

## Curriculum Map

**Course Title:** English Language Arts

**Grade:** 4<sup>th</sup>

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| <b>Unit (Name/Number):</b> Reading Literature   | <b>Pacing:</b> Refer to RCC Pacing Guide |
| <b>Essential Question(s):</b> How do I demonstrate understanding of key ideas and details in literary texts? How do I summarize literary texts? |  |

| Content/Key Concepts   | Standards   | Key Vocabulary  | Learning Activities/Resources  | Evidence of Learning<br>(Assessments; Performance Tasks)   |
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| <p><b><u>Key Ideas and Details</u></b></p> <p>E04.A-K.1.1.3 Describe in depth a character, setting, or event in a story, drama, or poem, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).</p> <p>E04.A-K.1.1.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p>E04.A-K.1.1.1 Refer to details and examples in a text when explaining what the text explicitly says and when drawing inferences from the text.</p> <p><b><u>Craft and Structure</u></b></p> <p>E04.A-C.2.1.1 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. Note: "Stories" means narration of events told through the text types of stories, dramas, or poems.</p> | <p><b><u>Common Core Standards</u></b></p> <p>RI.4.1<br/>RI.4.2<br/>RI.4.3</p> <p><b><u>PA Core Standard</u></b></p> <p>CC.1.3.4.A<br/>CC.1.3.4.B<br/>CC.1.3.4.C</p> <p><b><u>Common Core Standards</u></b></p> <p>RI.4.6</p> <p><b><u>PA Core Standard</u></b></p> <p>CC.1.3.4.D</p> | <ul style="list-style-type: none"> <li>• drama</li> <li>• motivations</li> <li>• character</li> <li>• character traits</li> <li>• problems</li> <li>• settings</li> <li>• solutions</li> <li>• details</li> <li>• events</li> <li>• theme</li> <li>• infer</li> <li>• lyric poem</li> <li>• summarize</li> <li>• plot</li> <li>• inference</li> <li>• evidence</li> <li>• details</li> <li>• examples</li> </ul> <ul style="list-style-type: none"> <li>• narrator</li> <li>• first-person</li> <li>• third-person</li> <li>• point of view</li> <li>• compare</li> <li>• contrast</li> </ul> | <p><b>RCC Lesson 7:</b> Describing Characters in Plays</p> <p><b>RCC Lesson 8:</b> Describing Settings and Events in Stories<br/><a href="#">Sample Assessment Questions</a></p> <p><b>RCC Lesson 9:</b> Determining the Theme of a Story</p> <p><b>RCC Lesson 10:</b> Determining the Theme of a Poem</p> <p><b>RCC Lesson 11:</b> Summarizing Literary Texts<br/><a href="#">Sample Assessment Questions</a></p> <p><b>RCC Lesson 12:</b> Supporting Inferences About Literary Texts<br/><a href="#">Sample Assessment Questions</a></p> <p><b>RCC Lesson 18:</b> Comparing Points of View<br/><a href="#">Sample Assessment Questions</a></p> | <p><b>Assessment Options:</b><br/>RCC Independent Practice<br/>SAS Assessment Builder</p> <p><b>Required Assessment:</b><br/>RCC Unit 2 Interim Assessment</p> |

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| <p>CC.1.3.4.E Explain major differences between poems, drama and prose and refer to the structural elements of each when writing or speaking about a text.<br/>**no eligible content</p>   | <p><b><u>Common Core Standards</u></b><br/>RI.4.5</p> <p><b><u>PA Core Standard</u></b><br/>CC.1.3.4.E</p> | <ul style="list-style-type: none"> <li>• structural element</li> <li>• meter</li> <li>• verse</li> <li>• rhythm</li> <li>• stanza</li> <li>• rhyme</li> <li>• structural elements</li> <li>• dialogue</li> <li>• cast of characters</li> <li>• stage directions</li> <li>• setting</li> <li>• script</li> <li>• drama</li> <li>• prose</li> </ul> | <p>RCC Lesson 19: Elements of Poetry<br/>RCC Lesson 20: Elements of Plays<br/>RCC Lesson 21: Comparing Poems, Plays, and Prose<br/><a href="#">Sample Assessment Questions</a></p>  | <p><b>Assessment Options:</b><br/>RCC Independent Practice<br/>SAS Assessment Builder</p> <p><b>Required Assessment:</b><br/>RCC Unit 4 Interim Assessment</p>                                 |
| <p><b><u>Vocabulary Acquisition and Use</u></b><br/>E04.A-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase, including words or phrases that allude to significant characters found in literature (e.g., Herculean effort). b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</p> <p>E04.A-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in</p> | <p><b><u>Common Core Standards</u></b><br/>RI.4.4</p> <p><b><u>PA Core Standard</u></b><br/>CC.1.3.4.F</p> | <ul style="list-style-type: none"> <li>• context clues</li> <li>• mythology</li> <li>• allude to</li> <li>• significant</li> <li>• subject area</li> <li>• academic words</li> <li>• context clues</li> </ul>   | <p>RCC Lesson 17: Understanding Vocabulary in Literary Texts<br/><a href="#">Sample Assessment Questions</a></p> <p>RCC Lesson 13: Unfamiliar Words<br/>**also included with other standards</p> <p>RCC - Language Handbook Lessons 16, 17, 18,19,20,21,22,23<br/>**also included with other standards</p> <p><a href="#">Sample Assessment Questions</a></p> | <p><b>Assessment Options:</b><br/>RCC Independent Practice<br/>SAS Assessment Builder (for Lesson 17)</p> <p><b>Required Assessment:</b><br/>RCC Unit 4 Interim Assessment (for Lesson 17)</p> |

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| <p>word meanings. a. Explain the meaning of similes and metaphors in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Demonstrate understanding of words by relating them to their antonyms and synonyms.</p> <p><b><u>Integration of Knowledge and Ideas</u></b><br/> CC.1.3.4.G Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.<br/> **no eligible content</p> <p>E04.A-C.3.1.1 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures. Note: “Stories” means narration of events told through the text types of stories, dramas, or poems.</p> <p><b><u>Vocabulary Acquisition and Use</u></b><br/> E04.A-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a</p> | <p><b><u>Common Core Standards</u></b><br/> RI.4.7</p> <p><b><u>PA Core Standard</u></b><br/> CC.1.3.4.G</p> <p><b><u>Common Core Standards</u></b><br/> RI.4.9</p> <p><b><u>PA Core Standard</u></b><br/> CC.1.3.4.H</p> <p><b><u>Common Core Standards</u></b><br/> RI.4.4<br/> RI.4.6</p> <p><b><u>PA Core Standard</u></b><br/> CC.1.3.4.I<br/> CC.1.3.4.J</p> | <ul style="list-style-type: none"> <li>● setting</li> <li>● characters</li> <li>● events</li> <li>● connections</li> <li>● theme</li> <li>● traditional literature</li> <li>● topic</li> <li>● opposition</li> <li>● patterns of events</li> <li>● quest</li> <li>● myth</li> </ul><br><ul style="list-style-type: none"> <li>● subject area</li> <li>● academic words</li> <li>● context clues</li> </ul> | <p><b>Medial Feature</b> Connecting Presentations of a Text<br/> <a href="#">Sample Assessment Questions</a></p> <p>RCC Lesson 25: Comparing Topics and Themes in Stories<br/> RCC Lesson 26: Comparing Patterns of Events in Stories<br/> <a href="#">Sample Assessment Questions</a></p><br><p>RCC Lesson 13 - Unfamiliar Words<br/> **also included with other standards<br/> <a href="#">Sample Assessment Questions</a><br/> RCC - Language Handbook Lessons 16, 17, 18,19,20,21,22,23<br/> **also included with other standards</p> <p>RCC - Language Handbook Lesson 24</p> | <p><b>Assessment Options:</b><br/> RCC Independent Practice<br/> SAS Assessment Builder</p> <p><b>Required Assessment:</b><br/> RCC Unit 6 Interim Assessment</p><br><p><b>Required Assessment:</b><br/> <sup>1</sup>RCC Language Handbook: Independent Practice</p> |
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<sup>1</sup> The independent practice with each lesson should be used as assessment.

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| <p>word or phrase, including words or phrases that allude to significant characters found in literature (e.g., Herculean effort). b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</p> <p>E04.A-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Explain the meaning of similes and metaphors in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Demonstrate understanding of words by relating them to their antonyms and synonyms.</p> <p>CC.1.3.4.K Read and comprehend literary fiction on grade-level, reading independently and proficiently.</p> | <p><b><u>Common Core Standards</u></b><br/>RI.4.10</p> <p><b><u>PA Core Standard</u></b><br/>CC.1.3.4.K</p> |  | <p><a href="#">Sample Assessment Questions</a></p> <p>Integrated throughout all ELA fiction curriculum<br/><a href="#">Sample Assessment Questions</a></p> <p>FOCUS books, Reading A-Z Close reading packs</p> <p>Prove It chart, graphic organizers, RCC</p> <p>Word wall, word sorts by meaning<br/><b>missing Figurative Language Unit at B.O.Y</b></p> <p>Plays from Reading Street, RCC</p> |  |
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