

Amherst Public Schools - Curriculum Map

English/Language Arts: Language, Reading/Literature

Grade Level: Four

ELA STRANDS	TIME FRAME / LENGTH	CONTENT / SKILLS / STRATEGIES	METHODS OF ASSESSMENT	MASSACHUSETTS FRAMEWORKS
<p>LANGUAGE</p> <p>Listening, Speaking and Presenting</p>	<p>30-45 mins. 4-5x per week Ongoing</p> <p>Integrated with studies or projects.</p> <p>Short 3-5 minute presentations</p>	<p>Questions, listens, presents and contributes while demonstrating appropriate consideration of content /information and agreed upon discourse expectations/rules for the audience and purpose including self-run small group discussions.</p> <p>Questions, listens, presents and contributes knowledge in discussions to develop ideas and critical thinking for a class project or topic including interviewing.</p> <p>Gives an organized oral presentation that demonstrates appropriate consideration of audience, purpose, and information: Uses appropriate eye contact, body language, volume, expression, and pronunciation. Presents experiences or opinions of literary work, topic, or film. Uses language to persuade, explain or seek information. Shares summaries of experiences, literary work, and/or content studies /research.</p>	<p>Teacher developed criteria/rubric for class discussion and literature circles.</p> <p>Teacher observation/ record and developed criteria based assessment/ rubrics for oral presentation</p>	<p>Discussion & Questioning, Listening, and Contributing 1.2, 2.2</p> <p>Oral Presentation 3, 3.3, 4, 5, 6, 7</p>
<p>Vocabulary Development</p>	<p>Ongoing and Integrated with Reading and Writing</p>	<p>Recognizes words are constructed of many parts: letters/sounds, syllables, root words, prefixes, and suffixes.</p> <p>Identifies meaning of common Greek or Latin roots such as graph in autograph, photograph, biography to determine meaning of words.</p>	<p>Vocabulary options: Criteria based benchmarks, quizzes and tests, dictation, Cloze, inventories and/or rubrics.</p>	<p>Vocabulary and Concept Development 4, 4.9, 10, 13, 14, 15, 11, 12, 16</p>

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<p>Vocabulary Development</p>		<p>Strengthens strategies for finding unknown word meaning including words having multiple meanings, using context, association, and meaning of common roots, suffixes and prefixes, such as un, re, dis, graph.</p> <p>Recognizes that some words or phrases have literal and non-literal and identifies meaning through their context, e.g., take steps.</p> <p>Identifies meanings and uses of figurative and playful language (such as puns, riddles and tongue twisters), and idioms. (It’s raining cats and dogs.)</p> <p>Identifies and applies meaning of the terms antonyms, homophones, synonyms, contractions and compound words.</p> <p>Gains word and phrase meanings from reading and listening, and uses them effectively in writing and communication with purpose.</p> <p>Determines meanings and alternate word choices using dictionary or thesaurus.</p>	<p>Criteria based analyses of written and oral response using rubric, checklist or other measurement tool.</p>	

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Spelling		<p>Uses knowledge of letter sounds, word parts, word segmentation, and syllabication to monitor and spell correctly.</p>	<p>Additional spelling options: checklist for transfer to writing, inventories, such as Kottmeyer.</p>	
Grammar and Usage		<p>Identifies four basic parts of speech: noun, verb, adjective, and adverb.</p> <p>Identifies correct punctuation: end marks, comma for series, quotation marks, subject-verb agreement in simple sentences, subject –predicate and sentence structure (eliminates fragments).</p> <p>Identifies words or word parts from other languages that have been adopted into the English language.</p> <p>Identifies formal, informal and variations and dialects of English text including folktales and advertisements read, heard or seen.</p>		<p>See Standard English Conventions 22</p> <p>Structure/Origins of Modern English 5.6,7,8</p>

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<p>READING</p> <p>Fluency</p>	<p>Daily, 5 x 60 min. On going, integrated, and individualized, as needed.</p>	<p>Decodes with simultaneous use of letter- sound relationships, print conventions, punctuation, word identification, sentence, and text structures.</p> <p>Reads aloud a variety of grade appropriate fiction and nonfiction genres with appropriate accuracy and prosody, appropriate rate, phrasing and intonation/expression, which reflects understanding of text.</p> <p>Reads silently at appropriate rate for set purposes.</p>		<p>Formal and Informal English 6.2,3</p>
<p>Comprehension</p>	<p>Ongoing</p>	<p>Actively processes text before, during, and after reading using specific strategies for critical and creative purposes across genres, fiction and nonfiction: sets purpose, connects, predicts, questions, visualizes, infers, determines importance, evaluates, interprets, and synthesizes with increasingly difficult text and content.</p> <p>Summarizes, describes, compares and contrasts with understanding.</p> <p>Responds and asks clarifying questions to literature read aloud.</p>	<p>Running Record, QRI, Benchmarks, Recorded Observation,</p>	<p>Beginning Reading 7.8, 9, 1</p>

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Comprehension		Responds to text in different ways: Aesthetic response reflects personal connection/expression and literary understanding. Written open response fully addresses topic/prompt, reveals understanding and uses details from text to support answer. Different forms of written response serve to extend comprehension.		
Genre	On-going	Identifies, analyzes and applies knowledge of characteristics of genres/sub genres, which support comprehension: imaginative/literary including poetry, fiction, drama, mystery, dramatic, historical fiction, realistic fiction, and informational/expository including traditional/myth/classical biography/autobiography. <i>See below and ELA Framework glossary.</i>	Fiction and Nonfiction: Fall and optional spring QRI.	Genre 10.2
Theme	Ongoing	Identifies, analyzes, and applies knowledge of the theme in a literary work. Provides evidence from the text to support understanding. Interprets themes as lessons identified in stories, fables, poems, traditional narratives folktales and common myths including Greek and, Roman, Norse and other cultures.	Other criteria based reading assessment options for written and oral responses include: recorded observation, checklists, rubrics, inventories,	

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Theme		Identifies narrative elements of fiction: character/narrator, setting, problem/solution, universal human experiences/emotions, cultural diversity, and theme.	interviews, surveys, benchmark check	
Fiction	Ongoing, Sub Genre Units 18-24 weeks	<p>Identifies and applies foreshadowing clues, sensory/figurative language, narrator and narrator’s views, setting, characters, events/plot, cause and effect, main ideas and supporting details, and draw conclusions and judgments from them as a basis for interpretation.</p> <p>Uses knowledge of fiction from genre study to identify how problem, solution, character, setting and plot/ major events relate to each other and the solution or main idea of the passage, and tone/mood of work.</p> <p>Provides evidence from the text to support his or her understandings.</p> <p>Identifies personality traits of characters and the thoughts and words and actions reveal their personalities.</p>	Criteria based analysis of graphic organizers, semantic maps and diagrams including labeling.	<p>Fiction 12, 12.2</p> <p>Understanding Text 8, 8.11,12, 13, 14</p>

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Nonfiction	Ongoing, Sub Units, Integrated with Social Studies and Science 10-18 weeks	<p>Identifies as characteristics of nonfiction: common organizational features-chronology, cause/effect; common textual features including title, headings, key words, paragraphs, table of contents, glossary, captions, (topic and concluding sentences; and graphic features including charts, graphs, maps, diagrams, illustrations.</p> <p>Identifies, analyzes and applies knowledge of the purposes, structure and elements of nonfiction/informational materials. Provide evidence from the text to support his or her understanding.</p> <p>Distinguishes cause from effect and fact from fiction.</p> <p>Locates facts that answer the reader's or given questions. Distinguishes cause from effect, fact from fiction.</p> <p>Summarizes main ideas and supporting details.</p>	MCAS Spring Release Items with Open Response and quizzes can serve as an evaluative tool.	<p>Nonfiction 13, 13.6, 7, 8</p> <p>Understanding Text 8, 8.15, 18,16, 17</p>
Poetry	Unit, Integrated or Ongoing, 3-4 weeks	Identifies poetic elements and terminology: rhyme, rhythm, repetition, similes, sensory images, stanza, verse, lines as characteristics of poetry.		Poetry 14, 14.2

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Poetry		Identifies, analyzes and applies knowledge of poetry and theme and provides evidence from the text to support his or her understanding.		
Mythic/ Traditional	Unit/ Integration with social studies/science 3-6 Weeks	<p>Identifies character types (trickster and exploits) ,phenomena/origin, cultural variants, significant characters and events as elements of mythic/traditional literature.</p> <p>Identifies, analyzes and applies knowledge of the themes, structure, and elements of myths, and traditional narrative.</p> <p>Provides evidence from the text to support his or her understanding.</p> <p>Interprets themes as lessons identified in stories, fables, poems, folktales and common myths including Greek, Roman, Norse and other cultures.</p>	Compare and Contrast charts/diagrams, graphic organizers	Myth, Traditional Narrative, Classical Literature 16, 16.4, 16.5, 16.6
Drama/Dramatic	Unit/Integrated 2-3 Weeks	Identifies characteristics of dramatic literature: plot and character in the form of dialogue that are read, viewed, written or performed appropriately for audience or purpose in relation to the criteria as a performing art		Dramatic Literature 17, 17.2

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Drama/Dramatic		<p>Identifies, analyzes and applies knowledge of the themes, structure, and elements of drama.</p> <p>Provides evidence from the text to support his or her understanding</p>		
Context and Connections	On-going	<p>Identifies similarities and differences between the characters or events in a literary work and the actual experiences in the author’s life /historical context.</p> <p>Extends to personal connections.</p> <p>Locates facts that answer questions and checks for accuracy, relevance and source.</p>	Rubric for Observation of Readers Theater. Criteria based analysis of Open Response.	Making Connections 9, 9.3
Style and Language	On-going	<p>Identifies, analyzes and applies knowledge of how an author’s words appeal to the senses.</p> <p>Compares and interprets literary and spoken language.</p> <p>Provides evidence from the text to support his or her understanding.</p> <p>Identifies how sensory details/figurative language creates imagery and mood, and sets tone.</p>	See Fiction and Nonfiction.	Style and Language 15, 15.2

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Style and Language		Provides evidence from the text to support his or her understanding.		
Dramatic Reading and Performance	At Least Once A Year	<p>Plans and presents dramatic readings, recitations, and performances that demonstrate appropriate consideration of audience and purpose.</p> <p>Performs Readers' Theater, plays, etc. (See Arts Curriculum Frameworks.)</p>	See Performing Arts.	Dramatic Reading and Performance 18, 18.2