

Weeks	Common Core Standards	Unit/Topic	Activities/Resources	Learning Objectives	Vocabulary	Assessments F or S
	<p>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>Determine a theme of a story, drama, or poem from details in the text; summarize.</p> <p>Describe in depth a character, setting, or event in a story of drama, drawing on specific details in the text.</p> <p>Explain how an author uses reasons and evidence to support particular points in a text.</p> <p>Recognize and read grade-appropriate irregularly spelled words.</p> <p>Read with sufficient accuracy and fluency to support text.</p>	<p>main ideas/details</p> <p>theme</p> <p>character, setting</p> <p>main ideas/details</p> <p>spelling grammar</p> <p>fluency</p>	<p>Unit 1-2 Reading Streets "Because of Winn Dixie" "Lewis and Clark and Me" "Grandfather's Journey" "Letters Home From Yosemite" "What Jo Did"</p> <p>Practice Book- -draw conclusions with each story -main ideas/detail</p> <p>Practice Book -genre -end of story summary</p> <p>Practice Book -main ideas/details</p> <p>-Daily Fix-It</p> <p>-Build Fluency</p>	<p>Students will use main ideas and details to explain events in a story.</p> <p>Students will demonstrate understanding of theme.</p> <p>Students will describe characters in a story by using specific details.</p> <p>Students will use evidence from the story to expand on particular points.</p> <p>Students will read and recognize grade level words.</p> <p>Students will demonstrate fluency when reading grade level stories, poems, etc.</p>	<p>-grand -memorial -peculiar -positive -proudful -recalls -selecting -amazed -bewildered -homeland -longed -sculptures -still -towering -glacier -impressive -naturalist -preserve -slopes -species -wilderness -fouled -hoop -jersey -marveled -rim -speechless -swatted -unbelievable</p>	

Nine Weeks: 1st

Class: ELA

Grade: 4

Curriculum Map

ShadySide Local Schools

Instructor: Coyne

Building: Leona

Weeks	Common Core Standards	LIT/Topic	Activities/Resources	Learning Objectives	Vocabulary	Assessments F or S
1st 9 weeks	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Engage effectively in a range of collaborative discussions with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly</p> <p>Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>Identify the reason and evidence a speaker provides to support particular points.</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>- fluency and comprehension</p> <p>- group discussions</p> <p>- 1 on 1 /teacher led</p>	<p>Reading Street Stories</p> <p>-discussions</p> <p>-fluency tests</p> <p>DIRT</p> <p>-grammar workbook</p> <p>-Daily Fix-It</p>	<p>Students will follow rules for discussions and carry out assigned roles.</p> <p>Students will pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p> <p>Students will demonstrate correct conventions of standard English when writing.</p>	<p>Reading Street vocabulary</p>	

Weeks	Common Core Standards	Unit/Topic	Activities/Resources	Learning Objectives	Vocabulary	Assessments F or S
	<p>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.</p>	<p>The Mouse and the Motorcycle</p>	<p>Read book/watch movie</p>	<p>Students will make connections between the written text and the visual presentation of The Mouse and the Motorcycle</p>	<p>croquet momentum predicament incinerator obviously indignant jauntily nuisance anxious</p>	
	<p>Interpret information presented visually, orally, or animations, or interactive elements and explain how the information contributes to an understanding of the text which it appears</p>	<p>Story Works</p>	<p>end of story project -book report -movie poster -dress and guess tell the story from the character's point of view</p>	<p>Students will interpret information presented visually, orally, or through animations and explain how the information contributes to an understanding of the text which it appears</p>	<p>scarcely pandemonium pilfering</p>	
	<p>report on a topic or text, tell a story, or recount an experience in an organized manner, using facts from the story</p> <p>demonstrate understanding of figurative language</p>	<p>similes, metaphors, idioms, adages, antonyms, synonyms</p>				

Weeks	Common Core Standards	Unit/Topic	Activities/Resources	Learning Objectives	Vocabulary	Assessments F or S
	<p>Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p> <p>Describe the overall structure of events, ideas, concepts, or information in a text or part of a text.</p> <p>Compare and contrast firsthand and secondhand account of the same event or topic, describe the difference in focus and the information provided.</p>	<p>firsthand/secondhand</p>	<p>Because of Winn Dixie</p>	<p>Students will explain events including what happened and why, based on specific information in the text.</p>	<p>lozenges likable homeless errand immediately grand memorial peculiar positive proudful consisted firsthand secondhand</p>	

Nine Weeks: 3rd

Class: _____

Grade: _____

Shadyside Local Schools

Instructor: _____

Building: _____

Curriculum Map

Weeks	Common Core Standards	Unit/Topic	Activities/Resources	Learning Objectives	Vocabulary	Assessments F or S
	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.	Because of Winn Dixie	compare text/movie	Students will make connections between the written text and the visual presentation of Because of Winn Dixie		

Nine Weeks: 4th

Class: Reading

Grade: 4

Curriculum Map
ShadySide Local Schools

Instructor: Bonar, Coyne, Simpson
Building: Leona Middle School

Weeks	Common Core Standards	Unit/Topic	Activities/Resources	Learning Objectives	Vocabulary	Assessments F or S
4th 9 weeks	<p>Interpret information presented visually, orally, or animations and explain how the information contributes to an understanding of the text which it appears.</p> <p>report on a topic or text, tell a story, or recount an experience in an organized manner</p> <p>demonstrate understanding of figurative language</p>	<p>Tales of a Fourth Grade Nothing</p>	<p>read book (Tales of a Fourth Grade Nothing)</p>	<p>Students will interpret information presented orally, visually, or through animations and explain how the information contributes to an understanding of the text which it appears.</p> <p>Students will explain events including what happen and why, based on specific information in the text.</p>	<p>announced vocabulary commercial combination stomach slurping complained pastimes mumbling delicious advantages repeated discussing insulted replies hollered ----- impressed brilliant motioned relieved mugged recognized helium pollution examined initiate accent handkerchief inspecting accident appointment ----- supervise innocent demonstrate ceiling patience suggested dashed naughty embarrassed measure celebration</p>	

Curriculum Map

Instructor: Bonar, Coyne, Simpson

Weeks	Common Core Standards	Unit Topic	Activities/Resources	Learning Objectives	Vocabulary	Assessments F or S
4th 9 weeks		Tales of a Fourth Grade Nothing	end of book report -dress n guess -mystery box -patchwork quilt	Students will use details from the story to create a book report.	noticed rearranged temper tantrum managed impossible ----- committee expensive ruin agency director traffic monorail flung nibbled beckoned congestion practical threatened sparkle strand equipment installing attention familiar ----- avoided concentrated aisle conclusion omelet ingredients concoction beamed moaned kneeled peer whisked attendance emergency dreary miserable	