

CURRICULUM UNIT MAP

1ST QUARTER

COURSE TITLE: Communication Arts

GRADE: 4

| Unit Title and Objectives | List CLTs for Each Objective | Brief Description of Formative Assessment(s) | End-of-Unit Benchmark or Performance Assessment |
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| <p>Unit: Text Features/Narrative Elements (The Gardener)</p> <p>WEEK 1—OBJECTIVES Locate, interpret, and apply text features to aid comprehension</p> <p>Read grade-level instructional text with fluency, accuracy and expression by adjusting reading rate to difficulty and type of text.</p> <p>WEEKS 1-2 —OBJECTIVES Use details from text to make inferences about setting</p> <p>Use details from text to make inferences about character traits</p> <p>Use details from text to describe story problem(s)/solution(s)</p> <p>Develop vocabulary through text using context clues</p> <p>Develop vocabulary through text using a glossary/dictionary</p> | I know the title of the book is what the author named it. | Students complete a worksheet over text features. | Narrative Elements Benchmark Assessment |
| | I know the author is who wrote the book. | | |
| | I know the copyright date is when the author copyrighted it. | Students will work with weekly fluency passages. | |
| | I know the publisher is who printed the book. | Students take “Vocabulary Quiz 1” clicker quiz. | |
| | I know the number of pages tells me how long the book is. | | |
| | I know the table of contents tells me what information is in the book and where to find the information. | Students take a clicker quiz over Narrative Elements. | |
| | I know the glossary is like a dictionary for a certain book that can be used to find definitions for unknown words in that book. | Students take “Vocabulary Quiz 2” clicker quiz. | |
| | I can locate the text features I need to find information in a book. | Students complete a clicker quiz over Inferences. | |
| | I know that fluency means how quickly I can read a passage. | Students complete a Smart Notebook activity using context clues to use vocabulary words in sentences. | |
| | I can read a passage for one minute and try to read as many words as I can. | | |
| | I can keep track of my number or words per minute and try to increase them every time I read a passage. | Students look up vocabulary words from the story in the glossary and complete a vocabulary activity. | |
| | I know making inferences means that I use what the author writes and what I already know, to understand what is happening in the story. | | |
| | I know the setting is where and when the story takes place. | | |
| | I can read a story and determine where and when it is taking place. | | |
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| WEEKS 1-2 CONTINUED | I know characters are who or what the story is mostly about. | | |
| | I can read a story and identify traits of the main character. | | |
| | I know that a problem in a story is a conflict or issue for the main character or characters that need to be solved. | | |
| | I know that a solution in a story is how the problem gets solved. | | |
| | I can read a story and identify the problem for the main character or characters. | | |
| | I can read a story and identify the solution of how the problem gets solved. | | |
| | I know that vocabulary words are important words I need to know to understand a story. | | |
| | I know that context clues are words or phrases surrounding an unknown word that help me figure out the meaning of a new word. | | |
| | I can read a passage and indentify new or unknown words. | | |
| | I can use the words around the new word to help figure out its meaning. | | |
| | I can use the sentences before or after the new word to help figure out its meaning. | | |
| WEEK 3 —OBJECTIVES Apply pre-reading strategies to aid comprehension, such as, previewing, and predicting | I know that previewing a passage means to skim over the passage and locate the important information. | Students complete a prediction worksheet. | The Gardener reading comprehension test. Context Clues, Inferences, and Making Predictions Benchmark Assessment. |
| | I can preview a passage that is presented to me. | | |
| | I know that making predictions about a passage means to make an educated guess about what will happen next. | | |
| | I can preview a passage and make a prediction about what will happen next. | | |
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| Unit: Sentences | | | |

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| WEEKS 3-4—OBJECTIVES Compose text with sentence variety | I know sentences are groups of words that have a naming part and a telling part. | Students complete a SmartNotebook activity “What is a Sentence?” | Grammar Sentences Benchmark Assessment |
| | I can read a group of words and determine if it is a complete sentence or a fragment. | Students complete a SmartNotebook activity “Sentence Fragment Rules”. | |
| | I know declarative sentences tell me something and end with a period. | “Dinnertime” clicker quiz. | |
| | I know interrogative sentences ask me something and end with a question mark. | Students complete a types of sentences project. | |
| | I know imperative sentences give a command and end with a period. | | |
| | I know exclamatory sentences show excitement or emotion and end with an exclamation point. | | |
| Unit: Donovan’s Word Jar WEEKS 5-6 *Review Context Clues objectives * Review Narrative Elements objectives Develop vocabulary through text, using root words and affixes Develop vocabulary through text using synonyms and antonyms | *Review Context Clues CLTs. | Students complete root word and affixes worksheets. | Prefixes, Suffixes, and Roots test in SmartNotebook. Donovan’s Word Jar reading comprehension test. Language Mechanics and Usage Benchmark Assessment. |
| | *Review Narrative Elements CLTs. | | |
| | I know that words are made up of roots, prefixes, and suffixes. | Students complete root word and affixes quiz. | |
| | I know that a root is the main part of the word and contains its meaning. | | |
| | I know that a prefix is added to the front of a root word and changes its meaning. | Students complete synonym and antonym worksheets. | |
| | I know that a suffix is added to the end of a root word and changes its meaning. | Students complete a synonym and antonym quiz. | |
| | I know that synonyms are words with the same or similar meanings. | | |
| | I know that antonyms are words with opposite meanings. | | |

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| Unit: My Name is Maria Isabell WEEK 7—OBJECTIVES *Review Context Clues objectives *Review Narrative Elements objectives *Review Prediction objectives *Review Sentences objectives Use details from text to draw conclusions | *Review Context Clues CLTs. | Students complete Types of Sentences SmartNotebook activity. Students complete Types of Sentences clicker quiz. | Context Clues, Inferences, Drawing Conclusions Benchmark Assessment. My Name is Maria Isabell reading comprehension test. |
| | *Review Narrative Elements CLTs. | | |
| | *Review Prediction CLTs. | | |
| | *Review Sentences CLTs. | | |
| | I know that drawing conclusions means that I make a decision about a passage/story after thinking about the information in the text and what is already known. | | |
| | I can read a passage/story and draw conclusions about what is happening in the text. | | |
| Unit: Review Week WEEK 8—OBJECTIVES *Review objectives for weeks 1-7 | *Review CLTs for weeks 1-7 | Students complete clicker quizzes over review units. Students complete SmartNotebook activities over review units. | Grammar~Sentences Benchmark Assessment. |
| Unit: Lou Gehrig: The Luckiest Man WEEK 9—OBJECTIVES *Review Context Clues Objectives *Review Narrative Elements Objectives *Review Roots and Affixes Objectives | *Review Context Clues CLTs. | Students complete vocabulary clicker quiz. | Lou Gehrig reading comprehension test. |
| | *Review Narrative Elements CLTs. | Students complete Narrative Elements SmartNotebook activity. | |
| | *Review Roots and Affixes CLTs. | Students complete Root words and Affixes SmartNotebook activity. | |

CURRICULUM UNIT MAP
2nd QUARTER

COURSE TITLE: Communication Arts

GRADE: 4

| Unit Title and Objectives | List CLTs for Each Objective | Brief Description of Formative Assessment(s) | End-of-Unit Benchmark or Performance Assessment |
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| Unit: The Baker’s Neighbor WEEKS 1-2—OBJECTIVES *Review Context Clues Objectives *Review Prediction Objectives *Use details from text to identify cause and effect | *Review Context Clues CLTs. | Students work in small groups completing Evan Moor center materials. | The Baker’s Neighbor reading comprehension test. Cause/Effect Benchmark Assessment. |
| | *Review Prediction CLTs. | | |
| | I know that the cause in a passage/story is why something happens. | | |
| | I know that the effect in a passage/story is what happens as a result of the cause. | | |
| | I can read a passage/story and identify the cause and the effect. | | |
| Unit: Figurative Language and Sensory Detail WEEK 3-4—OBJECTIVES Identify and explain examples of figurative language in fiction and nonfiction text Identify and explain examples of sensory details in fiction and nonfiction text | I know authors use examples of figurative language in writing. | Students complete SmartNotebook activities. | Figurative Language and Poetry Benchmark Assessment. |
| | I know metaphors compare two things by saying one thing is another and without using the words “like” or “as”. | Students complete a clicker quiz over figurative language. | |
| | I know similies compare two things using the words “like” or “as”. | Students complete a poetry clicker quiz. | |
| | I can read a passage/poem and locate the examples of figurative language. | Students complete a clicker quiz over sensory detail. | |
| | I know personification gives human qualities to non human things. | Students work in small groups completing Evan Moor center materials. | |
| | I know sensory details are details that describe things I would see, hear, feel, smell, or taste. | | |
| | I can read a passage/poem and identify the examples of sensory detail. | | |
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| Unit: The Emperor and the Kite WEEK 5 | *Review Narrative Elements CLTs. | Students take clicker quizzes over vocabulary. | The Emperor and the Kite reading comprehension test. | |
| *Review Narrative Elements Objectives | *Review Figurative Language CLTs. | Students will write Haikus. | | |
| *Review Figurative Language Objectives. | *Review Sensory Detail CLTs. | Students create a SmartNotebook presentation using examples of figurative language and sensory detail. | | Figurative Language and Poetry Benchmark Assessment. |
| *Review Sensory Detail Objectives | | Students complete worksheets over figurative language. | | Sensory Details Benchmark Assessment. |
| | | Students complete worksheets over sensory detail. | | |
| Unit: Grammar WEEKS 6-7—OBJECTIVES | I know proper names need to be capitalized. | Students complete worksheets over capitalization. | Language Mechanics and Usage Benchmark | |
| In written text, demonstrate standard capitalization in proper names, names of holidays, names of counties, names of countries, names of cities and names of states | I know the names of holidays need to be capitalized. | Students complete worksheets over punctuation. | | |
| | I know the names of counties need to be capitalized. | Students complete worksheets over grammar and usage. | | |
| | I know the names of countries need to be capitalized. | | | |
| | In written text, demonstrate standard punctuation in commas in a series, commas between city and state, apostrophes in contractions, apostrophes in singular possessives, and correct end marks | I know the names of cities and states need to be capitalized. | | Students complete clicker quizzes over capitalization, punctuation, grammar and usage. |
| | I can write sentences using capitalization rules. | | | |
| | I know that when I write I need commas to separate items in a series and between cities and states. | | | |
| In written text, demonstrate standard grammar and usage | I know that when I write I need to use apostrophes in contractions and singular possessives. | | | |
| | I know that when I write I need to use correct end marks. | | | |
| | I know subjects and predicates need to match. | | | |
| | I can read a sentence and locate the errors in capitalization, punctuation, | | | |

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| | grammar, and usage. | | |
| Unit: Fact and Opinion WEEK 8—OBJECTIVES Use details from text to distinguish between fact and opinion Use details from text to identify author’s purpose | I know that a fact is something that can be proved. | Students complete clicker quizzes over fact and opinion. | Cause/Effect, Fact/Opinion, Compare and Contrast Benchmark Assessment. Author’s Purpose, Summarizing, Sequencing, and Sensory Details Benchmark Assessment. |
| | I know that an opinion is what someone thinks or feels. | Students complete a worksheet identifying fact and opinion. | |
| | I can read a passage and distinguish between the facts and opinions. | Students complete clicker quizzes over author’s purpose. | |
| | I know authors write to persuade others to think they way they do. | Students complete author’s purpose worksheets. | |
| | I know that authors write to inform others about certain topics. | | |
| | I know that authors write to entertain others. | | |
| | I can remember author’s purpose by using PIE (persuade, inform, entertain) | | |
| | I can read a passage and tell what the author’s purpose was for writing the passage. | | |
| Unit: Compare and Contrast WEEK 9—OBJECTIVES Use details from text to demonstrate compare/contrast | I know that I compare things to find out how they are alike. | Students complete a T chart comparing and contrasting two stories and/or passages. | Cause/Effect, Fact/Opinion, Compare and Contrast Benchmark Assessment. |
| | I know that I contrast things to find out how they are different. | Students complete a worksheet with Venn Diagram comparing two stories and/or passages. | |
| | I can read a passage and compare or contrast two or more things. | | |

CURRICULUM UNIT MAP
3rd QUARTER

COURSE TITLE: Communication Arts

GRADE: 4

| Unit Title and Objectives | List CLTs for Each Objective | Brief Description of Formative Assessment(s) | End-of-Unit Benchmark or Performance Assessment (Place after last objective in unit that is assessed) |
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| Unit: In the Days of King Adobe WEEK 1-2—OBJECTIVES Use details from text to explain main idea and supporting details. | I know that the main idea of a passage/story is what the story is mostly about. | Students complete a main idea packet. Students complete main idea and supporting details clicker quiz. | Non-fiction, Multiple Meaning Words, and Main Idea Benchmark Assessment. |
| | I know that the supporting details are those details that are used to tell about the main idea. | | |
| | I know that the main idea is usually, but not always, located in the first sentence of the paragraph. | | |
| | I can read a passage/story and identify the main idea and supporting details. | | |
| WEEK 3—OBJECTIVES Utilize strategies during reading to summarize. | I know to summarize a passage means to use my own words and tell the most important parts of the passage. | Students complete story webs. Students complete a clicker quiz over the worksheet "Whales". Students complete practice book pages. | Author's Purpose, Summarizing, Sequencing, and Sensory Details Benchmark Assessment. |
| | I can read a passage and locate the most important information from the beginning, middle, and end of the passage. | | |
| | I can read a passage and write a brief summary of the passage using the important information from the beginning, middle, and end. | | |
| WEEK 4—OBJECTIVES Use details from text to sequence events. | I know that sequence means a certain order. | Students complete clicker quizzes to sequence events. Students complete sequencing worksheets. | Author's Purpose, Summarizing, Sequencing, and Sensory Details Benchmark Assessment. |
| | I can read a passage and understand the correct order. | | |
| | I can read a series of sentences and put them in the correct order. | | |
| WEEK 5—OBJECTIVES | Review the CLTs for vocabulary | Students complete clicker quizzes and | |

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| *Review vocabulary objectives | | worksheets over multiple meaning words. | |
| WEEK 6—OBJECTIVES *Review Author's Purpose objectives. | *Review Author's Purpose CLTs. | Students complete clicker quizzes over Author's Purpose. | Author's Purpose, Summarizing, Sequencing, and Sensory Details Benchmark Assessment. |
| Unit: Sarah, Plain and Tall WEEK 7-8—OBJECTIVES *Review Drawing Conclusions objectives. *Review Context Clues objectives. | *Review the CLTs for Drawing Conclusions. | Students complete clicker quizzes over drawing conclusions. | Context Clues, Inferences, Drawing Conclusions Benchmark Assessment. |
| | *Review the CLTs for Context Clues. | Students complete worksheets over drawing conclusions. Students complete context clues worksheets. | |
| WEEK 9—OBJECTIVES *Review objectives for weeks 1-8 | *Review CLTs for weeks 1-8. | Students complete clicker quizzes. Students complete worksheets. | |

CURRICULUM UNIT MAP
4th QUARTER

COURSE TITLE: Communication Arts

GRADE: 4

| Unit Title and Objectives | List CLTs for Each Objective | Brief Description of Formative Assessment(s) | End-of-Unit Benchmark or Performance Assessment |
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| WEEK 1-2—OBJECTIVES Compose persuasive text using appropriate text features and format. | I know that to persuade means trying to convince others to have the same opinion as myself. | | Students create an advertisement to persuade others to |
| | I can read a passage/story/advertisement and identify the persuasive language. | | |
| | I can write an advertisement using persuasive language to try to convince others of something. | | |
| WEEK 3—OBJECTIVES *Review Figurative Language objectives. | *Review Figurative Language CLTs. | Students complete clicker quizzes over figurative language. | Test Prep Reading Test. |
| WEEK 4—OBJECTIVES *Review Grammar and usage objectives. | *Review Grammar and Usage CLTs. | Students complete clicker quizzes over grammar and usage. | Test Prep Reading Test. |
| Unit: Literature Unit (titles may vary) WEEK 5-8—OBJECTIVES *Review reading comprehension objectives. *Review writing objectives | *Review reading comprehension CLTs. | Students answer daily comprehension questions over portions read. | Unit long journal entries. |
| | *Review writing CLTs. | Students compose journal entries, letters, or paragraphs responding to portions read. | |