science</b> <b>Matter</b> <ul style="list-style-type: none"> <li>-Describing Matter</li> <li>-Measurement <ul style="list-style-type: none"> <li>-Metric System</li> <li>-Length and Width</li> <li>-Area</li> <li>-Volume</li> <li>-Density</li> <li>-Buoyancy</li> <li>-Weight</li> <li>-Gravity</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>-Compare and contrast properties of matter</li> <li>-Explain what happens when we use matter</li> <li>-Understand how we measure matter</li> <li>-Use standard units of measure</li> <li>-Compare different units of measure</li> <li>-Observe properties of matter</li> <li>-Describe properties of matter</li> <li>-Calculate properties of matter</li> <li>-Describe some properties of matter that can be measured</li> <li>-Measure properties of matter using correct units</li> </ul>	<b>Informal</b> <ul style="list-style-type: none"> <li>-Teacher Observation</li> <li>-Whole Group Discussion</li> <li>-Partner Check</li> <li>-Demonstrations</li> <li>-Experiments</li> <li>-Vocabulary Cards</li> <li>-Online Videos</li> </ul> <b>Formal</b> <ul style="list-style-type: none"> <li>-Paper-Pencil Outline</li> <li>-Note Taking</li> <li>-Summary of Information</li> <li>-Paper-Pencil Test</li> </ul>

	<b>CONCEPT</b>	<b>SKILLS</b>	<b>ASSESSMENT</b>
<b>D</b> <b>E</b> <b>C</b> <b>E</b> <b>M</b> <b>B</b>	<b>Physical Science</b> <b>Matter</b> <ul style="list-style-type: none"> <li>-Classifying Matter <ul style="list-style-type: none"> <li>-Elements</li> <li>-Atoms</li> <li>-Metals and Nonmetals</li> <li>-Element Symbols</li> <li>-The Periodic Table of Elements</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>-Explain what matter is made of</li> <li>-Use and read the periodic table of elements</li> <li>-Recognize how elements are organized</li> <li>-Understand how scientists use the periodic table of elements</li> <li>-Compare and contrast physical and chemical changes in matter</li> <li>-Identify signs of matter changing</li> </ul>	<b>Informal</b> <ul style="list-style-type: none"> <li>-Teacher Observation</li> <li>-Whole Group Discussion</li> <li>-Partner Check</li> <li>-Demonstrations</li> <li>-Experiments</li> <li>-Vocabulary Cards</li> <li>-Online Videos</li> </ul>

<b>E</b> <b>R</b>	<ul style="list-style-type: none"> <li>-Atomic Number</li> <li>-Comparing Properties of Matter</li> <li>-Matter and Its Changes</li> <li>-Physical Changes</li> <li>-Chemical Changes</li> <li>-Adding and Subtracting Energy</li> <li>-Environmental Changes</li> </ul>	<ul style="list-style-type: none"> <li>-Relate real-world examples to changes of matter</li> <li>-Compare and contrast different elements</li> <li>-Describe and explain some types of physical changes you can see every day</li> <li>-Discuss the conditions under which matter changes</li> <li>-Identify common chemical changes</li> </ul>	<b>Formal</b> <ul style="list-style-type: none"> <li>-Paper-Pencil Outline</li> <li>-Note Taking</li> <li>-Summary of Information</li> <li>-Paper-Pencil Test</li> </ul>
<b>J</b> <b>A</b> <b>N</b> <b>U</b> <b>A</b> <b>R</b> <b>Y</b>	<b>Earth Science</b> Earth Structure and Processes <ul style="list-style-type: none"> <li>-Minerals and Rocks</li> <li>-Mineral Properties</li> <li>-Types of Rocks</li> <li>-Relative Age</li> <li>-The Rock Cycle</li> <li>-Use of Rocks</li> <li>-Collecting Rocks</li> </ul>	<ul style="list-style-type: none"> <li>-Recognize that rocks may be uniform or made of mixtures of different minerals</li> <li>-Describe and classify minerals based on their physical properties</li> <li>-Compare the three types of rocks</li> <li>-Explain how the three types of rocks are formed and connected in the rock cycle</li> <li>-Conduct experiments to test for streak, luster, hardness, and reaction to vinegar</li> <li>-Understand why scientists use several properties to identify a mineral</li> <li>-Describe one path through the rock cycle</li> <li>-Compare slow and fast events in the rock cycle</li> <li>-Identify natural resources in multiple areas of the Earth</li> <li>-List various ways in which we use rocks</li> <li>-Collect and sort various rocks into a life-long collection</li> </ul>	<b>Informal</b> <ul style="list-style-type: none"> <li>-Teacher Observation</li> <li>-Whole Group Discussion</li> <li>-Partner Check</li> <li>-Demonstrations</li> <li>-Experiments</li> <li>-Vocabulary Cards</li> <li>-Online Videos</li> </ul> <b>Formal</b> <ul style="list-style-type: none"> <li>-Paper-Pencil Outline</li> <li>-Note Taking</li> <li>-Summary of Information</li> <li>-Paper-Pencil Test</li> <li>-Rock Collection</li> </ul>
<b>F</b> <b>E</b> <b>B</b> <b>R</b> <b>U</b> <b>A</b> <b>R</b>	<b>Physical Science</b> Energy <ul style="list-style-type: none"> <li>-Heat</li> <li>-Thermal Energy</li> <li>-Transferring Heat</li> <li>-Changing Temperature</li> <li>-Heat Transfer</li> <li>-Insulators and Conductors</li> <li>-Heat Changes Matter</li> </ul>	<ul style="list-style-type: none"> <li>-Describe the transfer of heat energy when a warm and a cool object are touching or near each other</li> <li>-Explain that heat flows from warmer materials to cooler materials</li> <li>-Describe and define conduction, convection, and radiation</li> <li>-List materials that act as insulators and conductors</li> </ul>	<b>Informal</b> <ul style="list-style-type: none"> <li>-Teacher Observation</li> <li>-Whole Group Discussion</li> <li>-Partner Check</li> <li>-Demonstrations</li> <li>-Experiments</li> <li>-Vocabulary Cards</li> <li>-Online Videos</li> </ul>

Y		<ul style="list-style-type: none"> <li>-Understand how heat and temperature are related</li> <li>-Describe how radiation is different from conduction and convection</li> <li>-Recognize how heat causes matter to expand</li> </ul>	<b>Formal</b> <ul style="list-style-type: none"> <li>-Paper-Pencil Outline</li> <li>-Note Taking</li> <li>-Summary of Information</li> <li>-Paper-Pencil Test</li> </ul>
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	CONCEPT	SKILLS	ASSESSMENT
<b>M A R C H</b>	<b>Physical Science</b> Energy <ul style="list-style-type: none"> <li>-Heat</li> <li>-Electricity               <ul style="list-style-type: none"> <li>-Positive and Negative Particles</li> <li>-Charges Interact</li> <li>-Static Electricity</li> <li>-Electrical Discharge</li> <li>-Electric Current</li> <li>-Circuits</li> <li>-Switches</li> <li>-Series and Parallel Circuits</li> <li>-Alternating and Direct Current</li> <li>-Amps, Watts, and Volts</li> <li>-Fuses and Circuit Breakers</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>-Explain that heat flows from warmer materials to cooler materials</li> <li>-Describe and define conduction, convection, and radiation</li> <li>-Identify several ways to generate heat energy</li> <li>-Describe the characteristics of electrically charged objects</li> <li>-Explain the difference between static and current electricity</li> <li>-Construct a simple electrical circuit using wires, batteries, and light bulbs</li> <li>-Experiment with materials as charges add up</li> <li>-Create and analyze a closed circuit</li> <li>-Distinguish between series and parallel circuit</li> <li>-Use formulas to solve for amps, watts, and volts</li> <li>-Explain how fuses and circuit breakers work</li> </ul>	<b>Informal</b> <ul style="list-style-type: none"> <li>-Teacher Observation</li> <li>-Whole Group Discussion</li> <li>-Partner Check</li> <li>-Demonstrations</li> <li>-Experiments</li> <li>-Vocabulary Cards</li> <li>-Online Videos</li> </ul> <b>Formal</b> <ul style="list-style-type: none"> <li>-Paper-Pencil Outline</li> <li>-Note Taking</li> <li>-Summary of Information</li> <li>-Paper-Pencil Test</li> </ul>
<b>A P R</b>	<b>Physical Science</b> Energy <ul style="list-style-type: none"> <li>-Electricity</li> <li>-Magnetism               <ul style="list-style-type: none"> <li>-Attract and Repel</li> <li>-Poles and Particles</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>-Describe the characteristics of electrically charged objects</li> <li>-Explain the difference between static and current electricity</li> <li>-Describe a magnetic field and the effect of distance on magnetic force.</li> </ul>	<b>Informal</b> <ul style="list-style-type: none"> <li>-Teacher Observation</li> <li>-Whole Group Discussion</li> <li>-Partner Check</li> <li>-Demonstrations</li> <li>-Experiments</li> </ul>

<b>I</b> <b>L</b>	<ul style="list-style-type: none"> <li>-Magnetic Field</li> <li>-Earth's Magnetic Field</li> <li>-Electromagnet</li> <li>-Electric Motors</li> <li>-Generators</li> <li>-Turbines</li> <li>-Alternating and Direct Current</li> <li>-Voltage</li> <li>-Transformers</li> </ul>	<ul style="list-style-type: none"> <li>-Understand how an electromagnet, an electric motor, and a generator work</li> <li>-Describe how magnets can repel or attract</li> <li>-Explain how magnets attract certain metal objects</li> <li>-Demonstrate how an electric current can produce a magnetic force</li> <li>-Show how poles attract and repel each other</li> <li>-Explain how the poles of magnets are similar to electrical charges</li> <li>--Understand how a compass works</li> <li>-Examine how the magnetic poles of the Earth are different than the geographic poles of the Earth</li> <li>-Make connections between turbines and generators</li> <li>-Identify renewable and nonrenewable resources</li> <li>-Explain how transformers step up or down voltage along power lines</li> </ul>	<ul style="list-style-type: none"> <li>-Vocabulary Cards</li> <li>-Online Videos</li> </ul> <p><b>Formal</b></p> <ul style="list-style-type: none"> <li>-Paper-Pencil Outline</li> <li>-Note Taking</li> <li>-Summary of Information</li> <li>-Paper-Pencil Test</li> </ul>
<b>M</b> <b>A</b> <b>Y</b>	<p><b>Life Science</b></p> <p>Human Interactions with Living Systems</p> <ul style="list-style-type: none"> <li>-Diseases</li> <li>-Defense Mechanisms</li> <li>-Antibodies</li> <li>-Virus v. Bacterial</li> <li>-Vaccinations</li> </ul> <p><b>The Nature of Science and Engineering</b></p> <p>The Practice of Engineering</p> <p>Interactions among Science, Engineering, Technology, and Society</p> <ul style="list-style-type: none"> <li>-Research Inventors</li> <li>-Design Your Own Invention</li> </ul>	<ul style="list-style-type: none"> <li>-Recognize that the body has a defense system against germs</li> <li>-Explain how tears, saliva, skin, and blood support bodily health</li> <li>-Give examples of diseases that can be prevented by vaccination</li> <li>-Identify and investigate a design solution</li> <li>-Describe how the design solution was used to solve an everyday problem</li> <li>-Generate ideas and possible constraints for solving a problem through engineering design</li> <li>-Test and evaluate solutions considering advantages and disadvantages</li> <li>-Communicate test results effectively</li> <li>-Describe a situation in which one invention led to other inventions</li> <li>-Research famous inventors and their</li> </ul>	<p><b>Informal</b></p> <ul style="list-style-type: none"> <li>-Teacher Observation</li> <li>-Whole Group Discussion</li> <li>-Partner Check</li> <li>-Demonstrations</li> <li>-Experiments</li> <li>-Vocabulary Cards</li> <li>-Online Videos</li> </ul> <p><b>Formal</b></p> <ul style="list-style-type: none"> <li>-Paper-Pencil Outline</li> <li>-Note Taking</li> <li>-Summary of Information</li> <li>-Paper-Pencil Test</li> <li>-Invention</li> <li>-Presentation</li> </ul>

		inventions -Create and present their own invention	
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## Curriculum Map—Social Studies Grade 4

	CONCEPT	SKILLS	ASSESSMENT
<b>S</b> <b>E</b> <b>P</b> <b>T</b> <b>E</b> <b>M</b> <b>B</b> <b>E</b> <b>R</b>	<p><b>Discovering the Social Sciences</b></p> <ul style="list-style-type: none"> <li>-Economists</li> <li>-Historians</li> <li>-Geographer</li> <li>-Political Scientist</li> </ul> <p><b>Exploring Regions of the United States</b></p> <ul style="list-style-type: none"> <li>-Location and Direction</li> <li>-Scales and Symbols</li> <li>-Latitude and Longitude</li> <li>-The Global Grid</li> <li>-Kinds of Maps</li> <li>-5 Regions of the US</li> </ul> <p><b>Geography</b></p>	<ul style="list-style-type: none"> <li>-Create simple definitions for the terms economist, geographer, political scientist, and historian.</li> <li>-Identify artifacts that social scientists use in their research.</li> <li>-Draw conclusions from examination of artifacts from an archaeological perspective.</li> <li>-Interpret a physical map of the United States by using directions and latitude and longitude.</li> <li>-Interpret special-purpose maps: elevation, annual rainfall, and population density.</li> <li>-Hypothesize the location of five photographs, using geographic information.</li> <li>-Analyze the relationship between river systems and people.</li> <li>-Research geographic information.</li> <li>-Create and use various kinds of maps, including overlaying thematic maps, of places in the United States, and also Canada or Mexico; incorporate the “TODALS” map basics, as well as points, lines and colored areas to display spatial information.</li> <li>-Use latitude and longitude on maps and globes to locate places in the United States, and also Canada or Mexico.</li> <li>-Choose the most appropriate data from maps, charts, and graphs in an atlas to answer specific questions about geographic issues in the United States, and also Canada or Mexico.</li> <li>-Use photographs or satellite-produced images to interpret spatial information about the United States, and also Canada or Mexico.</li> <li>-Locate and identify the physical and human</li> </ul>	<p><b>Informal</b></p> <ul style="list-style-type: none"> <li>-Teacher Observation</li> <li>-Participation</li> <li>-Whole Group Discussion</li> <li>-Think, Pair, Share</li> <li>-Written/Oral Summaries</li> <li>-Partner Check</li> <li>-Map Skills</li> <li>-Activities</li> </ul> <p><b>Formal</b></p> <ul style="list-style-type: none"> <li>-Note Taking</li> <li>-Summary of Information</li> <li>-Map of State, Capital, Abbreviation, Location</li> <li>-Paper-Pencil Test</li> </ul>

		<p>characteristics of places in the United States, and also Canada or Mexico.</p> <p>-Name and locate countries neighboring the United States and their major cities.</p>	
<p><b>O</b></p> <p><b>C</b></p> <p><b>T</b></p> <p><b>O</b></p> <p><b>B</b></p> <p><b>E</b></p>	<p><b>Exploring Regions of the United States</b></p> <p><b>People of the United States</b></p> <ul style="list-style-type: none"> <li>-Culture and Diversity in America</li> <li>-First Settlers and Contributions of: <ul style="list-style-type: none"> <li>-American Indians</li> <li>-Spanish and Latinos</li> <li>-Europeans</li> <li>-African Americans</li> <li>-Asian Americans</li> </ul> </li> </ul> <p><b>Economics</b></p> <p><b>Geography</b></p> <p><b>History</b></p>	<ul style="list-style-type: none"> <li>-Interpret a physical map of the United States by using directions and latitude and longitude.</li> <li>-Interpret special-purpose maps: elevation, annual rainfall, and population density.</li> <li>-Hypothesize the location of five photographs, using geographic information.</li> <li>-Analyze the relationship between river systems and people.</li> <li>-Research geographic information.</li> <li>-Transfer information from the text to drawings about the settlement stories of ethnic groups.</li> <li>-Identify key contributions to American society made by the five ethnic groups.</li> <li>-Identify where the people who first settles in students' neighborhoods or towns came from.</li> <li>-Apply a reasoned decision-making process to make a choice</li> <li>-Define the productivity of a resource and describe ways to increase it.</li> <li>-Describe a market as any place or manner in which buyers and sellers interact to make exchanges</li> <li>-Describe prices as payments of money for items exchanged in markets.</li> <li>-Create and use various kinds of maps, including overlaying thematic maps, of places in the United States, and also Canada or Mexico; incorporate the "TODALS" map basics, as well as points, lines and colored areas to display spatial information.</li> <li>-Choose the most appropriate data from</li> </ul>	<p><b>Informal</b></p> <ul style="list-style-type: none"> <li>-Teacher Observation</li> <li>-Participation</li> <li>-Whole Group Discussion</li> <li>-Think, Pair, Share</li> <li>-Written/Oral Summaries</li> <li>-Partner Check</li> <li>-Map Skills</li> <li>-Activities</li> </ul> <p><b>Formal</b></p> <ul style="list-style-type: none"> <li>-Note Taking</li> <li>-Summary of Information</li> <li>-Map of State, Capital, Abbreviation, Location</li> <li>-Paper-Pencil Test</li> </ul>

		<p>maps, charts, and graphs in an atlas to answer specific questions about geographic issues in the United States, and also Canada or Mexico.</p> <ul style="list-style-type: none"><li>-Locate and identify the physical and human characteristics of places in the United States, and also Canada or Mexico.</li><li>-Name and locate states and territories, major cities and state capitals in the United States.</li><li>-Name and locate countries neighboring the United States and their major cities.</li><li>-Use data to analyze and explain the changing distribution of population in the United States and Canada over the last century.</li><li>-Explain how geographic factors affect population distribution and the growth of cities in the United States and Canada.</li><li>-Explain how humans adapt to and/or modify the physical environment and how they are in turn affected by these adaptations and modifications.</li><li>-Describe how the location of resources and the distribution of people and their various economic activities has created different regions in the United States and Canada.</li><li>-Analyze the impact of geographic factors on the development of modern agricultural regions in Minnesota and the United States.</li><li>-Use maps to compare and contrast a particular region in the United States, and also Canada or Mexico, at different points in time.</li><li>-Identify and locate on a map or globe the origins of peoples in the local community and state; create a timeline of when different groups arrived; describe why and how they came.</li></ul>	
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<b>N</b> <b>O</b> <b>V</b> <b>E</b> <b>M</b> <b>B</b> <b>E</b> <b>R</b>	<p><b>People of the United States</b></p> <p><b>The Election Process</b></p> <ul style="list-style-type: none"> <li>-The Federal System</li> <li>-The Separation of Powers</li> <li>-Importance of Leadership</li> <li>-Choosing Our Leaders</li> <li>-Congress</li> <li>-How Ideas Become Laws</li> <li>-Rights and Responsibilities of Citizenship</li> </ul> <p><b>Citizen and Government</b></p> <p><b>Economics</b></p> <p><b>Geography</b></p>	<ul style="list-style-type: none"> <li>-Transfer information from the text to drawings about the settlement stories of ethnic groups.</li> <li>-Identify key contributions to American society made by the five ethnic groups.</li> <li>-Identify where the people who first settles in students' neighborhoods or towns came from.</li> <li>-Describe how people take action to influence a decision on a specific issue</li> <li>-Explain how local, state, national, or tribal governments have influenced a decision</li> <li>-Identify the major roles and responsibilities of elected and appoint leaders in a community, state and nation</li> <li>-Name some current leaders who function in these roles and how they are selected</li> </ul>	<p><b>Informal</b></p> <ul style="list-style-type: none"> <li>-Teacher Observation</li> <li>-Participation</li> <li>-Whole Group Discussion</li> <li>-Think, Pair, Share</li> <li>-Written/Oral Summaries</li> <li>-Partner Check</li> <li>-Map Skills</li> <li>-Activities</li> </ul> <p><b>Formal</b></p> <ul style="list-style-type: none"> <li>-Note Taking</li> <li>-Summary of Information</li> <li>-Map of State, Capital, Abbreviation, Location</li> <li>-Paper-Pencil Test</li> <li>-Oral Exam</li> </ul>

	<b>CONCEPT</b>	<b>SKILLS</b>	<b>ASSESSMENT</b>
<b>D</b> <b>E</b> <b>C</b> <b>E</b> <b>M</b> <b>B</b> <b>E</b> <b>R</b>	<p><b>Northeast Region of the USA</b></p> <ul style="list-style-type: none"> <li>-NE Coast</li> <li>-NE Mountains</li> <li>-Democracy</li> <li>-American Revolution</li> <li>-Canals and Locks</li> <li>-NYC</li> <li>-Industry and Mass Production</li> <li>-Independence Hall</li> <li>-D.C. and Government Buildings</li> <li>-National Monuments</li> <li>-States and Capitals</li> <li>-Location and Abbreviations</li> <li>-Basic Economics and Industry</li> <li>-Land Features and Landmarks</li> <li>-Population</li> </ul>	<ul style="list-style-type: none"> <li>-Categorize key elements of the economy, geography, government, history, and people of the NE.</li> <li>-Use a map of the region to trace the route of a tour through the NE.</li> <li>-Identify the advantages and disadvantages of democracy, mass production, and laws.</li> <li>-Analyze working conditions in the textile mills of Lowell, MA.</li> <li>-Apply a reasoned decision-making process to make a choice</li> <li>-Define the productivity of a resource and describe ways to increase it.</li> <li>-Describe a market as any place or manner in which buyers and sellers interact to make exchanges</li> </ul>	<p><b>Informal</b></p> <ul style="list-style-type: none"> <li>-Teacher Observation</li> <li>-Participation</li> <li>-Whole Group Discussion</li> <li>-Think, Pair, Share</li> <li>-Written/Oral Summaries</li> <li>-Partner Check</li> <li>-Map Skills</li> <li>-Activities</li> </ul> <p><b>Formal</b></p> <ul style="list-style-type: none"> <li>-Note Taking</li> <li>-Summary of Information</li> <li>-Map of State, Capital, Abbreviation, Location</li> <li>-Paper-Pencil Test</li> </ul>

	<p>-Points of Interest</p> <p><b>Economics</b> <b>Geography</b> <b>History</b></p>	<ul style="list-style-type: none"> <li>-Describe prices as payments of money for items exchanged in markets.</li> <li>-Create and use various kinds of maps, including overlaying thematic maps, of places in the United States</li> <li>-Choose the most appropriate data from maps, charts, and graphs in an atlas to answer specific questions about geographic issues in the United States, and also Canada or Mexico.</li> <li>-Use photographs or satellite-produced images to interpret spatial information about the United States</li> <li>-Locate and identify the physical and human characteristics of places in the United States</li> <li>-Name and locate states and territories, major cities and state capitals in the United States.</li> <li>-Use data to analyze and explain the changing distribution of population in the United States over the last century.</li> <li>-Explain how geographic factors affect population distribution and the growth of cities in the United States and Canada.</li> <li>-Explain how humans adapt to and/or modify the physical environment and how they are in turn affected by these adaptations and modifications.</li> <li>-Describe how the location of resources and the distribution of people and their various economic activities has created different regions in the United States</li> <li>-Analyze the impact of geographic factors on the development of modern agricultural regions in the United States.</li> <li>-Use maps to compare and contrast a particular region in the United States at different points in time.</li> <li>-Identify and locate on a map or globe the</li> </ul>	
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		<p>origins of peoples in the local community and state.</p> <p>-Describe why and how different groups came to the region.</p>	
<p><b>J</b></p> <p><b>A</b></p> <p><b>N</b></p> <p><b>U</b></p> <p><b>A</b></p> <p><b>R</b></p> <p><b>Y</b></p>	<p><b>Northeast Region of the USA</b></p> <ul style="list-style-type: none"> <li>-Population Density</li> <li>-City v Rural</li> <li>-Housing Options</li> <li>-Making a Living</li> <li>-Modes of Transportation</li> <li>-People and Pollution</li> <li>-Activities and Tourist Attractions</li> <li>-States and Capitals</li> <li>-Location and Abbreviations</li> <li>-Basic Economics and Industry</li> <li>-Land Features and Landmarks</li> <li>-Population</li> <li>-Points of Interest</li> </ul> <p><b>Southeast Region of the USA</b></p> <ul style="list-style-type: none"> <li>-Ports of the SE</li> <li>-Everglades National Park</li> <li>-JFK Space Center</li> <li>-Colony of Jamestown</li> <li>-Coal Mines of Appalachia</li> <li>-Musical Influence of Memphis and New Orleans</li> <li>-Oil Rigs in the Gulf</li> <li>-Cotton Plantations</li> <li>-Civil Right Movement</li> <li>-States and Capitals</li> <li>-Location and Abbreviations</li> <li>-Basic Economics and Industry</li> <li>-Land Features and Landmarks</li> <li>-Population</li> <li>-Points of Interest</li> </ul> <p><b>Economics</b></p>	<p>-Simulate the population density of the NE and compare it with that of other regions of the US.</p> <p>-Evaluate the effect of population density on the lives off urban and rural dwelling northeasterners.</p> <p>-Describe the relationship between inventions and changes in city life.</p> <p>-Apply map skills to locate nine important places in the SE.</p> <p>-Use a map of the region to race the route of a tour through the SE.</p> <p>-Describe the major physical and human features of the SE.</p> <p>-Identify the difficulties that early colonists faced in Jamestown, VA.</p> <p>-Identify different SE musical traditions.</p> <p>-Identify the ways in which life in America has changes since the Civil Rights Movement.</p> <p>-Hypothesize the impact of geographic location on art.</p> <p>-Apply a reasoned decision-making process to make a choice</p> <p>-Define the productivity of a resource and describe ways to increase it.</p> <p>-Describe a market as any place or manner in which buyers and sellers interact to make exchanges</p> <p>-Describe prices as payments of money for items exchanged in markets.</p> <p>-Create and use various kinds of maps, including overlaying thematic maps, of places in the United States</p>	<p><b>Informal</b></p> <ul style="list-style-type: none"> <li>-Teacher Observation</li> <li>-Participation</li> <li>-Whole Group Discussion</li> <li>-Think, Pair, Share</li> <li>-Written/Oral Summaries</li> <li>-Partner Check</li> <li>-Map Skills</li> <li>-Activities</li> </ul> <p><b>Formal</b></p> <ul style="list-style-type: none"> <li>-Note Taking</li> <li>-Summary of Information</li> <li>-Map of State, Capital, Abbreviation, Location</li> <li>-Paper-Pencil Test</li> </ul>

	<p><b>Geography</b> <b>History</b></p>	<ul style="list-style-type: none"> <li>-Choose the most appropriate data from maps, charts, and graphs in an atlas to answer specific questions about geographic issues in the United States</li> <li>-Use photographs or satellite-produced images to interpret spatial information about the United States</li> <li>-Locate and identify the physical and human characteristics of places in the United States</li> <li>-Name and locate states and territories, major cities and state capitals in the United States.</li> <li>-Use data to analyze and explain the changing distribution of population in the United States over the last century.</li> <li>-Explain how geographic factors affect population distribution and the growth of cities in the United States</li> <li>-Explain how humans adapt to and/or modify the physical environment and how they are in turn affected by these adaptations and modifications.</li> <li>-Describe how the location of resources and the distribution of people and their various economic activities has created different regions in the United States</li> <li>-Analyze the impact of geographic factors on the development of modern agricultural regions in the United States.</li> <li>-Use maps to compare and contrast a particular region in the United States at different points in time.</li> <li>-Identify and locate on a map or globe the origins of peoples in the local community and state.</li> <li>-Describe why and how different groups came to the region.</li> </ul>	
	<p><b>Southeast Region of the USA</b></p>	<p>-Interpret geographic information from</p>	<p><b>Informal</b></p>

<p><b>F</b> <b>E</b> <b>B</b> <b>R</b> <b>U</b> <b>A</b> <b>R</b> <b>Y</b></p>	<ul style="list-style-type: none"> <li>-SE Geographic Features</li> <li>-Elevation: Highlands and Lowlands</li> <li>-Rivers and Ocean</li> <li>-Fall Line</li> <li>-Natural Resources</li> <li>-Industry</li> <li>-Agriculture</li> <li>-Dangerous Weather</li> <li>-States and Capitals</li> <li>-Location and Abbreviations</li> <li>-Basic Economics and Industry</li> <li>-Land Features and Landmarks</li> <li>-Population</li> <li>-Points of Interest</li> </ul> <p><b>Midwest Region of the USA</b></p> <ul style="list-style-type: none"> <li>-Corn, Wheat, and Milk of the Midwest</li> <li>-Gateway to the West</li> <li>-Farming State of IA</li> <li>-Feedlot and Meatpacking</li> <li>-Mount Rushmore</li> <li>-Crazy Horse Memorial</li> <li>-Soo Locks of the Great Lakes</li> <li>-Detroit: Motor City</li> <li>-Transportation Hubs</li> <li>-Wrigley Field</li> <li>-MOA</li> <li>-States and Capitals</li> <li>-Location and Abbreviations</li> <li>-Basic Economics and Industry</li> <li>-Land Features and Landmarks</li> <li>-Population</li> <li>-Points of Interest</li> </ul> <p><b>Economics</b> <b>Geography</b> <b>History</b></p>	<p>special-purpose maps and images of the SE.</p> <ul style="list-style-type: none"> <li>-Hypothesize the effects of geography and read to confirm or correct.</li> <li>-Report on the effects of Hurricane Andrew on FL.</li> <li>-Apply what has been learned by identifying the effects of geography in their own community.</li> <li>-Describe the major physical and human features of the Midwest.</li> <li>-Apply map skills to locate nine important sites in the Midwest.</li> <li>-Use a map of the region to trace the route of a tour through the Midwest.</li> <li>-Categorize key elements of the economy, geography, transportation, history, and people of the Midwest over time.</li> <li>-Apply a reasoned decision-making process to make a choice</li> <li>-Define the productivity of a resource and describe ways to increase it.</li> <li>-Describe a market as any place or manner in which buyers and sellers interact to make exchanges</li> <li>-Describe prices as payments of money for items exchanged in markets.</li> <li>-Create and use various kinds of maps, including overlaying thematic maps, of places in the United States</li> <li>-Choose the most appropriate data from maps, charts, and graphs in an atlas to answer specific questions about geographic issues in the United States</li> <li>-Use photographs or satellite-produced images to interpret spatial information about the United States</li> <li>-Locate and identify the physical and human characteristics of places in the United States</li> <li>-Name and locate states and territories,</li> </ul>	<ul style="list-style-type: none"> <li>-Teacher Observation</li> <li>-Participation</li> <li>-Whole Group Discussion</li> <li>-Think, Pair, Share</li> <li>-Written/Oral Summaries</li> <li>-Partner Check</li> <li>-Map Skills</li> <li>-Activities</li> </ul> <p><b>Formal</b></p> <ul style="list-style-type: none"> <li>-Note Taking</li> <li>-Summary of Information</li> <li>-Map of State, Capital, Abbreviation, Location</li> <li>-Paper-Pencil Test</li> </ul>
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		<p>major cities and state capitals in the United States.</p> <ul style="list-style-type: none"> <li>-Use data to analyze and explain the changing distribution of population in the United States over the last century.</li> <li>-Explain how geographic factors affect population distribution and the growth of cities in the United States</li> <li>-Explain how humans adapt to and/or modify the physical environment and how they are in turn affected by these adaptations and modifications.</li> <li>-Describe how the location of resources and the distribution of people and their various economic activities has created different regions in the United States</li> <li>-Analyze the impact of geographic factors on the development of modern agricultural regions in the United States.</li> <li>-Use maps to compare and contrast a particular region in the United States at different points in time.</li> <li>-Identify and locate on a map or globe the origins of peoples in the local community and state.</li> <li>-Describe why and how different groups came to the region.</li> </ul>	
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	<b>CONCEPT</b>	<b>SKILLS</b>	<b>ASSESSMENT</b>
<b>M A R C</b>	<p><b>Midwest Region of the USA</b></p> <ul style="list-style-type: none"> <li>-Industry During WW11</li> <li>-Farm Equipment 1800, 1900, 2000</li> <li>-Compare and Contrast Farming across Centuries</li> <li>-Farming Today</li> <li>-Importance of Corn</li> </ul>	<ul style="list-style-type: none"> <li>-Identify changes in the work place during WWII.</li> <li>-Make and check predictions and hypothesize explanations of farming over time.</li> <li>-Analyze images of technology advancements in regards to farming.</li> </ul>	<p><b>Informal</b></p> <ul style="list-style-type: none"> <li>-Teacher Observation</li> <li>-Participation</li> <li>-Whole Group Discussion</li> <li>-Think, Pair, Share</li> <li>-Written/Oral Summaries</li> <li>-Partner Check</li> </ul>

<p><b>H</b></p>	<ul style="list-style-type: none"> <li>-States and Capitals</li> <li>-Location and Abbreviations</li> <li>-Basic Economics and Industry</li> <li>-Land Features and Landmarks</li> <li>-Population</li> <li>-Points of Interest</li> </ul> <p><b>Southwest Region of the USA</b></p> <ul style="list-style-type: none"> <li>-Land Use and Resources</li> <li>-Monument Valley: Home of the Navajos</li> <li>-Phoenix: America's Hottest City</li> <li>-Hoover Dam</li> <li>-Grand Canyon</li> <li>-Carlsbad Caverns</li> <li>-El Paso and Cuidad Juarez</li> <li>-San Antonio: Home of the Alamo</li> <li>-Austin</li> <li>-Guthrie, OK: Center of the Land Rush</li> <li>-States and Capitals</li> <li>-Location and Abbreviations</li> <li>-Basic Economics and Industry</li> <li>-Land Features and Landmarks</li> <li>-Population</li> <li>-Points of Interest</li> </ul> <p><b>Economics</b> <b>Geography</b> <b>History</b></p>	<ul style="list-style-type: none"> <li>-Compare and contrast farm size, farm technologies, and farm life from 1800 to today.</li> <li>-Analyze the design of the Hoover Dam.</li> <li>-Identify the challenges faced by people along the US-Mexico border.</li> <li>-Describe the land rush in OK</li> <li>-Discover reasons why population increased in the SW</li> <li>-Reflect on the conflict between Texas and Mexico at the Alamo.</li> <li>-Apply a reasoned decision-making process to make a choice</li> <li>-Define the productivity of a resource and describe ways to increase it.</li> <li>-Describe a market as any place or manner in which buyers and sellers interact to make exchanges</li> <li>-Describe prices as payments of money for items exchanged in markets.</li> <li>-Create and use various kinds of maps, including overlaying thematic maps, of places in the United States</li> <li>-Choose the most appropriate data from maps, charts, and graphs in an atlas to answer specific questions about geographic issues in the United States and Mexico.</li> <li>-Use photographs or satellite-produced images to interpret spatial information about the United States and Mexico.</li> <li>-Locate and identify the physical and human characteristics of places in the United States</li> <li>-Name and locate states and territories, major cities and state capitals in the United States.</li> <li>-Use data to analyze and explain the changing distribution of population in the United States over the last century.</li> <li>-Explain how geographic factors affect</li> </ul>	<ul style="list-style-type: none"> <li>-Map Skills</li> <li>-Activities</li> </ul> <p><b>Formal</b></p> <ul style="list-style-type: none"> <li>-Note Taking</li> <li>-Summary of Information</li> <li>-Map of State, Capital, Abbreviation, Location</li> <li>-Paper-Pencil Test</li> </ul>
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		<p>population distribution and the growth of cities in the United States and Canada.</p> <ul style="list-style-type: none"> <li>-Explain how humans adapt to and/or modify the physical environment and how they are in turn affected by these adaptations and modifications.</li> <li>-Describe how the location of resources and the distribution of people and their various economic activities has created different regions in the United States</li> <li>-Analyze the impact of geographic factors on the development of modern agricultural regions in the United States.</li> <li>-Use maps to compare and contrast a particular region in the United States and Mexico, at different points in time.</li> <li>-Identify and locate on a map or globe the origins of peoples in the local community and state; create a timeline of when different groups arrived; describe why and how they came.</li> <li>-Use maps to compare and contrast a particular region in the United States at different points in time.</li> <li>-Identify and locate on a map or globe the origins of peoples in the local community and state.</li> <li>-Describe why and how different groups came to the region.</li> </ul>	
<p><b>A</b> <b>P</b> <b>R</b> <b>I</b> <b>L</b></p>	<p><b>A Case Study in Water Use: The Colorado River Basin</b></p> <ul style="list-style-type: none"> <li>-Explorers and First Settlers</li> <li>-Increased Settlement</li> <li>-The Colorado River Compact</li> <li>-Use of Dams</li> <li>-Water Users Increase</li> <li>-Wildlife Water Users</li> </ul>	<ul style="list-style-type: none"> <li>-Identify geographic features in the Colorado River Basin.</li> <li>-Identify the impact of limited resources on people</li> <li>-Analyze the experiences of groups that have shared water from the CO River.</li> <li>-Make predictions about water resources.</li> <li>-Explain the CO River Basin compact.</li> </ul>	<p><b>Informal</b></p> <ul style="list-style-type: none"> <li>-Teacher Observation</li> <li>-Participation</li> <li>-Whole Group Discussion</li> <li>-Think, Pair, Share</li> <li>-Written/Oral Summaries</li> <li>-Partner Check</li> <li>-Map Skills</li> </ul>

	<p>-Future of Water in the Basin</p> <p><b>Economics</b> <b>Geography</b> <b>History</b></p>	<ul style="list-style-type: none"> <li>-Recognize ways to conserve and reuse water.</li> <li>-Apply a reasoned decision-making process to make a choice</li> <li>-Define the productivity of a resource and describe ways to increase it.</li> <li>-Create and use various kinds of maps, including overlaying thematic maps, of places in the United States</li> <li>-Choose the most appropriate data from maps, charts, and graphs in an atlas to answer specific questions about geographic issues in the United States and Mexico.</li> <li>-Use photographs or satellite-produced images to interpret spatial information about the United States, and also Canada or Mexico.</li> <li>-Locate and identify the physical and human characteristics of places in the United States</li> <li>-Name and locate states and territories, major cities and state capitals in the United States.</li> <li>-Use data to analyze and explain the changing distribution of population in the United States over the last century.</li> <li>-Explain how geographic factors affect population distribution and the growth of cities in the United States and Canada.</li> <li>-Explain how humans adapt to and/or modify the physical environment and how they are in turn affected by these adaptations and modifications.</li> <li>-Describe how the location of resources and the distribution of people and their various economic activities has created different regions in the United States</li> <li>-Analyze the impact of geographic factors on the development of modern agricultural regions in the United States.</li> </ul>	<p>-Activities</p> <p><b>Formal</b></p> <ul style="list-style-type: none"> <li>-Note Taking</li> <li>-Summary of Information</li> <li>-Map of State, Capital, Abbreviation, Location</li> <li>-Paper-Pencil Test</li> <li>-Online Exam</li> </ul>
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<p><b>M A Y</b></p>	<p><b>West Region of the USA</b>          -Roadways of the West          -Lewis and Clark: Lolo Pass, MT          -Yellowstone National Park          -Leadville, CO: Silver Mining Town          -Sunny Southern CA Movie Industry          -CA Agriculture          -Columbia River Gorge          -Sawmill of Tacoma, WA          -Anchorage, AK: Iditarod Teams          -Honolulu, HI: Tourist Paradise          -The Pacific Crest and John Muir Trail          -States and Capitals          -Location and Abbreviations          -Basic Economics and Industry          -Land Features and Landmarks          -Population          -Points of Interest</p> <p><b>Cities of the West</b>          -Denver, CO          -Salt Lake City, UT          -Boise, ID          -Seattle, WA          -Portland, OR          -San Jose, CA          -Las Vegas, NV</p> <p><b>Discover Minnesota</b>          -Geography          -History          -Economy          -Government</p> <p><b>United States Review          Citizen and Government</b></p>	<p>-Identify reasons why the West has attracted people.          -Apply map skills to locate the nine important sites in the West.          -Describe the physical and human features of the West.          -Identify characteristics of the geography, history, people, economy, and recreational activities of seven cities in the West.          -Identify ways in which people in Portland, OR, keep the city beautiful and help the environment.          -Compare western cities to students' own community using a Venn Diagram.          -Identify major geographic features of MN          -Create a timeline of MN history.          -Identify primary and secondary sources of information.          -Identify details of the settlement, growth, and development of MN.          -Discover primary economic activities of MN.          -Explain how geographic and natural resources of MN relate to the economy          -Make choices about whether to spend or save money.          -Identify 3 branches of government and the representatives of MN.          -Describe rights and responsibilities of citizens in MN.          -Describe tribal government and some of the services it provides          -Distinguish between United States and tribal forms of government          -Apply a reasoned decision-making process to make a choice          -Define the productivity of a resource and</p>	<p><b>Informal</b>          -Teacher Observation          -Participation          -Whole Group Discussion          -Think, Pair, Share          -Written/Oral Summaries          -Partner Check          -Map Skills          -Activities</p> <p><b>Formal</b>          -Note Taking          -Summary of Information          -Map of State, Capital, Abbreviation, Location          -Paper-Pencil Test          -Project</p>
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<p><b>Economics</b> <b>Geography</b> <b>History</b></p>		<p>describe ways to increase it.</p> <ul style="list-style-type: none"><li>-Describe a market as any place or manner in which buyers and sellers interact to make exchanges</li><li>-Describe prices as payments of money for items exchanged in markets.</li><li>-Create and use various kinds of maps, including overlaying thematic maps, of places in the United States, and also Canada or Mexico; incorporate the “TODALS” map basics, as well as points, lines and colored areas to display spatial information.</li><li>-Use latitude and longitude on maps and globes to locate places in the United States, and also Canada or Mexico.</li><li>-Choose the most appropriate data from maps, charts, and graphs in an atlas to answer specific questions about geographic issues in the United States, and also Canada or Mexico.</li><li>-Use photographs or satellite-produced images to interpret spatial information about the United States, and also Canada or Mexico.</li><li>-Locate and identify the physical and human characteristics of places in the United States, and also Canada or Mexico.</li><li>-Name and locate states and territories, major cities and state capitals in the United States.</li><li>-Name and locate countries neighboring the United States and their major cities.</li><li>-Use data to analyze and explain the changing distribution of population in the United States and Canada over the last century.</li><li>-Explain how geographic factors affect population distribution and the growth of cities in the United States and Canada.</li></ul>	
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