

4th Grade ELA Curriculum

Gasconade County R-2 School District
2017-18

Grade Level: 4th Grade

Subject: ELA

| Month | Reading/Speaking and Listening/Writing | Key Vocabulary | Reading Links to New MLS | Science and Social Studies Big Ideas to use in ELA | Essential Questions |
|--|--|---|--|---|---|
| <p>1st Quarter</p> <p style="color: #f4a460; font-weight: bold;">August</p> | <p>READING <i>comprehension</i></p> <p>4.R.1.A.a 4.R.1.A.b 4.R.1.A.c <i>vocabulary</i></p> <p>4.R.1.B.e 4.R.1.B.f <i>connections</i></p> <p>4.R.1.C.a 4.R.1.C.b <i>independent text</i></p> <p>4.R.1.D.a 4.R.1.D.b <i>nonfiction</i></p> <p>4.R.3.A.a 4.R.3.A.b <i>phonics</i></p> <p>4.RF.3.A.a 4.RF.3.A.b <i>fluency</i></p> <p>4.RF.4.A.a</p> <p>WRITING <i>prewriting</i></p> <p>4.W.1.A.a 4.W.1.A.b</p> | <p>draw conclusions, infer, conclude, genre, relevant, analyze, summarize, fiction, nonfiction, sequence, interpret, evidence, schema, prior knowledge, root word, prefix, suffix, fluency, main idea, justifying, paraphrase, supporting details, fragment, run-on, legible, interrogative, imperative, declarative, exclamatory, precise words and phrases.</p> | <p>Missouri Learning Standards</p> | <p>Social Studies-retrieving information using nonfiction text features.</p> | <p>Can I explain the routines of reading workshop?</p> <p>Can I explain the routines of writing workshop?</p> <p>Comprehension/Connections Can I monitor comprehension and make adjustments when meaning breaks down?</p> <p>Independent Text/Phonics/Fluency Can I analyze text to find a just right book?</p> <p>Subject/Verb Agreement Can I construct subject/verb agreement?</p> <p>Can I differentiate between 1st, 2nd, and 3rd person pronouns?</p> <p>Sentence Types Can I investigate and compose using the four types of sentences?</p> <p>Can I recognize and critique sentence fragments and run-on sentences?</p> <p>Conventions</p> |
| <p style="color: #f4a460; font-weight: bold;">August</p> | | | <p>Missouri Learning</p> | | |

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|-------|---|----------------|----------------------------------|--|---|
| | <p>4.W.1.A.c 4.W.1.A.d <i>drafting</i> 4.W.1.B.a 4.W.1.B.b 4.W.1.B.c 4.W.1.B.d <i>revising/editing</i> 4.W.1.C.a 4.W.1.C.b <i>publishing</i> 4.W.1.D.a 4.W.1.D.b</p> <p>LANGUAGE <i>subject/verb agreement</i> 4.L.1.A.e <i>4 sentence types</i> 4.L.1.A.h <i>fragments/run-ons</i> 4.L.1.A.i <i>legibility</i> 4.L.1.B.a <i>punctuation</i> 4.L.1.B.b 4.L.1.B.c <i>capitalization</i> 4.L.1.B.d 4.L.1.B.e <i>spelling</i> 4.L.1.B.f 4.L.1.B.g</p> <p>SPEAKING/LISTENING <i>listening for purpose</i> 4.SL.1.A (all) <i>listening for entertain</i></p> | | <p>Standards</p> | | <p>Can I use an editing checklist to assess and modify my writing.</p> <p>Speaking/Listening Can I apply effective listening skills and strategies?</p> <p>Can I speak clearly and to the point?</p> |

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| | 4.SL.2.A (all discussions) 4.SL.3.A (all) presentation 4.SL.4.A (all) | | | | |
| September | <p>READING <i>comprehension</i></p> <p>4.R.1.A.a 4.R.1.A.b 4.R.1.A.c <i>vocabulary</i></p> <p>4.R.1.B.e 4.R.1.B.f <i>connections</i></p> <p>4.R.1.C.a 4.R.1.C.b <i>independent text</i></p> <p>4.R.1.D.a 4.R.1.D.b <i>nonfiction</i></p> <p>4.R.3.A.a 4.R.3.A.b <i>phonics</i></p> <p>4.RF.3.A.a 4.RF.3.A.b <i>fluency</i></p> <p>4.RF.4.A.a</p> <p>WRITING <i>prewriting</i></p> <p>4.W.1.A.a 4.W.1.A.b 4.W.1.A.c 4.W.1.A.d <i>drafting</i></p> <p>4.W.1.B.a</p> | <p>draw conclusions, infer, conclude, genre, relevant, analyze, summarize, fiction, nonfiction, sequence, interpret, evidence, schema, prior knowledge, root word, prefix, suffix, fluency, main idea, justifying, paraphrase, supporting details, fragment, run-on, legible, interrogative, imperative, declarative, exclamatory, precise words and phrases.</p> <p>prewriting, drafting</p> | <p>Missouri Learning Standards</p> <p>Missouri Learning</p> | <p>Social Studies- retrieving information using nonfiction text features</p> | <p>Can I follow the routines of the reading workshop?</p> <p>Can I follow the routines of the writing workshop?</p> <p>Comprehension Can I analyze text to find a just right book?</p> <p>Subject/Verb Agreement Can I construct subject/verb agreement?</p> <p>Can I differentiate between 1st, 2nd, and 3rd person pronouns?</p> <p>Sentence Types Can I investigate and compose using the four types of sentences?</p> <p>Can I recognize and critique sentence fragments and run-on sentences?</p> <p>Conventions Can I use an editing checklist to assess and modify my writing?</p> <p>Speaking/Listening Can I apply effective listening skills and strategies?</p> <p>Can I speak clearly and to the point?</p> |

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| September | <p>4.W.1.B.b 4.W.1.B.c 4.W.1.B.d <i>revising/editing</i> 4.W.1.C.a 4.W.1.C.b <i>publishing</i> 4.W.1.D.a 4.W.1.D.b</p> <p>LANGUAGE <i>subject/verb agreement</i> 4.L.1.A.e <i>4 sentence types</i> 4.L.1.A.h <i>fragments/run-ons</i> 4.L.1.A.i <i>legibility</i> 4.L.1.B.a <i>punctuation</i> 4.L.1.B.b 4.L.1.B.c <i>capitalization</i> 4.L.1.B.d 4.L.1.B.e <i>spelling</i> 4.L.1.B.f 4.L.1.B.g</p> <p>SPEAKING/LISTENING <i>listen for a purpose</i> 4.SL.1.A (all) <i>listen for entertain</i> 4.SL.2.A (all) <i>discussions</i> 4.SL.3.A (all) <i>presenting</i> 4.SL.4.A (all)</p> | | Standards | | |

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|-------------------------------|--|--|---|---|---|
| <p>October</p> <p>October</p> | <p>READING <i>comprehension</i> 4.R.1.A.a 4.R.1.A.b 4.R.1.A.c <i>vocabulary</i> 4.R.1.B.e 4.R.1.B.f <i>connections</i> 4.R.1.C.a 4.R.1.C.b <i>independent text</i> 4.R.1.D.a 4.R.1.D.b <i>nonfiction</i> 4.R.3.A.a 4.R.3.A.b <i>phonics</i> 4.RF.3.A.a 4.RF.3.A.b <i>fluency</i> 4.RF.4.A.a</p> <p>WRITING <i>prewriting</i> 4.W.1.A.a 4.W.1.A.b 4.W.1.A.c 4.W.1.A.d <i>drafting</i> 4.W.1.B.a 4.W.1.B.b 4.W.1.B.c 4.W.1.B.d <i>revising/editing</i> 4.W.1.C.a</p> | <p>draw conclusions, infer, conclude, genre, relevant, analyze, summarize, fiction, nonfiction, sequence, interpret, evidence, schema, prior knowledge, root word, prefix, suffix, fluency, main idea, justifying, paraphrase, supporting details, fragment, run-on, legible, interrogative, imperative, declarative, exclamatory, precise words and phrases.</p> <p>revising, editing, publishing, bibliography, citations, plagiarism</p> | <p>Missouri Learning Standards</p> <p>Missouri Learning Standards</p> | <p>Social Studies- research, organize information, write with appropriate sequence, and present on a topic related to Social Studies (Famous Missourian Project)</p> | <p>Can I follow the routines of the reading workshop?</p> <p>Can I follow the routines of the writing workshop?</p> <p>Independent Text Can I analyze text to find a just right book?</p> <p>Subject/Verb Agreement Can I construct subject/verb agreement?</p> <p>Can I differentiate between 1st, 2nd, and 3rd person pronouns?</p> <p>Sentence Types Can I investigate and compose using the four types of sentences?</p> <p>Can I recognize and critique sentence fragments and run-on sentences?</p> <p>Conventions Can I use an editing checklist to assess and modify my writing?</p> <p>Technology Can I apply technology skills to publish my writing?</p> <p>Speaking/Listening Can I apply effective listening skills and strategies?</p> <p>Can I speak clearly and to the point?</p> <p>Research Skills Can I synthesize information to write a research paper?</p> |

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|---|---|----------------|--|--|---|
| <p style="text-align: center;">October</p> | <p>4.W.1.C.b <i>publishing</i> 4.W.1.D.a 4.W.1.D.b <i>informative/explanatory</i> 4.W.2.B (all) <i>research process</i> 4.W.3.A.c 4.W.3.A.d 4.W.3.A.f 4.W.3.A.g 4.W.3.A.h</p> <p>LANGUAGE subject/verb agreement 4.L.1.A.e <i>4 sentence types</i> 4.L.1.A.h <i>fragments/run-ons</i> 4.L.1.A.i <i>legibility</i> 4.L.1.B.a <i>punctuation</i> 4.L.1.B.b 4.L.1.B.c <i>capitalization</i> 4.L.1.B.d 4.L.1.B.e <i>spelling</i> 4.L.1.B.f 4.L.1.B.g</p> <p>SPEAKING/LISTENING <i>listen for purpose</i> 4.SL.1.A (all) <i>listen for entertain</i> 4.SL.2.A (all) <i>discussions</i></p> | | <p style="text-align: center;">Missouri Learning Standards</p> | | <p>Can I compare and choose appropriate resources for a research topic?</p> |

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| | 4.SL.3.A (all) <i>presenting</i> 4.SL.4.A (all) | | | | |
| 2nd Quarter November | READING <i>reading process</i> 4.R.1.A (all) <i>vocabulary</i> 4.R.1.B (all) <i>connections</i> 4.R.1.C.a 4.R.1.C.b <i>independent text</i> 4.R.1.D.a 4.R.1.D.b <i>fiction</i> 4.R.2.A (all) <i>phonics</i> 4.RF.3.A.a 4.RF.3.A.b <i>fluency</i> 4.RF.4.A.a WRITING <i>prewriting</i> 4.W.1.A.a 4.W.1.A.b 4.W.1.A.c 4.W.1.A.d <i>drafting</i> 4.W.1.B.a 4.W.1.B.b 4.W.1.B.c 4.W.1.B.d | draw conclusions, infer, conclude, genre, relevant, analyze, summarize, sequence, interpret, evidence, schema, prior knowledge, fiction, precise words and phrases. myth, tension, mood, culture, traditional, folktale, fable, fantasy, theme, personality traits, helping verbs, progressive verbs | Missouri Learning Standards | Social Studies- Create a newscast reporting on a conflict in Missouri including details of a solution to the problem. | Fiction Can I interpret the elements of fiction? Can I determine the fictional point-of-view? Can I use clues from the text to infer the category of fiction? Narrative Writing Can I determine what makes a good author? Can I select a topic that is appropriate for my audience? Conventions Can I use an editing checklist to assess and modify my writing? Sentence Structure Can I expand the complete, simple, and compound four types of sentences? Can I critique and correct sentence fragments and run-on sentences? Helping Verbs Can I identify and apply helping verbs in my writing? Progressive Verbs Can I construct progressive verbs to show past, |
| November | LANGUAGE <i>helping verbs</i> | | Missouri Learning | | |

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|------------------------|---|--|---|---|--|
| | <p>4.1.L.A.a <i>progressive verbs</i></p> <p>4.1.L.A.c <i>4 sentence types</i></p> <p>4.1.L.A.h <i>fragments/run-ons</i></p> <p>4.1.L.A.i <i>legibility</i></p> <p>4.L.1.B.a <i>punctuation</i></p> <p>4.L.1.B.b</p> <p>4.L.1.B.c <i>capitalization</i></p> <p>4.L.1.B.d</p> <p>4.L.1.B.e <i>spelling</i></p> <p>4.L.1.B.f</p> <p>4.L.1.B.g</p> <p>SPEAKING/LISTENING <i>listen for a purpose</i></p> <p>4.SL.1.A (all) <i>listen for entertain</i></p> <p>4.SL.2.A (all) <i>discussions</i></p> <p>4.SL.3.A (all) <i>presenting</i></p> <p>4.SL.4.A (all)</p> | | <p>Standards</p> | | <p>present, and future?</p> <p>Speaking/Listening Can I apply effective listening skills and strategies?</p> <p>Can I speak clearly and to the point with expression and fluency?</p> |
| <p>December</p> | <p>READING <i>comprehension</i></p> <p>4.R.1.A (all) <i>vocabulary</i></p> <p>4.R.1.B (all) <i>connections</i></p> <p>4.R.1.C.a</p> <p>4.R.1.C.b <i>independent text</i></p> | <p>conclusions, infer, conclude, genre, relevant, analyze, summarize, sequence, interpret, evidence, schema, prior knowledge, fiction,</p> | <p>Missouri Learning Standards</p> <p>Missouri Learning Standards</p> | <p>Social Studies- Write a letter to an organization or professional person requesting information about jobs or government in Missouri that help people meet their needs.</p> | <p>Fiction Can I interpret the elements of fiction?</p> <p>Can I determine the fictional point-of-view?</p> <p>Can I use clues from the text to infer the category of fiction?</p> |

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|---|---|---|--|--|---|
| <p>December</p> <p>December</p> | <p>4.R.1.D.a 4.R.1.D.b <i>fiction</i> 4.R.2.A (all) <i>drama</i> 4.R.2.C.a 4.R.2.C.b <i>phonics</i> 4.RF.3.A.a 4.RF.3.A.b <i>fluency</i> 4.RF.4.A.a</p> <p>WRITING <i>drafting</i> 4.W.1.B.a 4.W.1.B.b 4.W.1.B.c 4.W.1.B.d <i>revising/editing</i> 4.W.1.C(all) <i>publishing</i> 4.W.1.D.a 4.W.1.D.b <i>narrative/literary</i> 4.W.2.C (all)</p> <p>LANGUAGE <i>helping verbs</i> 4.L.1.A.a <i>order of adjectives</i> 4.1.L.A.b <i>progressive verbs</i> 4.1.L.A.c <i>4 sentence types</i> 4.1.L.A.h <i>fragments/run-ons</i> 4.1.L.A.i</p> | <p>myth, tension, mood, culture, traditional, folktale, fable, fantasy, theme, helping verbs, progressive verbs, precise words and phrasing</p> <p>adjective</p> | <p>Missouri Learning Standards</p> | | <p>Narrative Writing Can I determine what makes a good author?</p> <p>Can I select a topic that is appropriate for my audience?</p> <p>Conventions Can I use an editing checklist to to assess and modify my writing?</p> <p>Sentence Structure Can I expand the complete, simple, and compound four types of sentences?</p> <p>Can I critique and correct sentence fragments and run-on sentences?</p> <p>Helping Verbs Can I identify and apply helping verbs in my writing?</p> <p>Progressive Verbs Can I construct progressive verbs to show past, present, and future?</p> <p>Technology Can I apply technology skills to publish my writing?</p> <p>Speaking/Listening Can I apply effective learning skills and strategies?</p> <p>Can I speak clearly and to the point with expression and fluency?</p> |

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| | <p>4.RF.3.A.a 4.RF.3.A.b <i>fluency</i> 4.RF.4.A</p> <p>WRITING <i>prewriting</i> 4.W.1.A (all) <i>drafting</i> 4.W.1.B (all)</p> <p>LANGUAGE <i>writing with adverbs</i> 4.L.1.A.d <i>subject/verb agreement</i> 4.L.1.A.e <i>prepositions</i> 4.L.1.A.f <i>conventions</i> 4.L.1.B.a-i</p> <p>SPEAKING/LISTENING <i>listen for a purpose</i> 4.SL.1.A.a 4.SL.1.A.b 4.SL.1.A.c</p> | cause and effect, impact | Standards | | |
| February | <p>READING <i>comprehension</i> 4.R.1.A (all) <i>vocabulary</i> 4.R.1.B (all) <i>connections</i> 4.R.1.C.a 4.R.1.C.b <i>independent text</i> 4.R.1.D (all) <i>NF text features</i> 4.R.3.A (all)</p> | infer, conclude, genre, relevant, analyze, summarize, sequence, draw conclusions, interpret, evidence, schema, prior knowledge, precise words and | Missouri Learning Standards Missouri Learning | Science- Define a problem and design a solution that can be reflected and revised. | <p>Text Structures Can I differentiate between explicit and implicit relationships among ideas in text?</p> <p>Can I analyze evidence to compare and contrast?</p> <p>Can I distinguish between a first-hand and second-hand account of the same event or topic?</p> <p>Can I verify what is a fact/opinion using evidence</p> |
| February | | | | | |

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|----------|---|--|---|--|---|
| February | <p><i>literary techniques</i> 4.R.3.B (all) <i>NF text structures</i> 4.R.3.C (all) <i>digital/media literacy</i> 4.R.4.A.a 4.R.4.A.b 4.R.4.A.c 4.R.4.A.d <i>phonics</i> 4.RF.3.A.a 4.RF.3.A.b <i>fluency</i> 4.RF.4.A</p> <p>WRITING <i>drafting</i> 4.W.1.B (all) <i>revising/editing</i> 4.W.1.C.a 4.W.1.C.b <i>publishing</i> 4.W.1.D.a 4.W.1.D.b <i>informative/explanatory</i> 4.W.2.B (all) <i>research process</i> 4.W.3.A (all)</p> <p>LANGUAGE <i>conventions</i> 4.L.1.B (all)</p> <p>SPEAKING/LISTENING <i>listen for a purpose</i> 4.SL.1.A(all) <i>listen for entertainment</i> 4.SL.2.A.a</p> | <p>phrases, explicit, implicit, media, prepositions, adverbs, compare, contrast, first-hand, second-hand, fact and opinion, cause and effect, impact</p> | <p>Standards</p> <p>Missouri Learning Standards</p> | | <p>from the text?</p> <p>Technology Can I properly apply technology skills to publish my writing?</p> <p>Research Skills Can I alphabetize reference sources?</p> <p>Spelling Can I apply my knowledge of letter sounds and spelling patterns to correctly spell words?</p> <p>Can I apply my knowledge of word structure to help me spell unfamiliar multisyllabic words?</p> <p>Nonfiction Text Features/Science Can I define a problem and design multiple solutions to compare?</p> |

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| <p>March</p> | <p><i>conventions</i> 4.L.1.B (all)</p> <p>SPEAKING/LISTENING <i>listen for a purpose</i> 4.SL.1.A (all) <i>discussing</i> 4.SL.3.A (all) <i>presenting</i> 4.SL.4.A (all)</p> | | | | |
| <p>April</p> | <p>READING <i>comprehension</i> 4.R.1.A (all) <i>vocabulary</i> 4.R.1.B (all) <i>connections</i> 4.R.1.C (all) <i>independent text</i> 4.R.1.D (all) <i>poetry</i> 4.R.2.B.a <i>author's language</i> 4.R.3.B.c <i>author's purpose</i> 4.R.3.C.c <i>phonics</i> 4.RF.3.A (all) <i>fluency</i> 4.RF.4.A.a</p> <p>WRITING <i>drafting</i> 4.W.1.B (all) <i>revising/editing</i> 4.W.1.C (all) <i>publishing</i> 4.W.1.D (all) <i>opinion/argumentative</i></p> | <p>infer, conclude, genre, relevant, analyze, summarize, sequence, draw conclusions, interpret, evidence, schema, prior knowledge, precise words and phrases, explicit, implicit, prepositions, adverbs, compare, contrast, first-hand, second-hand, fact and opinion, cause and effect, impact</p> <p>argumentative, opinion</p> | <p>Missouri Learning Standards</p> <p>Missouri Learning Standards</p> | <p>Science- Generate and compare solutions for reducing the impact of natural Earth process on humans. <i>(possible opinion writing topic)</i></p> | <p>Poetry Structures Can I explain the structural elements of poetry?</p> <p>Opinion Writing Can I establish a position and provide reasons supported by facts and details?</p> <p>Research/Writing Skills Can I synthesize information from research in my own words except for direct quotations?</p> <p>Conventions Can I implement correct capitalization and punctuation in my writing?</p> <p>Technology Can I properly apply technology skills to publish my writing?</p> |

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| | 4.W.2.A.d 4.W.2.A.e 4.W.2.A.f 4.W.2.A.g <i>informative/explanatory</i> 4.W.2.B (all) LANGUAGE <i>conventions</i> 4.L.1.B (all) SPEAKING/LISTENING <i>listen for a purpose</i> 4.SL.1.A (all) <i>discussions</i> 4.SL.3.A (all) <i>presenting</i> 4.SL.4.A (all) | | | | |
| May | Review of all necessary standards | Review of vocabulary | Missouri Learning Standards | | |
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