**Student Learning Map**  
Grade/Course 4th/ELA  Reading Unit #1: Key Ideas and Details

**Key Learning:** Show an understanding of key ideas and details in **fiction** and **nonfiction**.

**Unit Essential Question:** How do we show an understanding of key ideas and details in fiction and nonfiction?

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**Lesson Topic 1:** Story Elements/Summarizing

**Lesson Essential Questions:**
1. Why are knowing story elements important in reading? (CC.1.3.4.C)
2. How do we determine the theme of a story? (CC.1.3.4.A)
3. How do we determine the main idea of the text using key details in fiction? (CC.1.2.4.A)

**Vocabulary:**
- Story elements
- Characters
- Setting
- Events
- Theme
- Key details
- Summarizing
- Fiction

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**Lesson Topic 2:** Summarizing Non-fiction

**Lesson Essential Questions:**
1. How do we determine the main idea of the text using key details in non-fiction? (CC.1.2.4.A)
2. How do we use specific information from the text to explain events, ideas and concepts in a non-fiction text? (CC.1.2.4.C)

**Vocabulary:**
- Non-fiction
- Events
- Ideas
- Concepts
- Key Details
- Main Idea

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**Lesson Topic 3:** Inferring

**Lesson Essential Questions:**
1. How do we draw inferences using details and examples from the text in fiction and nonfiction? (CC.1.2.4.B), (CC.1.3.4.B)

**Vocabulary:**
- Inferring
- Details
- Text
**Student Learning Map**

Grade/Course 4th/ELA

Reading Unit #2: Integration of Knowledge and Ideas

**Key Learning:** Demonstrate an understanding of connections within, between, and/or among **non-fiction** and **fiction** texts

**Unit Essential Question:** How do we demonstrate an understanding of connections within, between, and/or among non-fiction and fiction texts?

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**Lesson Topic 1:**
Compare and Contrast

**Lesson Topic 2:**
Textual Evidence

**Lesson Topic 3:**

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**Lesson Essential Questions:**

1. How do we compare and contrast literature from different cultures? (CC.1.3.4.H)
2. How do we integrate information from multiple texts on the same topic? (CC.1.2.4.I)
3. What text features do we use to make connections between texts? (CC.1.2.4.G)

**Lesson Essential Questions:**

1. How does an author use reasons and evidence to support main ideas in a text? (CC.1.2.4.H)

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**Vocabulary:**

Pattern of events
Text Features
Cultures
Quests
Timelines
Headings
Graphics
Diagrams

Integrate
Myths
Interpret

Main idea
Evidence
Text
Interpret
Cite

**Vocabulary:**
**Student Learning Map**

Grade/Course 4\(^{th}\)/ELA  
Reading Unit #3: Craft and Structure

**Key Learning:** Show an understanding of craft and structure in fiction and non-fiction.

**Unit Essential Question:** How do we show an understanding of the structure found in fiction and non-fiction?

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**Lesson Topic 1:**  
Text Structure – Non-fiction

**Lesson Essential Questions:**  
1. What is the overall structure of informational text? (CC.1.2.4.E)

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**Lesson Topic 2:**  
Compare and Contrast

**Lesson Essential Questions:**  
1. How do we compare and contrast stories in the first- and third-person? (CC.1.3.4.D)  
2. How do we compare and contrast firsthand and secondhand accounts of the same event? (CC1.2.4.D)

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**Lesson Topic 3:**

**Lesson Essential Questions:**

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**Vocabulary:**

Cause and Effect  
Problem and Solution  
Chronology

**Vocabulary:**

Compare  
Contrast  
First-person  
Third-person  
Point of View  
Firsthand  
Secondhand  
Narration

**Vocabulary:**
**Student Learning Map**

Grade/Course 4th Grade/ELA  
Reading Unit #4: Vocabulary and Acquisition

**Key Learning:** Demonstrate understanding of vocabulary and figurative language in fiction and non-fiction.

**Unit Essential Question:** How can we demonstrate an understand of vocabulary and figurative language?

**Lesson Topic 1:** Word meanings

**Lesson Topic 2:** Figurative Language

**Lesson Topic 3:** Similes and Metaphors

**Lesson Topic 4:** Idioms, Adages and Proverbs

**Lesson Topic 5:** Antonyms and Synonyms

**Lesson Essential Questions:**
1. How do we determine or clarify the meaning of unknown and multiple meaning words? (CC.1.3.4.J)
2. How do we use context as a clue to the meaning of a word or phrase? (CC.1.3.4.I)
3. How do we use grade-appropriate affixes and roots to determine word meanings? (CC.1.3.4.F)

**Lesson Essential Questions:**
1. What do we use to demonstrate understanding of figurative language, word relationships and nuances in word meanings? (CC.1.3.4.F)

**Lesson Essential Questions:**
1. What are similes and metaphors? (CC.1.3.4.F)

**Lesson Essential Questions:**
1. What are common idioms, adages and proverbs? (CC.1.3.4.F)

**Lesson Essential Questions:**
1. What are antonyms and synonyms? (CC.1.3.4.I)

**Vocabulary**
- Prefixes
- Suffixes
- Root Words

**Vocabulary**
- Figurative Language
- Nuances

**Vocabulary**
- Similes
- Metaphors

**Vocabulary**
- Idioms
- Adages
- Proverbs

**Vocabulary**
- Synonyms
- Antonyms
**Student Learning Map**
Grade/Course 4th Grade/ELA
Written Language Unit #1: Conventions of Standard English C/P/S

**Key Learning:** Demonstrate command of capitalization, punctuation, and spelling.

**Unit Essential Question:**
How can we demonstrate command of capitalization, punctuation, and spelling?

<table>
<thead>
<tr>
<th>Lesson Topic 1:</th>
<th>Lesson Topic 2:</th>
<th>Lesson Topic 3:</th>
<th>Lesson Topic 4:</th>
<th>Lesson Topic 5:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spelling Grade</td>
<td>Using Correct</td>
<td>Using Commas in</td>
<td>Commas and</td>
<td></td>
</tr>
<tr>
<td>Appropriate</td>
<td>Capitalization</td>
<td>Compound</td>
<td>Quotation Marks</td>
<td></td>
</tr>
<tr>
<td>Words</td>
<td></td>
<td>Sentences</td>
<td>in Dialogue</td>
<td></td>
</tr>
</tbody>
</table>

**Lesson Essential Questions:**

1. How can we spell grade-appropriate words correctly? (CC.1.4.4.F) (CC.1.4.4.L) (CC.1.4.4.R)

2. How do we use correct capitalization in our writing? (CC.1.4.4.F) (CC.1.4.4.L) (CC.1.4.4.R)

3. How do we use commas before coordination conjunctions in compound sentences? (CC.1.4.4.F) (CC.1.4.4.L) (CC.1.4.4.R)

4. How do we correctly use commas and quotation marks in dialogue? (CC.1.4.4.F) (CC.1.4.4.L) (CC.1.4.4.R)

5. How do we use commas and quotation marks in dialogue? (CC.1.4.4.F) (CC.1.4.4.L) (CC.1.4.4.R)

**Vocabulary**

- **Capitalization**
- **Punctuation**
- **Conjunction**
- **Compound Sentences**
- **Commas**
- **Quotation Marks**
- **Direct Speech**
- **Vocabulary**
**Student Learning Map**

**Grade/Course** 4th Grade/ELA  
**Written Language Unit #2 (cont.): Conventions of Standard English Usage**

**Key Learning:** Demonstrate command of the conventions of standard English grammar and usage.

**Unit Essential Question:**
How can we demonstrate command of the conventions of standard English grammar and usage?

|------------------------------------------|----------------------------------|---------------------------------------------|----------------------------------------|

**Lesson Essential Questions:**
1. How can we correctly use frequently confused words? (CC.1.4.4.F)

**Lesson Essential Questions:**
1. How can we order adjectives within sentences according to conventional patterns? (CC.1.4.4.F)

**Lesson Essential Questions:**
1. How do we correctly use relative pronouns and adverbs? (CC.1.4.4.F)

**Lesson Essential Questions:**
1. How do we form and use the progressive verb tenses? (CC.1.4.4.F)

**Vocabulary**

<table>
<thead>
<tr>
<th>Vocabulary</th>
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<th>Vocabulary</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adjective Order</td>
<td>Relative Pronouns</td>
<td>Relative Adverbs</td>
<td>Progressive Verb</td>
</tr>
</tbody>
</table>

* Pronouns  
* Adverbs
# Student Learning Map

**Grade/Course:** 4th Grade/ELA  
**Written Language Unit #2: Conventions of Standard English Usage**

## Key Learning: Demonstrate command of the conventions of standard English grammar and usage.

## Unit Essential Question:
How can we demonstrate command of the conventions of standard English grammar and usage?

### Lesson Topics:
- **Lesson Topic 1:** Modal Auxiliaries
- **Lesson Topic 2:** Producing Complete Sentences
- **Lesson Topic 3:** Prepositional Phrases
- **Lesson Topic 4:** Subject Verb Agreement
- **Lesson Topic 5:** Pronoun Antecedent Agreement

### Lesson Essential Questions
1. How do we use modal auxiliaries to convey various conditions? (CC.1.4.4.F)
2. How can we correct fragments and run-on sentences? (CC.1.4.4.F)
3. How do we form and use prepositional phrases? (CC.1.4.4.F)
4. How do we ensure proper subject-verb agreement? (CC.1.4.4.F)
5. How do we ensure proper pronoun-antecedent agreement? (CC.1.4.4.F)

### Vocabulary

- **Modal Auxiliaries**
- **Fragments**
- **Run-on Sentences**
- **Prepositional Phrases**
- ***Nouns**
- ***Plural Nouns**
- ***Subject/Predicate**
- **Subject-Verb Agreement**
- ***Possessive pronouns**
- **Singular/Plural**

*Skills and understandings assessed in previous grades*
Student Learning Map
Grade/Course 4th Grade/ELA  Writing Unit #1: Knowledge of Language

Key Learning: Use knowledge of language and its conventions.

Unit Essential Question:
How do we use knowledge of language and its conventions?

Lesson Topic 1: Convey ideas precisely

Lesson Essential Questions:
1. What words and phrases can we choose to convey ideas and create variety in our writing? (CC.1.4.4.K) (CC.1.4.4.Q)

Vocabulary:
Precise
Convention
Punctuation

Lesson Topic 2: Choosing punctuation

Lesson Essential Questions:
1. Why do we choose punctuation for effect? (CC.1.4.4.K) (CC.1.4.4.Q)

Vocabulary:
Precise
Convention
Punctuation

Lesson Topic 3: Choosing words and phrases

Lesson Essential Questions:
1. What words and phrases can we choose for effect? (CC.1.4.4.K) (CC.1.4.4.Q)

Vocabulary:
Precise
Convention
Punctuation
Key Learning: Write narratives to write real or imaginative events using effective techniques.

Unit Essential Question:
How do we write narratives describing real or imaginative events?

Lesson Topic 1: Brainstorming and Prewriting Narrative Story
Lesson Topic 2: Using dialogue and description
Lesson Topic 3: Using transitional words and phrases
Lesson Topic 4: Using concrete and sensory details
Lesson Topic 5: Conclusion

Lesson Essential Questions:
1. How do we develop a narrative story that will introduce characters and sequence of events? (CC.1.4.4.N)

Lesson Essential Questions:
1. Why is it important to use dialogue and descriptions to develop a narrative story? (CC.1.4.4.0)

Lesson Essential Questions:
1. Why should we use a variety of transitional words and phrases to sequence events? (CC.1.4.4.P)

Lesson Essential Questions:
1. Why is it important to use concrete/sensory details to write a narrative? (CC.1.4.4.Q)

Lesson Essential Questions:
1. Why is having a conclusion to your narrative story important? (CC.1.4.4.P)

Vocabulary
Narrator
Characters
Narrative
Narrative techniques
Writer’s purpose
Introduction
Controlling point (topic sentence)

Vocabulary
Dialogue
Sequence
Descriptive details

Vocabulary
Transitional words
Sequence
Descriptive details
Chronology

Vocabulary
Sensory details
Concrete words
Sequence

Vocabulary
Conclusion
Writer’s Purpose
# Student Learning Map

Grade/Course: 4th Grade/ELA  
Writing Unit #3: Text Types and Purposes/Persuasive

**Key Learning:** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

**Unit Essential Question:**  
How do we write opinion pieces supporting a point of view with reasons and information?

## Lesson Essential Questions

<table>
<thead>
<tr>
<th>Lesson Topic 1: Writer’s Purpose</th>
<th>Lesson Topic 2: Reasons, Opinions, and Supporting Details</th>
<th>Lesson Topic 3: Conclusion</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lesson Essential Questions:</strong></td>
<td><strong>Lesson Essential Questions:</strong></td>
<td><strong>Lesson Essential Questions:</strong></td>
</tr>
</tbody>
</table>
| 1. How do we introduce a topic, state an opinion, and organize writing to support its purpose? (CC1.4.4.H) | 1. Why are facts and details important? (CC.1.4.4.I)  
2. Why is it important to have reasons to support an opinion? (CC.1.4.4.D) | 1. Why should there be a concluding statement or section related to the opinion presented? (CC.1.4.4.J) |

## Vocabulary

<table>
<thead>
<tr>
<th><strong>Vocabulary</strong></th>
<th><strong>Vocabulary:</strong></th>
<th><strong>Vocabulary:</strong></th>
</tr>
</thead>
</table>
| Writer’s purpose  
Organizational structures  
Opinion  
Audience | Facts  
Details  
Opinion  
Linking opinion examples: For instance  
In order  
In addition | Concluding Statement  
Opinion |
Student Learning Map
Grade/Course 4th Grade/ELA Writing Unit #4: Text Types and Purposes/Informational

Key Learning: Write informative/explanatory text to examine a topic and present ideas and information clearly.

Unit Essential Question:
How do we write informational text to examine a topic and present information clearly?

Lesson Topic 1: Brainstorming and Prewriting
Lesson Topic 2: Developing a Topic
Lesson Topic 3: Linking Ideas within Categories
Lesson Topic 4: Using precise language and vocabulary
Lesson Topic 5: Writing a concluding statement

Lesson Essential Questions:
Lesson Essential Questions:
Lesson Essential Questions:
Lesson Essential Questions:
Lesson Essential Questions:

1. How do we introduce a topic and group related information to support the purpose? (CC.1.4.4.B)
1. Why is it important to develop a topic with details? (CC.1.4.4.C)
1. Why is it important to have linking verbs within sentences? (CC.1.4.4.D)
1. Why do we use specific language and vocabulary words to explain the topic? (CC.1.4.4.E)
1. How do we provide a concluding statement related to the information presented? (CC.1.4.4.D)

Vocabulary
Informative
Explanatory
Intended Audience
Writer’s Purpose
Intro Statement

Vocabulary
Paragraph
Concrete Details
Quotations

Vocabulary
Domain-specific vocabulary
Linking verbs
Examples: Another, for example, also, because

Vocabulary
Precise language
Domain-specific vocabulary

Vocabulary
Concluding statement