



Gateway School District Curriculum Map

Elementary Schools (K-4)

Cleveland Steward Elementary
5000 Gateway Campus Blvd.
Monroeville, PA 15146
412-373-5874

Ramsey Elementary
2200 Ramsey Road
Monroeville, PA 15146
412-373-5856

Evergreen Elementary
3831 Evergreen Drive
Monroeville, PA 15146
412-373-5842

University Park Elementary
320 Noel Drive
Monroeville, PA 15146
412-327-4113

Curriculum Map: Elementary – Gr. 4 English Language Arts

Course: LangArts Grade 4



Subject: Language Arts

Unit 1: Becoming a Close Reader and Writing to Learn

Subject: Language Arts

Brief Summary of Unit

Students focus on reading and listening to literature. They use informational texts to gather specific details, determine central ideas, and reinforce reading fluency. Students read informational text with a focus on determining main ideas and supporting details, visual aids, using context clues to determine word meanings, and fluency.

Students read literary text to develop an understanding of setting, characterization, theme, and informational writing. They read within a variety of genres, often comparing and contrasting multiple texts on the same topic. They write to demonstrate understanding of multiple topics and produce numerous pieces over short and extended time frames.

Stage One - Desired Results

Established Goals:(Standards of Learning, content standards)

1. Use details from the text to describe characters, setting, events, and themes in literature (stories, drama, poetry).
2. Determine the main idea of the text and explain how it is supported by key details.
3. Interpret information from two texts on the same topic to demonstrate understanding of that topic.
4. Interpret information presented visually (e.g., charts, graphs, diagrams, time lines, and interactive elements in digital sources) and explain how that information supports the meaning of text.
5. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
6. Use combined knowledge of all letter- sound correspondences, syllabication, patterns, and morphology to read accurately unfamiliar multi-syllabic words.

7. Determine the main idea of a text; recount the key details and explain how they support the main idea.
8. Interpret various presentations of information within a text or digital source and explain how the information contributes to an understanding of text in which it appears.
9. Integrate information from two texts on the same topic to demonstrate understanding of that topic.
10. Cite relevant details from text to support what the text says explicitly and make inferences.
11. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.
12. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content choosing flexibly from a range of strategies and tools.
13. Informational: Identify and introduce the topic clearly. Opinion: Introduce the topic and state an opinion on the topic. Narrative: Orient the reader by establishing a situation and introducing a narrator and/or characters.
14. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
15. Informational: Use precise language and domain-specific vocabulary to inform about or explain the topic. Opinion and Narrative: Choose words and phrases to convey ideas precisely.

Understandings: What will students understand (about what big ideas) as a result of the unit? "Students will understand that..."

1. Effective readers use appropriate strategies to construct meaning.
2. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.
3. Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating.
4. Effective speakers prepare and communicate messages to address the audience and purpose.
5. Effective research requires the use of varied resources to gain or expand knowledge.
6. Audience and purpose influence a writer's choice of organizational pattern, language, and literary techniques.
7. Rules of grammar and language conventions support clarity of communications between writers/speakers and readers/listeners.
8. An expanded vocabulary enhances one's ability to express ideas and information.

1. **Essential Questions:** What arguable, recurring, and thought-provoking questions will guide inquiry and point toward the big ideas of the unit? How do strategic readers create meaning from informational and literary text?
2. What is this text really about?
3. How do readers know what to believe?
4. How does what readers read influence how they should read it?
5. How does a reader's purpose influence how text should be read?
6. How do readers know what to believe in what they read, hear, and view?
7. How does interaction with text provoke thinking and response?
8. What do good listeners do?
9. How do active listeners make meaning?
10. How do active listeners know what to believe in what they hear?
11. How do task, purpose, and audience influence how speakers craft and deliver a message?
12. How do speakers employ language and utilize resources to effectively communicate a message?
13. What does a reader look for and how can s/he find it?
14. How does a reader know a source can be trusted?

15. How does one organize and synthesize information from various sources?
16. How does one best present findings?
17. What makes clear and effective writing?
18. Why do writers write?
19. What is the purpose?
20. Who is the audience?
21. What will work best for the audience?
22. How do learners make decisions concerning formal and informal language in social and academic settings?
23. How do grammar and the conventions of language influence spoken and written communication?
24. Why learn new words?
25. What strategies and resources does the learner use to figure out unknown vocabulary?
26. How does one develop and refine vocabulary?

Stage Two - Assessment Evidence

Performance Tasks: What evidence will be collected to determine whether or not the understandings have been developed, the knowledge and skill attained, and the state standards met?

Other Evidence: (quizzes, tests and so on)

Stage Three - Learning Plan

1. **Literary Text** (Must Teach)
2. **Informational Text** (Must Teach)
3. **Language Conventions** (Must Teach)
4. **Vocabulary Acquisition** (Must Teach)
5. **Speaking & Listening** (Must Teach)

6. **Writing Process** (Must Teach)

Unit 2: Researching to Build Knowledge and Teaching Others (Emphasis on narrative text types and writing)

Subject: Language Arts

Brief Summary of Unit

Students read various historical nonfiction text sets related to a topic. They make inferences, summarize informational text, and conduct basic research (note-taking and pulling together information from a variety of texts). They synthesize information from multiple sources and integrate research into their writing. Students also participate in several critique experiences during the revision process as they write a research-based narrative that vividly describes the topic they investigated. Academic vocabulary is filtered throughout the module where students are given multiple opportunities to engage in discussions.

Stage One - Desired Results

Established Goals:(Standards of Learning, content standards)

- 1.Integrate information from two texts on the same topic, determine a theme of a text from its details, as well as summarize the texts.
- 2.Write narratives to develop real or imagined experiences or events while using technology to produce and publish writing with some guidance and support.
- 3.Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and expressing their own clearly to tell a story or recount an experience in an organized manner.
- 4.Speak clearly with adequate volume, appropriate pacing, and clear pronunciation while describing details to support main ideas or themes and differentiate between contexts that require formal English and informal situations.
- 5.Use combined knowledge of all letter- sound correspondences, syllabication, patterns, and morphology to read accurately unfamiliar multi-syllabic words.
- 6.Explain events, procedures, ideas, or concepts, or steps in a procedure is connected within a text, using language that pertains to time, sequence, and cause/effect.
- 7.Integrate information from two texts on the same topic to demonstrate understanding of that topic.
- 8.Determine a theme of a text from details in the text; summarize the text.
- 9.Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.
- 10.Informational: Identify and introduce the topic clearly. Opinion: Introduce the topic and state an opinion on the topic. Narrative: Orient the reader by establishing a situation and introducing a narrator and/or characters.
- 11.With some guidance and support, 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.
- 12.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.
- 13.Engage effectively in a range of collaborative discussions on grade level topics and texts,

- building on others' ideas and expressing their own clearly.
14. 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 with adequate volume, appropriate pacing, and clear pronunciation.
15. Differentiate between contexts that require formal English versus informal situations.

Understandings: What will students understand (about what big ideas) as a result of the unit? "Students will understand that..."

Essential Questions: What arguable, recurring, and thought-provoking questions will guide inquiry and point toward the big ideas of the unit?

Stage Two - Assessment Evidence

Performance Tasks: What evidence will be collected to determine whether or not the understandings have been developed, the knowledge and skill attained, and the state standards met?

Other Evidence: (quizzes, tests and so on)

Stage Three - Learning Plan

1. **Literary Text** (Must Teach)
2. **Informational Text** (Must Teach)
3. **Language Conventions** (Must Teach)
4. **Vocabulary Acquisition** (Must Teach)
5. **Speaking & Listening** (Must Teach)
6. **Writing Process** (Must Teach)

Unit 3: Researching to Build Knowledge and Teaching Others (Emphasis on informational text types and writing)

Subject: Language Arts

Brief Summary of Unit

Students will further develop their ability to comprehend informational text by hearing and reading a variety of nonfiction sources with an emphasis on making inferences, summarizing and conducting basic research (note-taking, pulling together information from a variety of texts, and sorting information into research categories). Students will synthesize information from multiple sources as they write a research-based informational text. Academic vocabulary is filtered throughout the module where students are given multiple opportunities to engage in discussions.

Stage One - Desired Results

Established Goals:(Standards of Learning, content standards)

1. Compare and contrast an event or topic told from two different points of view and integrate information from two texts on the same topic.
2. Write informative texts to examine a topic and convey ideas and information clearly by developing the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. The informative text pieces will have related information grouped in paragraphs and sections, linking ideas within categories of information using words and phrases while providing a concluding statement or section.
3. Integrate information from two texts on the same topic to demonstrate understanding of that topic.
4. Compare and contrast an event or topic told from two different points of view.
5. Informational: Identify and introduce the topic clearly. Opinion: Introduce the topic and state an opinion on the topic. Narrative: Orient the reader by establishing a situation and introducing a narrator and/or characters.
6. Informational: Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension. Opinion: Provide reasons that are supported by facts and details. Narrative: Use dialogue and descriptions to develop experiences and events or show the responses of characters to situations; use concrete words and phrases and sensory details to convey experiences and events precisely.
7. Informational: Group related information in paragraphs and sections, linking ideas within categories of information using words and phrases; provide a concluding statement or section; include formatting when useful to aiding comprehension. Opinion: Create an organizational structure that includes related ideas grouped to support the writer's purpose and linked in a logical order with a concluding statement or section related to the opinion. Narrative: Organize an event sequence that unfolds naturally, using a variety of transitional words and phrases to manage the sequence of events; provide a conclusion that follows from the narrated experiences and events.
8. With some guidance and support, 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.
9. 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.
10. Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and expressing their own clearly.
11. 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 with adequate volume, appropriate pacing, and clear pronunciation.
12. Differentiate between contexts that require formal English versus informal situations.

Understandings: What will students understand (about what big ideas) as a result of the unit? "Students will understand that..."

Essential Questions: What arguable, recurring, and thought-provoking questions will guide inquiry and point toward the big ideas of the unit?

Stage Two - Assessment Evidence

Performance Tasks: What evidence will be collected to determine whether or not the understandings have been developed, the knowledge and skill attained, and the state standards met?

Other Evidence: (quizzes, tests and so on)

Stage Three - Learning Plan

1. **Literary Text** (Must Teach)
2. **Informational Text** (Must Teach)
3. **Language Conventions** (Must Teach)
4. **Vocabulary Acquisition** (Must Teach)
5. **Speaking & Listening** (Must Teach)
6. **Writing Process** (Must Teach)

Unit 4: Considering Perspectives and Supporting Opinions (Emphasis on opinion writing comparing texts)

Subject: Language Arts

Brief Summary of Unit

Students engage in reading, writing, listening and speaking to build knowledge. Students begin by reading basic informational texts. They then read out loud and perform a short Readers Theater (written for classroom use) while learning the structural elements of drama and practicing reading fluently. Students have the opportunity to read science texts closely which gives them a chance to examine the structure, text features, and analyze concepts in scientific writing. Students write routinely and explain their findings of scientific experiments. They write an expanded piece allowing them to write an editorial expressing an opinion relating to the findings from their informational reading.

Stage One - Desired Results

Established Goals:(Standards of Learning, content standards)

- 1.Explain events, procedures, ideas, or concepts in a text, including what happened and why, based on specific information in the text.
- 2.Compare and contrast an event or topic told from two different points of view while integrating information from two texts on the same topic to demonstrate understanding.
- 3.Write opinion pieces on topics or texts by providing reasons that are supported by facts and details following an organizational structure that includes related ideas grouped to support the writer's purpose.
- 4.Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others ideas and expressing their own clearly.
- 5.Use combined knowledge of all letter- sound correspondences, syllabication, patterns, and morphology to read accurately unfamiliar multi-syllabic words.
- 6.Refer to details and examples in text to support what the text says explicitly and make inferences.
- 7.Explain how an author uses and evidence to support particular points in a text.
- 8.Integrate information from two texts on the same topic to demonstrate understanding of that topic.
- 9.Compare and contrast an event or topic told from two different points of view.
- 10.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.
- 11.Informational: Identify and introduce the topic clearly. Opinion: Introduce the topic and state an opinion on the topic. Narrative: Orient the reader by establishing a situation and introducing a narrator and/or characters.
- 12.Informational: Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension. Opinion: Provide reasons that are supported by facts and details. Narrative: Use dialogue and descriptions to develop experiences and events or show the responses of characters to situations; use concrete words and phrases and sensory details to convey experiences and events precisely.

13. Informational: Group related information in paragraphs and sections, linking ideas within categories of information using words and phrases; provide a concluding statement or section; include formatting when useful to aiding comprehension. Opinion: Create an organizational structure that includes related ideas grouped to support the writer's purpose and linked in a logical order with a concluding statement or section related to the opinion. Narrative: Organize an event sequence that unfolds naturally, using a variety of transitional words and phrases to manage the sequence of events; provide a conclusion that follows from the narrated experiences and events.
14. Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and expressing their own clearly.

Understandings: What will students understand (about what big ideas) as a result of the unit? "Students will understand that..."

Essential Questions: What arguable, recurring, and thought-provoking questions will guide inquiry and point toward the big ideas of the unit?

Stage Two - Assessment Evidence

Performance Tasks: What evidence will be collected to determine whether or not the understandings have been developed, the knowledge and skill attained, and the state standards met?

Other Evidence: (quizzes, tests and so on)

Stage Three - Learning Plan

1. **Literary Text** (Must Teach)
2. **Informational Text** (Must Teach)
3. **Language Conventions** (Must Teach)
4. **Vocabulary Acquisition** (Must Teach)
5. **Speaking & Listening** (Must Teach)
6. **Writing Process** (Must Teach)

Unit 5: Considering Perspectives and Supporting Opinions (Emphasis on opinion writing explaining with textual reasons)

Subject: Language Arts

Brief Summary of Unit

Students consider perspectives and support opinions by reading and integrating information from at least two texts of the same topic. They compare and contrast an event of a topic told from two different points of view. Students write opinion pieces on the topics or texts that were analyzed and create an organizational structure that includes related ideas grouped to support the writer's purpose. Academic vocabulary is filtered throughout the module where students are given multiple opportunities to engage in discussions.

Stage One - Desired Results

Established Goals:(Standards of Learning, content standards)

1. Compare and contrast an event or topic told from two different points of view while citing relevant details from text to support what the text says explicitly and make inferences.
2. Write opinion pieces on topics or texts by providing reasons that are supported by facts and details following an organizational structure that includes related ideas grouped to support the writer's purpose and linked in a logical order with a concluding statement or section related to the opinion.
3. Engage effectively in a range of collaborative discussions on grade level topics and texts while building on others ideas and expressing their own clearly.
4. Refer to details and examples in text to support what the text says explicitly and make inferences.
5. Integrate information from two texts on the same topic to demonstrate understanding of that topic.
6. Compare and contrast an event or topic told from two different points of view.
7. Explain major differences between poems, drama, and prose and refer to the structural elements of each when writing and speaking about a text.
8. Informational: Identify and introduce the topic clearly. Opinion: Introduce the topic and state an opinion on the topic. Narrative: Orient the reader by establishing a situation and introducing a narrator and/or characters.
9. Informational: Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension. Opinion: Provide reasons that are supported by facts and details. Narrative: Use dialogue and descriptions to develop experiences and events or show the responses of characters to situations; use concrete words and phrases and sensory details to convey experiences and events precisely.
10. Informational: Group related information in paragraphs and sections, linking ideas within categories of information using words and phrases; provide a concluding statement or section; include formatting when useful to aiding comprehension. Opinion: Create an organizational structure that includes related ideas grouped to support the writer's purpose and linked in a logical order with a concluding statement or section related to the opinion. Narrative: Organize an event sequence that unfolds naturally, using a variety of transitional words and phrases to manage the sequence of events; provide a conclusion that follows from

the narrated experiences and events.
11. Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and expressing their own clearly.

Understandings: What will students understand (about what big ideas) as a result of the unit? "Students will understand that..."

Essential Questions: What arguable, recurring, and thought-provoking questions will guide inquiry and point toward the big ideas of the unit?

Stage Two - Assessment Evidence

Performance Tasks: What evidence will be collected to determine whether or not the understandings have been developed, the knowledge and skill attained, and the state standards met?

Other Evidence: (quizzes, tests and so on)

Stage Three - Learning Plan

1. **Literary Text** (Must Teach)
2. **Informational Text** (Must Teach)
3. **Language Conventions** (Must Teach)
4. **Vocabulary Acquisition** (Must Teach)
5. **Speaking & Listening** (Must Teach)
6. **Writing Process** (Must Teach)

Unit 6: Gathering Evidence and Speaking to Others

Subject: Language Arts

Brief Summary of Unit

Students read various informational pieces about a topic and gather evidence. They form an understanding of the issues surrounding a topic and create an engaging product that explains the effect of the informational topic by adding visual displays, audio recordings, and other media formats. Students have the opportunity to present their findings and speak in complete sentences in order to provide requested detail or clarification. Academic vocabulary is filtered throughout the module where students are given multiple opportunities to engage in discussions.

Stage One - Desired Results

Established Goals:(Standards of Learning, content standards)

- 1.Integrate information from two texts on the same topic to demonstrate understanding.
- 2.Write opinion pieces on topics or texts by providing reasons supported by facts and details, following an organizational structure.
- 3.Use technology to produce and publish writing as well as interact and collaborate with others while reporting on a topic or text that uses facts and relevant, descriptive details to support main ideas of themes.
- 4.Integrate information from two texts on the same topic to demonstrate understanding of that topic.
- 5.Informational: Identify and introduce the topic clearly. Opinion: Introduce the topic and state an opinion on the topic. Narrative: Orient the reader by establishing a situation and introducing a narrator and/or characters.
- 6.Informational: Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension. Opinion: Provide reasons that are supported by facts and details. Narrative: Use dialogue and descriptions to develop experiences and events or show the responses of characters to situations; use concrete words and phrases and sensory details to convey experiences and events precisely.
- 7.Informational: Group related information in paragraphs and sections, linking ideas within categories of information using words and phrases; provide a concluding statement or section; include formatting when useful to aiding comprehension. Opinion: Create an organizational structure that includes related ideas grouped to support the writer's purpose and linked in a logical order with a concluding statement or section related to the opinion. Narrative: Organize an event sequence that unfolds naturally, using a variety of transitional words and phrases to manage the sequence of events; provide a conclusion that follows from the narrated experiences and events.
- 8.With some guidance and support, 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.
- 9.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.
- 10.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 with adequate volume, appropriate pacing, and clear pronunciation.

Understandings: What will students understand (about what big ideas) as a result of the unit? "Students will understand that..."

Essential Questions: What arguable, recurring, and thought-provoking questions will guide inquiry and point toward the big ideas of the unit?

Stage Two - Assessment Evidence

Performance Tasks: What evidence will be collected to determine whether or not the understandings have been developed, the knowledge and skill attained, and the state standards met?

Other Evidence: (quizzes, tests and so on)

Stage Three - Learning Plan

1. **Literary Text** (Must Teach)
2. **Informational Text** (Must Teach)
3. **Language Conventions** (Must Teach)
4. **Vocabulary Acquisition** (Must Teach)
5. **Speaking & Listening** (Must Teach)
6. **Writing Process** (Must Teach)

Unit 7: Literary Analysis

Subject: Language Arts

Brief Summary of Unit

Students read various literary text pieces and further practice determining a theme from the details in the text. They are given opportunities to explain the differences between poems, drama, and prose and refer to the structural elements of each when writing or speaking about a narrative text. Students expand their skills in determining meaning of words and phrases as they are used in grade level text (including figurative language). They use dialogue and descriptions to develop experiences and events in narrative writing. Academic vocabulary is filtered throughout the module where students are given multiple opportunities to engage in discussions.

Stage One - Desired Results

Established Goals:(Standards of Learning, content standards)

- 1.Determine a theme of a text from details in the text, summarize the text, and explain major differences between poems, drama, and prose while referring to the structural elements of each when writing or speaking.
- 2.Write narratives to develop real or imagined experiences or events by using dialogue and descriptions to develop or show the responses of characters to situations while using concrete words, phrases and sensory details to convey the experiences and events precisely.
- 3.Explain major differences between poems, drama, and prose and refer to the structural elements of each when writing and speaking about a text.
- 4.Determine the meaning of words and phrases as they are used in grade level text, including figurative language.
- 5.Determine a theme of a text from details in the text; summarize the text.
- 6.Informational: Identify and introduce the topic clearly. Opinion: Introduce the topic and state an opinion on the topic. Narrative: Orient the reader by establishing a situation and introducing a narrator and/or characters.
- 7.Informational: Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension. Opinion: Provide reasons that are supported by facts and details. Narrative: Use dialogue and descriptions to develop experiences and events or show the responses of characters to situations; use concrete words and phrases and sensory details to convey experiences and events precisely.

Understandings: What will students understand (about what big ideas) as a result of the unit? "Students will understand that..."

Essential Questions: What arguable, recurring, and thought-provoking questions will guide inquiry and point toward the big ideas of the unit?

Stage Two - Assessment Evidence

Performance Tasks: What evidence will be collected to determine whether or not the understandings have been developed, the knowledge and skill attained, and the state standards met?

Other Evidence:(quizzes, tests and so on)

Stage Three - Learning Plan