Archdiocese of Newark Catholic Schools

Curriculum Mapping

Curriculum mapping is a process that helps schools and districts/ dioceses determine the "agreed-upon" learning for all students. Curriculum mapping was undertaken in the Archdiocese of Newark in order to ensure that a consistent, clearly articulated curriculum infused with Gospel values is being provided to all students in our schools. The curriculum maps for the Catholic schools of the Archdiocese of Newark identify the content to be taught and skills to be mastered at each grade level.

The expertise and experience of the educators within our schools is the main source for determining the content and skills students will be expected to master. The Archdiocesan curriculum maps are developed through a collaborative process which involves individual teacher contributions, small group sessions and larger group meetings. Relevant educational standards including those proposed by content area experts, the New Jersey Core Curriculum Content Standards, and the Common Core State Standards are used as a resource in the curriculum mapping process. The resulting consensus maps reflect the collective thinking of classroom teachers based on their observation of student learning and their knowledge of educational practice and research. The Archdiocesan curriculum maps include teacher generated ideas for the infusion of Gospel values and faith connection activities.

While the curriculum maps clearly articulate the expected learning for all students, individual teachers have the flexibility to teach the content and skills in their own manner by:
- ♦ utilizing their own particular strengths and teaching style
- ♦ addressing the varying learning needs of their students
- ♦ determining the order in which the content and skills are presented within a marking period
- ♦ including additional content and skills once students have met the learning expectations identified in the curriculum map

Administrators at all levels will maintain the responsibility to ensure that teachers are following the curriculum maps and that appropriate teaching is being conducted. This will be done through a combination of classroom observations, faculty meetings, professional development opportunities and teacher evaluations, as well as by using various measurement tools, including formative and summative assessments. The Archdiocesan curriculum maps will help ensure the academic excellence that is integral to the mission of our Catholic schools and will provide educators and parents with a clear understanding of the learning expectations at each grade level.

English Language Arts
Each of the curriculum maps for English Language Arts in kindergarten through 8th grade is divided into the five strands that compose the English Language Arts curriculum- Reading, Writing, Language, Speaking & Listening, and Handwriting. Although the curriculum maps are arranged by strands for organizational purposes, instruction in English Language Arts utilizes an approach that integrates the various strands. Content is repeated across grade levels, reflecting the spiraling nature of the English Language Arts curriculum. Spiraling allows students to deepen and expand their understanding of key content as required skills become increasingly sophisticated and complex.

July 2015

Archdiocese of Newark Catholic Schools
English Language Arts Curriculum Map for Grade 4

READING

Standards	Content	Skills	Assessment	Gospel Values & Faith Connections

RL.4.10
By the end of the year, read and comprehend literature, including stories, dramas, and poetry.
 	
RI.4.10
By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts.
 	
RL.4.5
Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
 	
RL.4.3
Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
	Genres
	RL.4.10, RI.4.10, RL.4.5
	
	Story Elements
	RL.4.2, RL.4.3
		Genres
		• Identify different genres of literature.
		• Read and comprehend texts from various genres.
		• Identify and explain differences between genres.
		
		Story Elements
		• Describe in depth a character, setting, or event in a story or drama, drawing on a specific details in the text.
		• Analyze the various elements of a story including:
		  o Plot
		  o Theme
		  o Characters & Characterization
		  o Setting
		  o Climax
		  o Conflict
		  o Resolution
			Student learning will be assessed on a continual basis using various types of formal and informal assessments. A list of possible assessment methods is provided below.
			
			Tests
			Quizzes
			Book Reports
			Oral Responses
			Graphic Organizers
			Essays
			Journals
			Portfolios
			Group Discussions
			Group Projects
			Individual Projects
			Exit Slips
			Reading Logs
			Fluency Assessments
			Student Conferences
			Role playing/skits
			Homework
			Multimedia Presentations
				Gospel values should be evident in the classroom environment and referenced and reinforced throughout the curriculum.
				
				Gospel Values
				
				Community
				Compassion
				Faith in God
				Forgiveness
				Hope
				Justice
				Love
				Peace
				Respect for Life
				Service
				Simplicity
				Truth
				
				Teachers will highlight Gospel values and other elements of Catholic identity as they develop instructional units within the English Language Arts curriculum.

Archdiocese of Newark Catholic Schools
English Language Arts Curriculum Map for Grade 4

READING

Standards	Content	Skills	Assessment	Gospel Values & Faith Connections
RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text. **RI.4.3** 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. **RL.4.6** Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations **RI.4.6** Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	**Theme** RL.4.2 **Sequence** RL.4.3, RI.4.3 **Author's Purpose** RI.4.6 **Point of View** RL.4.6, RI.4.6	**Theme** • Determine a theme of a story, drama, or poem from details in the text. **Sequence** • Explain events, procedures, ideas or concepts in sequential order. • Organize and present events of a story in chronological order. **Author's Purpose** • Assess the text to determine the author's purpose. **Point of View** • Distinguish between first-person and third-person point of view. • Identify the point of view of a story's narrator. • Compare and contrast points of view in different stories.		Highlight Gospel values in discussions of literary text. Discuss a character's actions and choices in light of Catholic moral values. Apply reading strategies to biblical passages. Make comparisons to stories and figures from the Bible. Identify different genres found in the Bible. Develop timelines showing sequence of events in Bible stories. Identify the main idea and/ or theme of different Bible passages.

Archdiocese of Newark Catholic Schools
English Language Arts Curriculum Map for Grade 4

READING

Standards	Content	Skills	Assessment	Gospel Values & Faith Connections
RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text. **RL.4.4** Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean). **RI.4.4** Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area*. **L.4.4** 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. b) Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). c) Consult reference materials (e.g., dictionaries, glossaries, thesauruses),	**Main Idea & Supporting Details** RI.4.2 **Vocabulary Acquisition** RL.4.4, RI.4.4, L.4.4	**Main Idea & Supporting Details** • Determine the main idea of a text. • Cite details from the text that support the main idea. **Vocabulary Acquisition** • Recognize root words (base words). • Decode and define words using knowledge of prefixes and suffixes. • Alphabetize and categorize words into groups or categories. • Identify multiple meanings of words. • Use reference materials (dictionaries, thesauruses) to determine the meaning and correct pronunciation of unfamiliar words. • Construct sentences using acquired vocabulary.		Identify cause and effect relationships in Bible stories. Compare/contrast choices made by characters in a selection with the choices we are called to make as Catholics. Determine the meaning of unfamiliar words in Bible passages using context clues and reference materials.

	Archdiocese of Newark Catholic Schools English Language Arts Curriculum Map for Grade 4			

READING

Standards	Content	Skills	Assessment	Gospel Values & Faith Connections
both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. **RF.4.4a** Use context to confirm or self-correct word recognition and understanding, re-reading as necessary. **L.4.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a) Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. b) Recognize and explain the meaning of common idioms, adages, and proverbs. c) Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).	**Context Clues** L.4.4a, RF.4.4a, RL.4.4, RI.4.4 **Literal & Figurative Language** L.4.5 **Synonyms & Antonyms** L.4.5	**Context Clues** • Determine the meaning of unfamiliar words and phrases within a text using context clues. **Literal & Figurative Language** • Distinguish between literal and figurative meaning. • Identify and classify examples of figurative language used in text. • Explain the meaning of figurative language used in a text. **Synonyms & Antonyms** • Differentiate between synonyms and antonyms. • Demonstrate an understanding of words by relating them to their synonyms and antonyms.		

Archdiocese of Newark Catholic Schools English Language Arts Curriculum Map for Grade 4				

READING

Standards	Content	Skills	Assessment	Gospel Values & Faith Connections
RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	**Text Structure** RI.4.5	**Text Structure** • Identify and explain the various ways information, ideas and concepts are organized in written work. • Determine the text structure used in a given text.		
RI.4.3 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.	**Cause and Effect** RI.4.3	**Cause and Effect** • Identify cause and effect relationships presented in a text. • Distinguish between cause and effect. • Investigate and explain why something happened.		
RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information	**Graphic Features** RI.4.7	**Graphic Features** • Identify features that assist in understanding a text (charts, diagrams, tables, and illustrations). • Interpret information presented in various graphic features to		

READING				
Standards	**Content**	**Skills**	**Assessment**	**Gospel Values & Faith Connections**
contributes to an understanding of the text in which it appears. **RF.4.3** Know and apply grade-level phonics and word analysis skills in decoding words. **RF.4.4** Read with sufficient accuracy and fluency to support comprehension. a) Read on-level text with purpose and understanding. b) Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c) Use context to confirm or self-correct word recognition and understanding, re-reading as necessary. **RL.4.1 & RI.4.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	**Fluency** RF.4.3, R.F.4.4 **Comprehension** RF.4.4 **Generalization** RL.4.1, RI.4.1 **Inference** RL.4.1, RI.4.1	further understanding of text. • Synthesize information in a graphic organizer. **Fluency** • Demonstrate fluency with various types of text. • Use phonics and word analysis skills to read accurately. **Comprehension** • Analyze and evaluate text for meaning in independent and group reading. **Generalization** • Make generalizations based on information in presented in the text and prior knowledge. **Inference** • Cite details in a text to justify an inference.		

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English Language Arts Curriculum Map for Grade 4				
READING				
Standards	**Content**	**Skills**	**Assessment**	**Gospel Values & Faith Connections**
RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text. **RL.4.2** Determine a theme of a story, drama, or poem from details in the text; summarize the text. **RI.4.2** Determine the main idea of a text and explain how it is supported by key details; summarize the text	**Predictions** RL.4.1, RI.4.1 **Drawing Conclusions** RL.4.1, RI.4.1 **Fact & Opinion** RI.4.8 **Summarizing & Paraphrasing** RL.4.2, RI.4.2	**Predictions** • Make and defend predictions using information presented in the text. **Drawing Conclusions** • Formulate conclusions based on information presented in the text. • Apply knowledge to form conclusions. **Fact & Opinion** • Differentiate between fact and opinion within a text. **Summarizing & Paraphrasing** • Summarize a text. • Paraphrase information presented in a text.		

Archdiocese of Newark Catholic Schools
English Language Arts Curriculum Map for Grade 4

READING

Standards	Content	Skills	Assessment	Gospel Values & Faith Connections

RL.4.6
Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
 	
RI.4.6
Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
 	
RL.4.9
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.
 	
L.4.4c
Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
	Compare and Contrast
	RI.4.6, RL.4.6, RL.4.9
	
	Reading Strategies
	
	Prior Knowledge
	
	Reference Skills
	L.4.4c
		Compare and Contrast
		• Compare and contrast various texts for specific purposes.
		
		Reading Strategies
		• Utilize a variety of reading strategies to enhance comprehension of a text, such as:
		  o Skim and Scan
		  o Predict Outcomes
		  o Draw Conclusions
		  o Re-read and Clarify
		  o Question
		
		Prior Knowledge
		• Utilize prior knowledge to understand and interpret information presented in a text.
		
		Reference Skills
		• Use a variety of print and digital reference sources across the curriculum.		

Archdiocese of Newark Catholic Schools
English Language Arts Curriculum Map for Grade 4

LANGUAGE

Standards	Content	Skills	Assessment	Gospel Values & Faith Connections

L.4.1
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
a. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).
b. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.
c. Use modal auxiliaries (e.g., can, may, must) to convey various conditions.
d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
e. Form and use prepositional phrases.
f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*
g. Correctly use frequently confused words (e.g., to, too, two; there, their).*
 	
L.4.3
Use knowledge of language and its conventions when writing, speaking, reading, or listening.
a) Choose words and phrases to convey ideas precisely.
	Parts of Speech
	L.4.1
	
	Nouns
	L.4.1, L.4.3a
	
	Pronouns
	L.4.1, L.4.3a
		Parts of Speech
		• Identify and label various parts of speech.
		
		Nouns
		• Identify nouns in text.
		• Use nouns correctly when writing and speaking.
		• Classify nouns as:
		  o Common
		  o Proper
		  o Singular
		  o Plural
		  o Irregular
		  o Possessive
		  o Collective Nouns
		  o Subject
		  o Subject Complement*
		  o Direct Object*
		
		Pronouns
		• Use pronouns correctly when speaking and writing.
		• Identify and classify pronouns.
		  o Personal Pronouns
			Student learning will be assessed on a continual basis using various types of formal and informal assessments. A list of possible assessment methods is provided below.
			
			Tests
			Quizzes
			Reports
			Written Assignments
			Oral Communication
			Oral Presentations
			Group Projects
			Individual Projects
			Essays
			Journals
			Portfolios
			Worksheets
			Group Discussions
			Speeches
			Homework
			Multimedia Presentations
				Gospel values should be evident in the classroom environment and referenced and reinforced throughout the curriculum.
				
				Gospel Values
				
				Community
				Compassion
				Faith in God
				Forgiveness
				Hope
				Justice
				Love
				Peace
				Respect for Life
				Service
				Simplicity
				Truth
				
				Teachers will highlight Gospel values and other elements of Catholic identity as they develop instructional units within the English Language Arts curriculum.

Archdiocese of Newark Catholic Schools				
English Language Arts Curriculum Map for Grade 4				
LANGUAGE				
Standards	**Content**	**Skills**	**Assessment**	**Gospel Values & Faith Connections**
		o Singular Pronouns o Plural Pronouns o Subject Pronouns o Object Pronouns o Possessive Pronouns o Possessive Adjectives • Identify the antecedent of a pronoun within a sentence. • Use first person pronouns correctly (I and me, we and us). • Distinguish between possessive pronouns and contractions.		Include faith terms in vocabulary development. Incorporate Gospel values and faith related concepts in weekly spelling sentences. Identify parts of speech in scripture verses. Analyze figurative language in Bible stories.
	Adjectives L.4.1, L.4.3a	**Adjectives** • Identify adjectives within a sentence. • Use adjectives correctly when writing and speaking. • Determine the correct position of an adjective in a sentence.		

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English Language Arts Curriculum Map for Grade 4

LANGUAGE

Standards	Content	Skills	Assessment	Gospel Values & Faith Connections

		• Recognize and classify various types of adjectives.
		  o Descriptive Adjectives
		  o Proper Adjectives
		  o Articles
		  o Demonstrative Adjectives
		  o Adjectives That Tell How Many
		  o Adjectives That Compare
		  o Irregular Adjectives That Compare
		  o More/Most
		  o Fewer/Fewest
		  o Less/Least
		  o Adjectives As Subject Complements*		

	Verbs L.4.1, L.4.3a	**Verbs** • Identify verbs within a sentence. • Use verbs correctly when writing and speaking. • Recognize and		

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LANGUAGE

Standards	Content	Skills	Assessment	Gospel Values & Faith Connections
		classify various types and forms of verbs. o Action o Being o Linking o Helping o Verb Phrases o Principal Parts of Verbs (present, past, present participle, past participle) o Irregular Verbs o Simple Present Tense o Simple Past Tense o Future Tense o Progressive Tenses* • Maintain subject/verb agreement. • Use *there is* and *there are* correctly when writing and speaking.		
	Adverbs L.4.1, L.4.3a	**Adverbs** • Identify adverbs within a sentence. • Use adverbs correctly when writing and		

LANGUAGE

Standards	Content	Skills	Assessment	Gospel Values & Faith Connections

L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 a) Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).
 b) Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.
 c) Use modal auxiliaries (e.g., can, may, must) to convey various conditions.
 d) Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
 e) Form and use prepositional phrases.
 f) Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
 g) Correctly use frequently confused words (e.g., to, too, two; there, their).
 	
 L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 a) Use correct capitalization.
 b) Use commas and quotation marks to mark direct speech and quotations
	Conjunctions L.4.1, L.4.3a, L.4.2c
	
	 Sentences L.4.1, L.4.2, l.4.3
		speaking.
		 • Recognize and classify various types of adverbs.
		    o Adverbs of Time and Place
		    o Adverbs of Manner
		    o Adverbs That Compare
		    o Good and Well
		    o Negative Adverbs
		    o Conjunctive Adverbs
		
		 Conjunctions
		 • Identify conjunctions in sentences.
		
		 Sentences
		 • Produce complete sentences.
		 • Identify and label the various parts of a sentence.
		 • Recognize and correct fragments and run-on sentences.
		 • Maintain subject verb agreement within sentences.
		 • Recognize and		

LANGUAGE

Standards	Content	Skills	Assessment	Gospel Values & Faith Connections

from a text.
c) Use a comma before a coordinating conjunction in a compound sentence.
d) Spell grade-appropriate words correctly, consulting references as needed.
 	
L.4.3
Use knowledge of language and its conventions when writing, speaking, reading, or listening.
a) Choose words and phrases to convey ideas precisely.
b) Choose punctuation for effect.
c) Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
	Punctuation and Capitalization
	L.4.2
	
	Spelling
	L.4.2
		produce complex and compound sentences.
		• Identify and use conjunctions correctly.
		
		Punctuation and Capitalization
		• Use correct punctuation and capitalization when writing, including:
		  o End punctuation
		  o Proper Nouns
		  o Titles of works
		  o Abbreviations
		  o Personal Titles
		  o Commas
		  o Apostrophes
		  o Addresses
		  o Direct Quotations
		
		Spelling
		• Spell grade-appropriate words correctly, consulting references as needed.		

Archdiocese of Newark Catholic Schools
English Language Arts Curriculum Map for Grade 4

LANGUAGE

Standards	Content	Skills	Assessment	Gospel Values & Faith Connections
L.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a) Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. b) Recognize and explain the meaning of common idioms, adages, and proverbs. c) Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).	**Synonyms & Antonyms** L.4.5 **Similes and Metaphors** L.4.5	**Synonyms & Antonyms** • Distinguish between synonyms and antonyms. • Relate words to their opposites and words with similar meanings. **Similes and Metaphors** • Recognize similes and metaphors. • Explain the meaning of common similes and metaphors in context.		

Archdiocese of Newark Catholic Schools
English Language Arts Curriculum Map for Grade 4

WRITING

Standards	Content	Skills	Assessment	Gospel Values & Faith Connections
W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. **W.4.5** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. **W.4.6** With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. **W.4.10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	**The Writing Process** W.4.4, W.4.5, W.4.6, W.4.10	**The Writing Process** • Identify writing purpose. • Recognize and use proofreading symbols. • Apply the five steps of the writing process. ***Brainstorm*** • Access prior knowledge and organize thoughts and ideas using graphic organizers. ***Draft*** • Compose first draft of specific writing assignment. ***Revise*** • Evaluate and revise first draft. ***Proofread &Edit*** • Identify and correct errors or problems with spelling, grammar, and punctuation.	Student learning will be assessed on a continual basis using various types of formal and informal assessments. A list of possible assessment methods is provided below. Tests Quizzes Writing Assignments Conferencing Essays Reports Group Projects Individual Projects Journals Portfolios Rubrics Peer Reviews Speeches Plays and Skits Homework Multimedia Presentations	Gospel values should be evident in the classroom environment and referenced and reinforced throughout the curriculum. **Gospel Values** Community Compassion Faith in God Forgiveness Hope Justice Love Peace Respect for Life Service Simplicity Truth Teachers will highlight Gospel values and other elements of Catholic identity as they develop instructional units within the English Language Arts curriculum.

Archdiocese of Newark Catholic Schools				
English Language Arts Curriculum Map for Grade 4				

WRITING

Standards	Content	Skills	Assessment	Gospel Values & Faith Connections
		Publish • Produce a final copy in written or typed format.		Write essays and reports on topics related to Catholic faith. Research a saint and write a report about him or her. Produce writing assignments that integrate and reflect Gospel values.
	Graphic Organizers W.4.4, W.4.5	**Graphic Organizers** • Construct a plan for a final product by using a variety of visual tools to organize ideas and concepts, such as: o Venn Diagrams o Story Maps o Webs o Timelines o Flow Charts		Write a letter to a lawmaker regarding an issue of concern to Catholics.
	Paragraph Development W.4.4	**Paragraph Development** • Compose clear and coherent paragraphs that include a topic sentence, main ideas, supporting details, and a concluding sentence.		Participate in essay or poetry contests sponsored by Catholic organizations.

Archdiocese of Newark Catholic Schools
English Language Arts Curriculum Map for Grade 4

WRITING

Standards	Content	Skills	Assessment	Gospel Values & Faith Connections
W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a) Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. b) Provide reasons that are supported by facts and details. c) Link opinion and reasons using words and phrases (e.g., *for instance, in order to, in addition*). d) Provide a concluding statement or section related to the opinion presented. **W.4.9** Draw evidence from literary or informational texts to support analysis, reflection, and research. **W.4.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a) Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.	**Components of Writing** W.4.4 **Persuasive Writing** W.4.1, W.4.4, W.4.9, W.4.10 **Expository Writing** W.4.2, W.4.4, W.4.9, W.4.10	**Components of Writing** • Produce writing assignments that include an introduction, body, and conclusion. **Persuasive Writing** • Present a topic clearly and state an opinion. • Provide reasons supported by relevant facts and details. • Develop a clear and compelling argument designed to influence the reader on a given topic. **Expository Writing** • Write informative/ explanatory texts that convey ideas and information clearly. • Introduce a topic clearly and group related information in paragraphs and sections.		

WRITING

Standards	Content	Skills	Assessment	Gospel Values & Faith Connections

b) Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
c) Link ideas within categories of information using words and phrases (e.g., *another*, *for example*, *also*, *because*).
d) Use precise language and domain-specific vocabulary to inform about or explain the topic.
e) Provide a concluding statement or section related to the information or explanation presented.
 	
W.4.3
Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
a) Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
b) Use dialogue and description to develop experiences and events or show the responses of characters to situations.
c) Use a variety of transitional words and phrases to manage the sequence of events.
d) Use concrete words and phrases and sensory details to convey experiences and events precisely.
e) Provide a conclusion that follows
	Narrative Writing
	W.4.3, W.4.4, W.4.10
		• Use precise, language and domain-specific vocabulary to inform about or explain the topic.
		• Provide a concluding statement or section related to the information or explanation presented.
		
		Narrative Writing
		• Write narratives to describe experiences or events using effective techniques:
		  o Descriptive details
		  o Clear event sequence
		  o Transitional words and phrases
		  o Correct use of first person point of view
		  o Correct use of quotation marks, if applicable		

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WRITING

Standards	Content	Skills	Assessment	Gospel Values & Faith Connections
from the narrated experiences or events. **W.4.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. **W.4.10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	**Letter Writing** W.4.4, W.4.10 **Book Reports** W.4.4, W.4.10 **Creative Writing** W.4.3, W.4.4, W.4.10	**Letter Writing** • Write letters to convey ideas, information or requests following specific formats appropriate to task, purpose and audience. **Book Reports** • Demonstrate comprehension of written material. • Identify and describe various story elements. • Summarize events or concepts presented in a text. • Express an opinion about the text being reviewed. **Creative Writing** • Express ideas creatively and coherently in a logical order.		

Archdiocese of Newark Catholic Schools English Language Arts Curriculum Map for Grade 4				
WRITING				
Standards	**Content**	**Skills**	**Assessment**	**Gospel Values & Faith Connections**
W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic. **W.4.8** Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. **W.4.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.	**Poetry** W.4.4 **Note Taking** W.4.7, W.4.8, W.4.9 **Question & Answer** W.4.7, W.4.8	• Develop characters, setting and plot using grade appropriate adjectives and adverbs. **Poetry** • Incorporate figurative language in original poems. • Compose different types of poems. • Apply rules for specific poetic forms. **Note Taking** • Recognize and record main ideas and supporting details within text for various subject areas. • Organize notes in an appropriate format. **Question & Answer** • Discern the meaning of a question being asked. • Develop an answer that responds to the question being posed.		

WRITING

Standards	Content	Skills	Assessment	Gospel Values & Faith Connections
	Research Reports W.4.7, W.4.8, W.4.9, W.4.10 **Research Papers** W.4.7, W.4.8, W.4.9, W.4.10	• Respond to a question in complete sentences using proper grammar. • Formulate questions that are appropriate and relevant to the topic or situation. **Research Reports** • Write a research report that investigates a specific topic with a clear purpose and audience in mind. • Paraphrase relevant information gathered from a variety of credible sources. • Organize information logically. • Cite source information. • Distinguish between facts and opinion. • Recognize bias when gathering and presenting information.		

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SPEAKING & LISTENING

Standards	Content	Skills	Assessment	Gospel Values & Faith Connections
SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. **SL.4.5** Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. **L.4.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening. **SL.4.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. a) Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b) Follow agreed-upon rules for discussions and carry out assigned roles.	**Oral Presentations** SL.4.4, SL.4.5, SL.4.6, L.4.3 **Collaborative Discussions** SL.4.1	**Oral Presentations** • Report on a topic or text, tell a story, or recount an experience in an organized manner. • Use appropriate facts and relevant descriptive details to support main ideas or themes. • Speak clearly and accurately at an understandable and fluent pace. • Use visual displays when appropriate. • Speak in a manner appropriate to task and audience. • Apply knowledge of language and its conventions when speaking. **Collaborative Discussion** • Engage in discussions with partners and groups on specific topics and texts.	Student learning will be assessed on a continual basis using various types of formal and informal assessments. A list of possible assessment methods is provided below. Tests Quizzes Oral Presentations Response to oral presentations Summary of oral presentations Journals Group Discussions Speeches Debates Plays and Skits Multimedia Presentations Group Projects Individual Projects	Gospel values should be evident in the classroom environment and referenced and reinforced throughout the curriculum. **Gospel Values** Community Compassion Faith in God Forgiveness Hope Justice Love Peace Respect for Life Service Simplicity Truth Teachers will highlight Gospel values and other elements of Catholic identity as they develop instructional units within the English Language Arts curriculum.

SPEAKING & LISTENING

Standards	Content	Skills	Assessment	Gospel Values & Faith Connections
c) 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. d) Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. **SL.4.2** Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. **SL.4.3** Identify the reasons and evidence a speaker provides to support particular points.	**Peer Review** SL.4.1 **Listening Comprehension** SL.4.2, SL.4.3	• Gather information or review required texts in preparation for discussion. • Articulate ideas and present information in a clear and organized manner. • Listen attentively and respond appropriately to comments posed by others. **Peer Review** • Evaluate another speaker's point of view. • Evaluate and communicate strengths and weaknesses of another's oral presentation. • Use peer feedback to improve oral presentation skills. **Listening Comprehension** • Summarize information presented		Make an oral presentation on a faith topic relevant to our time. Work in pairs or small groups to create a skit reflecting Gospel values (For example: the effectiveness of non-violent conflict resolution). Read at class and school masses, prayer services, etc.

SPEAKING & LISTENING

Standards	Content	Skills	Assessment	Gospel Values & Faith Connections
		in various oral formats. • Recall facts from an oral presentation. • Paraphrase portions of a text read aloud or information presented orally.		
SL.4.6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation	**Following Directions** SL.4.1	**Following Directions** • Recall and follow directions presented orally. • Listen attentively and respond appropriately.		
	Formal vs. Informal Language SL.4.6	**Formal vs. Informal Language** • Distinguish between formal and informal language. • Communicate in a manner appropriate to the situation.		
RF.4.4b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	**Oral Reading** RF.4.4b	**Oral Reading** • Demonstrate fluency in oral reading, individually and in a group. • Read orally with		

Archdiocese of Newark Catholic Schools				
English Language Arts Curriculum Map for Grade 4				
SPEAKING & LISTENING				
Standards	**Content**	**Skills**	**Assessment**	**Gospel Values & Faith Connections**
SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. **SL.4.5** Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes	**Drama/Skits/Plays** SL.4.2, SL.4.5	accuracy, proper expression, appropriate pacing, and clear articulation. **Drama/Skits/Plays** - Perform a dramatic presentation. - Speak with fluency and appropriate feeling. - Model and carry out assigned roles. - Differentiate between characters based on performance. - Demonstrate dialogue between characters in an oral presentation. - Convey different emotions through various role plays. - Model key elements of a story through collaboration with peers.		

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English Language Arts Curriculum Map for Grade 4

HANDWRITING

Standards	Content	Skills	Assessment	Gospel Values & Faith Connections
WLP.4.3 Form legible letters and numerals using cursive writing. a) Write words, using proper joinings, legibly in cursive. b) Legibly write sentences and paragraphs in cursive with proper spacing. **WLP.4.6** Write by hand with speed and fluency appropriate for grade 4. **WLP.4.8** Know and apply grade-level handwriting skills.	**Cursive** WLP.4.3, WLP.4.8 **Format and Structure** WLP.4.3.b, WLP.4.8 **Fluency** WLP.4.6, WLP.4.8	**Cursive** • Demonstrate proficiency in cursive writing including: ○ Letter Formation ○ Size ○ Slant ○ Connection ○ Spacing ○ Legibility ○ Fluency ○ Proportion • Write words legibly in cursive using proper joinings. • Legibly write sentences and paragraphs in cursive with proper spacing. **Format and Structure** • Indent paragraphs. • Use proper format based on genre. **Fluency** • Write fluently by hand at a rate appropriate for grade level and task.	Student learning will be assessed on a continual basis using various types of formal and informal assessments. A list of possible assessment methods is provided below. Daily written work Writing Samples Timed writing tasks Worksheets	Gospel values should be evident in the classroom environment and referenced and reinforced throughout the curriculum. **Gospel Values** Community Compassion Faith in God Forgiveness Hope Justice Love Peace Respect for Life Service Simplicity Truth Teachers will highlight Gospel values and other elements of Catholic identity as they develop instructional units within the English Language Arts curriculum.