



EXPEDITIONARY  
LEARNING

# Grade 4: Curriculum Map



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These grades 3–5 curriculum modules are designed to address CCSS ELA outcomes during a one-hour English Language Arts block. The overarching focus for all modules is on building students’ literacy skills as they develop knowledge about the world.

Taken as a whole, these modules are designed to give teachers concrete strategies to address the “instructional shifts” required by the CCLS.

### Structure of a Module

- Each module provides eight weeks of instruction, broken into three shorter units. Each module includes seven assessments:
  - Six unit-level assessments that almost always are on-demand: students’ independent work on a reading, writing, speaking, or listening task.
  - One final performance task that is a more supported project, often involving research.

### Structure of a Year of Instruction

- There are six modules per grade level.
- Of these six modules, teachers would teach four: Module 1, followed by either Module 2A or 2B, then either 3A or 3B, then Module 4.
- Teachers should begin the year with Module 1, which lays the foundation for both teachers and students regarding instructional routines.
- For Modules 2 and 3, option B formally assesses all standards formally assessed in Option A (and possibly some additional standards as well).
- Option 2B specifically includes supplemental lessons with explicit writing instruction aligned with ELA CCSS L1–3 and with Reading Foundations instruction aligned with ELA CCLS RF.3 and RF.4. These lessons are intended as models of the type of robust instruction that teachers need to incorporate in their literacy time beyond the bounded “one-hour per day” of the NYS modules.

### How to Read This Document

The purpose of this document is to provide a high-level summary of each module and name the standards formally assessed in each module.

- **Module focus:** Read this first. The “focus” is the same across the grades 3-5 band and signals the progression of literacy skills across the year as well as alignment to the CCSS instructional shifts.
- **Module title:** This signals the topic students will be learning about (often connected to social studies or science) and aligns with Instructional Shift #1, building knowledge through content-rich nonfiction.
- **Description:** These three or four sentences tell the basic “story” of the eight-week arc of instruction: the literacy skills, content knowledge, and central text.



- **Texts:** This lists texts that all students read. The text in bold is the extended text for a given module: the text(s) with which students spend the most time. Remember that texts can be complex based on both qualitative and quantitative measures. Texts are listed in order from most quantitatively complex (based on Lexile® measure) to least quantitatively complex. Texts near the bottom of the list are often complex in ways other than Lexile. Within a given module, the list shows the wide variety of texts students read as they build knowledge about a topic. This aligns with Instructional Shift #2, building knowledge in the disciplines. For a procurement list that specifies texts that need to be purchased for use with the curriculum, go to EngageNY.org or commoncoresuccess@elschools.org and search for the document “Trade Books and Other Resources.”
- **Final Performance Task:** This is a culminating project, which takes place during Unit 3 of every module. Performance tasks are designed to help students synthesize and apply their learning from the module in an engaging and authentic way. Performance tasks are developed using the writing process, are scaffolded, and almost always include peer critique and revision. Performance tasks are not “on-demand” assessments. (Note: The end of Unit 3 assessment often addresses key components of the performance task.)
- **Unit-Level Assessments**
  - Each unit includes two assessments, most of which are “on-demand” (i.e., show what you know/can do on your own).
  - Mid-unit assessments typically, though not always, are reading assessments: text-based answers.
  - End of unit assessments typically, though not always, are writing assessments: writing from sources.
  - Most assessments have a heavy emphasis on academic vocabulary, particularly determining words in context.
  - Assessments are designed to be curriculum-embedded opportunities to practice the types of skills needed on the NYS assessment.
  - The curriculum map below lists the title of each assessment, the standards assessed, and the assessment format.
  - Selected response (multiple-choice questions)
  - Short constructed-response (short-answer questions of the type that is scored using the NYS 2-point rubric)
  - Extended response (longer writing or essays of the type that is scored using the NYS 4-point rubric) (either on-demand or supported)
  - Speaking and listening (discussion or oral presentation)
  - Scaffolded essay (involving planning, drafting, and revision)
- **Standards:** In each module, the standards formally assessed are indicated with a check mark; see details below.



	Module 1A <sup>1</sup>	Module 1B	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
<b>Focus</b>	Becoming a Close Reader and Writing to Learn	Becoming a Close Reader and Writing to Learn	Researching to Build Knowledge and Teaching Others	Researching to Build Knowledge and Teaching Others	Considering Perspectives and Supporting Opinions	Considering Perspectives and Supporting Opinions	Gathering Evidence and Speaking to Others
<b>Module Title</b>	Oral Tradition, Symbolism, and Building Community	Poetry, Biography and Writer’s Identity	Interdependent Roles in Colonial Times	Animal Defense Mechanisms	Simple Machines: Force and Motion	Perspectives on the American Revolution	Susan B. Anthony, the Suffrage Movement and the Importance of Voting
<b>Description</b>	Module 1 focuses on building community by making connections between visual imagery, oral accounts, poetry and written texts of various cultures with a focus on the Haudenosaunee (Iroquois) culture. Students determine a central idea and demonstrate how gathering information from a variety of sources can help us understand a central idea more fully. Module 1 also reinforces reading fluency, close text analysis, explanatory paragraph writing, and presenting to peers. The module reinforces the fact that	Students launch the year by exploring the identity of writers through reading, discussing, and writing about poems and poets. They begin by reading and analyzing the novel <i>Love That Dog</i> by Sharon Creech. Students learn about the characteristics of poetry by closely reading famous poems featured in the novel. For their performance task, students select a poet to research further. Then they write an original poem inspired by their poet’s work, and read informational text in order to write a biographical essay about their poet’s life.	Students learn about what life was like in Colonial America, focusing on how colonists were interdependent on one another. Students read about various colonial trades (such as the wheelwright, the cooper, etc.), with an emphasis on making inferences, summarizing informational texts and conducting basic research. As the final performance task, students synthesize information from multiple sources as they write a research-based narrative that vividly describes an event in a colonist’s life.	Students build proficiency in writing an informative piece, examining the defense mechanisms of one specific animal about which they build expertise. Students also build proficiency in writing a narrative piece about this animal. They build background knowledge on general animal defenses through close readings of several informational texts and use a science journal to make observations and synthesize information as they research an expert animal in preparation to write about this animal. As the final performance task students write an informative piece	Students build knowledge of simple machines and how they affect force, effort, and work. Students read basic background text and perform Readers Theater about simple machines (written for classroom use). They read an extended scientific text, <i>Simple Machines: Forces in Action</i> (870L), focusing on analyzing scientific concepts. Students develop expertise about specific simple machines (inclined plane, levers, pulleys, etc.), read and conduct science experiments using simple machines, and synthesize their findings by writing scientific conclusion statements. They conduct a “simple machine	Students explore perspectives in the American Revolution NS study reasons why the 13 American colonies decided to declare independence, how colonists’ opinions differed on this decision, and how the perspectives of free and enslaved blacks were both similar and different from the perspective of the white colonists. Students begin by close reading of several informational texts about the war. They then read the historical fiction play, <i>Divided Loyalties</i> , to deepen their understanding of the Patriot and Loyalist perspectives. At the end of the module they synthesize their learning	Students learn about voting rights and responsibilities. They first focus on the women’s suffrage movement and the leadership of New Yorker Susan B. Anthony, reading firsthand and secondhand accounts of her arrest and trial. Then students read <i>The Hope Chest</i> (historical fiction set in the weeks before the passage of the 19th Amendment) examining the theme of leaders and their impact on others. Finally, students connect the theme of leadership to their own lives by reading about the importance of voting in modern times. As a final performance task, students draft and then

<sup>1</sup> NYSED has revised 4M1A. The revised version is available on EngageNY.org.



	Module 1A	Module 1B	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
	Native Americans – specifically the Iroquois (Haudenosaunee, People of the Long House) – were early inhabitants of the New York region and state, and continue to contribute to the region’s history.	Finally, students present their poem and essay during a Poet’s Performance.		describing their animal, the threats to its survival, and how it is equipped to deal with them, and a choose-your-own narrative piece about their animal that incorporates their research.	inventory” at school and home. As a final performance task, students write an editorial to an engineering magazine expressing an opinion about which simple machine benefits people most in their everyday lives.	in a final performance task: an opinion piece written from the perspective of a Patriot outlining reasons colonists should join the Patriot cause in the form of a broadside (similar to a modern-day flier).	create a public service announcement (using VoiceThread technology) to state their opinion to high school seniors about why voting is important.



	Module 1A <sup>2</sup>	Module 1B <sup>3</sup>	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
<p><b>Texts (central text(s) in bold)</b><sup>4</sup></p>	<ul style="list-style-type: none"> <li>• <i>The Keeping Quilt</i>, Patricia Polacco (920 L; teacher copy only)</li> <li>• <b><i>The Iroquois: The Six Nations Confederacy</i></b>, Mary Englar (RI, 880L)</li> <li>• <i>Eagle Song</i>, Joseph Bruchac (RL, 840L; optional)</li> <li>• Additional short texts to come (listed in each unit overview)</li> </ul>	<ul style="list-style-type: none"> <li>• <b><i>Love That Dog</i></b>, Sharon Creech (RL, 1010L)</li> <li>• “A Patch of Old Snow” by Robert Frost (NL)</li> <li>• “The Pasture” by Robert Frost</li> <li>• “Stopping by Woods on a Snowy Evening” by Robert Frost (NL)*</li> <li>• “The Tiger” by William Blake</li> <li>• “The Red Wheelbarrow” by William Carlos Williams (NL)*</li> <li>• “The Great Figure” by William Carlos Williams (NL)</li> <li>• “Metric Figure” by William Carlos Williams (NL)</li> <li>• “safety pin” by Valerie Worth (NL)</li> <li>• “Dog” by Valerie Worth (NL)*</li> </ul>	<ul style="list-style-type: none"> <li>• “Colonial America: The Craftspeople,” Expeditionary Learning (RI, 1080L)</li> <li>• “Colonial Trades: The Blacksmith,” Expeditionary Learning (RI, 1070L)</li> <li>• “Apprenticeships in Colonial America,” Expeditionary Learning (RI, 1030L); read aloud</li> <li>• “Colonial Trades: The Carpenter,” Expeditionary Learning (RI, 1010L)</li> <li>• “A New York Merchant: Adam Johnson,” Expeditionary Learning (RI, 990L); read aloud</li> </ul>	<ul style="list-style-type: none"> <li>• “Award-Winning Survival Skills,” Lea Winerman (RI, 1150L)</li> <li>• <i>Venom</i>, Marilyn Singer (RI, 1110L; teacher copy only)</li> <li>• <i>Can You Survive the Wilderness?</i> Matt Doeden (RI, 680L; teacher copy only)</li> <li>• <b><i>Animal Behavior: Animal Defenses</i></b>, Christina Wilsdon (RI, NL)</li> </ul>	<ul style="list-style-type: none"> <li>• “Who Cares about Polar Bears?” Expeditionary Learning (RI, 990L)</li> <li>• “No More Junk in Our Schools,” Expeditionary Learning (RI, 980L)</li> <li>• <b><i>Simple Machines: Forces in Action</i></b>, Buffy Silverman (RI, 870L)</li> <li>• “The Machine,” from <i>Take a Quick Bow!</i>, Pamela Marx (RL play, NL; teacher copy only)</li> </ul>	<ul style="list-style-type: none"> <li>• The Declaration of Independence (excerpts) (RI, NL)</li> <li>• “An Incomplete Revolution,” Amy Miller (RI, 920L)</li> <li>• “Private Yankee Doodle,” Thomas Flemming (RI, 900L)</li> <li>• “Thomas Jefferson and the Declaration of Independence,” Kathy Wilmore (RI, 870L)</li> <li>• “The Shot Heard Around the World,” Thomas Flemming (RI, 860L)</li> <li>• “Revolutionary War,” The New Book of Knowledge, Grolier Online (RI, 690L)</li> <li>• “Loyalists,” The New Book of Knowledge, Grolier Online (RL, 730)</li> <li>• <b><i>Divided Loyalties: The Barton Family During the American Revolution</i></b>, Gare Thompson and Barbara Kiwak (RL, NL)</li> </ul>	<ul style="list-style-type: none"> <li>• “Miss Susan B. Anthony Fined \$100 and Costs for Illegal Voting” <i>The New York Times</i>, (RI, 1270L)</li> <li>• Excerpt from “On Women’s Right to Suffrage,” Susan B. Anthony (RI, 1200L)</li> <li>• “Youth Power,” Karen Fanning and Bryan Brown (RI, 960L)</li> <li>• “I Can’t Wait to Vote!” Expeditionary Learning (RI, 950L)</li> <li>• A Firsthand Account of Inauguration Day 2009: email, Corey Scholes (RI, 890L)</li> <li>• “The Vote,” Rebecca Hershey (RI, 870L)</li> <li>• “A Historic Inauguration Day,” Expeditionary Learning (RI, 840L)</li> <li>• <b><i>The Hope Chest</i></b>, Karen Schwabach (RL, 800L)</li> </ul>

<sup>2</sup> *The Iroquois: The Six Nation Confederacy* remains a central text. *Eagle Song* is no longer a required text for this module; it is an optional independent read with an independent reading guide. There also are several mini-lessons for in-class discussions if teachers choose to use this novel. *The Keeping Quilt* has been added as a read-aloud in Unit 3.

\* Indicates poems that students read closely.

<sup>4</sup> Texts listed in order of informational text first, then literature; both categories shown from most to least quantitatively complex (based on Lexile®).



	Module 1A <sup>2</sup>	Module 1B <sup>3</sup>	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
		<ul style="list-style-type: none"> <li>• “Love That Boy” by Walter Dean Myers (NL)</li> <li>• “Laurence Hamm, 19 Student Athlete” by Walter Dean Myers (NL)</li> <li>• “Street Music” by Arnold Adoff (NL)*</li> <li>• “The Apple” by S.C. Rigg (NL)</li> <li>• <b><i>A River of Words: The Story of William Carlos Williams</i></b>, Jennifer Bryant (RI, 820L; teacher copy only)</li> <li>• “Nikki Giovanni (June 7, 1943 – present)” American Reading Company (RI, 770L)</li> <li>• “Finding Your Voice” by Dara Sharif (RI and RL, 770L)</li> <li>• “Robert Frost (March 26, 1874 – January 29, 1963)” American Reading Company (950L)</li> </ul>	<ul style="list-style-type: none"> <li>• “The Colonists and American Indians,” Expeditionary Learning (RI, 970L)</li> <li>• “Colonial Trades: The Wheelwright,” Expeditionary Learning (RI, 970L)</li> <li>• “The Importance of the Wheelwright,” Expeditionary Learning (RI, 970L)</li> <li>• “The Wheelwright’s Role in a Colonial Village” (RI, 970L)</li> <li>• “Farming in Colonial America,” Expeditionary Learning (RI, 950L)</li> <li>• “Colonial Trades: The Silversmith,” Expeditionary Learning (RI, 950L)</li> <li>• “Religion in the Colonies,” Expeditionary Learning (RI, 930L)</li> <li>• “Colonial Trades: The Printer,” Expeditionary Learning (RI, 930L)</li> </ul>				<ul style="list-style-type: none"> <li>• “Frederick Douglass: Freedom’s Champion,” Patrick S. Washburn (RI, 790L)</li> <li>• “Order in the Court,” Ira Peck and Kathy Wilmore (RI, 770L)</li> </ul>



	Module 1A <sup>2</sup>	Module 1B <sup>3</sup>	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
		<ul style="list-style-type: none"> <li>• “Valerie Worth (October 29, 1933 – July 31, 1994)” American Reading Company (RI, 830L)</li> </ul>	<ul style="list-style-type: none"> <li>• “Shipbuilders,” Expeditionary Learning (RI 870L)</li> <li>• “Colonial Trades: The Cooper,” Expeditionary Learning (RI, 850L)</li> <li>• “Roles in a Colonial Village” (RI, various trades, 820L-1030L)</li> <li>• “Colonial Trades: The Shoemaker,” Expeditionary Learning (RI, 750L)</li> <li>• “Colonial Trades” (RI, various trades, 790L-1070L)</li> <li>• <b><i>The Scoop on Homes, Clothes, and Daily Life in Colonial America</i></b>, Elizabeth Raum (RI, 780L)</li> <li>• <b><i>If You Lived in Colonial Times</i></b>, Ann McGovern (RI, 590L)</li> <li>• “Bringing Home the Gold,” Carrol J. Swanson (RL, 880L)</li> <li>• “School of Freedom,” Beverly J. Letchworth (RL, 790L)</li> </ul>				





	Module 1A <sup>2</sup>	Module 1B <sup>3</sup>	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
			<ul style="list-style-type: none"> <li>• “Mystery of the Deep,” Allyson Gulliver (RL, 790L)</li> <li>• “Making Candles, Colonial Style,” Rebecca S. Fisher, <i>Highlights for Children</i>. (RL, 770L)</li> <li>• “Joshua’s Gold,” Mary Lois Sanders (RL, 690L)</li> <li>• “Inventory of John Allen (1659–1704),” Hampshire Probate Records (RI, NL)</li> </ul>				
<b>Lexile®</b>	Common Core Band Level Text Difficulty Ranges for Grades 4–5 <sup>5</sup> : 740–1010L						
<b>Performance Task</b>	Classroom Community Quilt (W.4.2, W.4.5, W.5.9, and L.43)	Poet’s Performance: Poetry Reading and Biographical Essay Presentation (RI.9, W.4.2, W.11, and SL.4.4) scaffolded essay and public poetry reading	Historical Fiction Narrative about Colonial America (RI.4.9, W.4.3, W.4.4, W.4.5, W.4.6, W.4.9b, L.4.2a,b,d, L.4.3a, and L.4.6) scaffolded narrative	Choose-Your-Own-Adventure Animal Defense Narrative (RI.4.9, W.4.2, W.4.3, W.4.7, W.4.8, W.4.9b) scaffolded narrative	Opinion Writing: An Editorial on Simple Machines (RI.4.1, RI.4.3, W.4.1, W.4.4, W.4.5, W.4.7, W.4.9, L.4.3a) scaffolded essay	Opinion Writing: American Revolution Broadside (W.4.1, W.4.2b and d, W.4.4, W.4.5, W.4.7, L.4.2a, c and d, and L.4.3) scaffolded essay	Public Service Announcement about the Importance of Voting (RI.4.9, W.4.1, W.4.4, SL.4.3, SL.4.4, SL.4.5, SL.4.6, L.4.1c and f, and L.4.3) scaffolded essay and speech

<sup>5</sup> Supplemental Information for Appendix A of the Common Core State Standards for English Language Arts and Literacy: New Research on Text Complexity  
[http://www.corestandards.org/assets/EO813\\_Appendix\\_A\\_New\\_Research\\_on\\_Text\\_Complexity.pdf](http://www.corestandards.org/assets/EO813_Appendix_A_New_Research_on_Text_Complexity.pdf)



**Unit-Level Assessments (ELA CCSS)**

	Module 1A	Module 1B	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
<b>Mid-Unit 1</b>	Answering Questions with Evidence from Text (RI.4.1, RI.4.3) selected response and short constructed response	Text-Dependent Questions: Love That Dog Pages 20–24 and “The Pasture” by Robert Frost (RL.4.1 and RL.4.3) selected response and short constructed response	Inferring with Pictures and Text (RI.4.1, RI.4.4, and RI.4.7) selected response and short constructed response	Reading about Caterpillars, Answering Questions, and Determining the Main Idea (RI.4.2, RI.4.4, and RI.4.7) selected response and short constructed response	Finding the Main Idea of a Scientific Text (RI.4.2 and RI.4.3) selected response and short constructed response	Reading and Answering Questions about the Revolutionary War (RI.4.1, RI.4.2, and RI.4.4) selected response and short constructed response	Answering Questions and Summarizing a Text about Frederick Douglass (RI.4.2 and RI.4.4) selected response and short constructed response
<b>End of Unit 1</b>	Paragraph to Explain Student-Created Wampum Belt (W.4.2, RL.4.1, RI.4.1) scaffolded extended response	Extended Response: Love That Dog Pages 1–41: What Has Jack Learned about Poetry? (RL.4.3, W.4.4, and W.4.9) short constructed response	Inferring and Synthesizing about Life in Colonial America (from Two Texts) (RI.4.1, RI.4.4, RI.4.9, and W.4.9b) selected response and short constructed response	Answering Questions and Summarizing Texts about Animal Defense Mechanisms (RI.4.1, RI.4.2, and SL.4.2) selected response and short constructed response	Reading and Answering Questions about Readers Theater (RL.4.1, RL.4.5, and L.4.4) selected response and short constructed response	Reading and Answering Questions about the Declaration of Independence (RI.4.1, RI.4.3, and RI.4.5) selected response and graphic organizer	Comparing Firsthand and Secondhand Accounts of Inauguration Day (RI.4.2 and RI.4.6) selected response and short constructed response
<b>Mid-Unit 2</b>	Reading, Note-taking, and Paragraph Writing (RI.4.1, RI.4.2, W.4.2, W.4.8 and SL.4.1) short constructed response	Writing a Summary of the Full Novel Love That Dog (RL.4.2, W.4.2a and b, and W.4.9) extended constructed response	Inferring about the Silversmith Trade in Colonial Times (RI.4.1, W.4.2b and d, and W.4.8) selected response and short constructed response	Reading and Answering Questions about Two Texts on the Same Topic (RI.4.1, RI.4.2, W.4.7, W.4.8, and L.4.4a and b) selected response and short constructed response	Answering Questions about Screws (RI.4.2, RI.4.3, W.4.8, and W.4.9b) selected response and constructed response	Reading and Answering Questions about Divided Loyalties (RL.4.1, RL.4.5, L.4.4a, and L.4.4c) selected response	On-Demand Reading of New Chapter of The Hope Chest (RL.4.1, RL.4.2, RL.4.3, L.4.4, and L.4.5) selected response and short constructed response.



	Module 1A	Module 1B	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
<b>End of Unit 2</b>	Evidence-Based Paragraph Writing (RI.4.3, RI.4.1, and W.4.9) scaffolded response	Reading and Analyzing a New Poem (RL.4.5 and L.4.5a) selected response and short constructed response	Synthesizing Information from Text and Audio Resources (RI.4.2, RI.4.4, RI.4.9, W.4.8, and SL.4.2) selected response and short constructed response	Writing about the Pufferfish (RI.4.9, W.4.2, W.4.4, W.4.7, and W.4.8) scaffolded essay	Reading and Answering Questions about Wedges (Part I); Reading and Answering Questions about Experiments (Part II) (RI.4.3, RI.4.4, W.4.2b and d, W.4.8, and W.4.9) selected response and short constructed response	Part 1: Conducting a Literary Discussion and Part 2 and 3: Analyzing, Summarizing and Reading Aloud Divided Loyalties (RL.4.2, RL.4.3, RF.4.4, and SL.4.1) speaking and listening discussion	On-Demand Writing: How do Leaders Impact the Actions of Others? Reading and Answering Questions about Characters and Theme (Part I); Writing an Essay Analyzing How a Character's Actions Contribute to the Theme of <i>The Hope Chest</i> (Part II) (RL.4.2, RL.4.3, RL.4.4, RL.4.6, RL.4.7, W.4.2, W.4.9a, and W.4.11) selected response, short constructed response, and extended constructed response
<b>Mid-Unit 3</b>		Reading and Answering Questions about Informational Text (RI.4.1, RI.4.2, and RI.4.3) selected response and short constructed response	Draft of Historical Fiction Narrative (W.4.2b, W.4.3a, and W.4.4, and W.4.9b) extended constructed response	Planning for and Drafting an Introduction for the Narrative (W.4.3a) scaffolded extended response	Reading and Answering Questions about Editorials (RI.4.8 and RI.4.4) selected response and short constructed response	Reading and Answering Questions about Opinion Pieces (RI.4.1, RI.4.4, RI.4.8, W.4.9b) short constructed response	Reading and Comparing New Informational Texts about Voting (RI.4.5, RI.4.8, and RI.4.9) selected response and short constructed response
<b>End of Unit 3</b>	"From Knee to Knee to CD: The Evolution of Oral Tradition in Mountain Ballads (RI.4.1, W.4.2, W.4.9, W.4.10, SL.4.1 and L.4.4) selected response and short constructed response	Part 1: Writing a Conclusion Paragraph; (RI.4.9 and W.4.2 e) scaffolded extended responses  Part 2: Revising Poet Essays Based on Feedback	On-Demand Historical Narrative (W.4.2b and d, W.4.3, W.4.4, and W.4.9b) extended constructed response	Planning for and Writing Choice 2 of the Choose-Your-Own-Adventure Animal Defense Narrative (W.4.3b, c, d, e, W.4.4, L.4.1g, L.4.2a, b and d, and L.4.3b) scaffolded narrative	Planning and Drafting an Editorial (Part I); Revising to Create a Polished Editorial (Part II) (W.4.1, L.4.1f, L.4.2a, c and d, L.4.3a and b) extended constructed response	(Part I) Planning and Drafting a Broadside (Part II) Revising to Create a Polished Broadside (W.4.1, W.4.2d, W.4.4, W.4.7, W.4.9, L.4.1a & b, L.4.2a, c, & d, and L.4.3) scaffolded extended responses	Public Service Announcement about Importance of Voting: Assessment of First Draft Writing and Presentation (W.4.1, W.4.4, SL.4.3, SL.4.4, SL.4.5, SL.4.6, L.4.1c and f, and L.4.3) extended constructed response



	Module 1A	Module 1B	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
		(W.4.2 c and d, W.4.5, and L.4.2 a and d) scaffolded extended responses					



### Common Core ELA Standards Formally Assessed, by Module

- In the curriculum map below, any specific CCSS with a check mark indicates formally assessed.
- Some standards are formally assessed in multiple modules.
- “B” modules will assess all the same standards as “A” modules but may address additional standards as well.
- Because of the integrated nature of the standards, even standards that are not formally assessed are often embedded in instruction throughout every module (e.g., RI/RL.1).
- Some standards are not applicable in an on-demand assessment context (e.g., R.10 or W.10). In the curriculum map below, these standards are noted as “integrated throughout.”
- Some standards (e.g., W.2) have a main or “parent” standard and then subcomponents (e.g., W.2a). Often, students’ mastery of the entirety of this standard is scaffolded across multiple modules. Therefore, in the curriculum map below, the “parent” standard is checked only if all components of that standard are formally assessed within that particular module. Otherwise, just the specific components are checked.
- For more guidance about how to address CCSS RF.3 (Phonics and Word Recognition), CCSS RF.4 (Fluency), and CCSS L.1, 2, and 3, see the stand-alone document *Foundational Reading and Language Standards: Resources Packages for Grades 3-5*. This resource provides guidance about structures and purpose for an Additional Literacy Block alongside the modules. The overview in that stand-alone document also includes a list of example lessons that teachers can use as a model to develop additional similar lessons.



Reading Standards for Literature

	Module 1A	Module 1B	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
RL.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.		✓			✓	✓	✓
RL.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the 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).	✓	✓				✓	✓
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).							✓
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.4.6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.							✓
RL.4.7. 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.							✓
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.	Implemented through Accountable Independent Reading: see “Launching Independent Reading in Grades 3–5: Sample Plan” (stand-alone document on EngageNY.org).						
RL.4.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Integrated throughout.						



	Module 1A	Module 1B	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
RL.4.11 Recognize, interpret, and make connections in narratives, poetry, and drama, to other texts, ideas, cultural perspectives, personal events, and situations. <sup>6</sup>	Implemented through Accountable Independent Reading: see “Launching Independent Reading in Grades 3–5: Sample Plan” (stand-alone document on EngageNY.org).						
A. Self-select text based upon personal preferences.	Integrated throughout.						

<sup>6</sup>This standard is specific to New York State. In the elementary modules, RL.11a and b are also addressed through Accountable Independent Reading. See “Foundational Reading and Language Skills: Resource Package for Grades 3-5” (in Resources on [commoncoresuccess.elschools.org](http://commoncoresuccess.elschools.org)). On this document, look specifically at the section titled “Independent Reading: The Importance of a Volume of Reading and Sample Plans.”



**Reading Standards for Informational Text**

	Module 1	Module 1B	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
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.	✓	✓	✓	✓	✓	✓	
RI.4.2. Determine the main idea of a text and explain how it is supported by key details; 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.	✓	✓			✓	✓	
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.			✓	✓	✓	✓	✓
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.						✓	✓
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.							✓
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 contributes to an understanding of the text in which it appears.			✓	✓			
RI.4.8. Explain how an author uses reasons and evidence to support particular points in a text.					✓	✓	✓
RI.4.9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.		✓	✓	✓			✓
RI.4.10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Integrated throughout.						





**Reading Standards: Foundational Skills**

	Module 1A	Module 1B	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding words				++			
A. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.				+			
RF.4.4. Read with sufficient accuracy and fluency to support comprehension.		+			+		
A. Read grade-level text with purpose and understanding.		+			+		
B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.		+			+		
C. Use context clues to confirm or self-correct word recognition and understanding, rereading as necessary.		+			+		

+ This module includes an example lesson to show teachers how to address the standard, but this specific component of the standard is not formally assessed. See the Overview document in the Foundational Reading and Language Standards: Resources Packages for Grades 3-5.



Writing Standards

	Module 1A	Module 1B	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
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., <i>for instance, in order to, in addition</i> ).					✓	✓	✓
D. Provide a concluding statement or section related to the opinion presented.					✓	✓	✓
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.	✓	✓		✓			✓
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., <i>another, for example, also, because</i> ).		✓					✓
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.		✓					✓



	Module 1A	Module 1B	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
W.4.3. Write narratives to develop real or imagined experiences or events using effective techniques, 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 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.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	Integrated throughout.						
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.	Integrated throughout.						



	Module 1A	Module 1B	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
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.	✓	✓				✓	
A. Apply grade 4 reading standards to literature (e.g., “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]”).		✓					✓
B. Apply grade 4 reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).	✓		✓	✓	✓	✓	
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.	Integrated throughout.						
W.4.11. Create and present a poem, narrative, play, art work, or literary review in response to a particular author or theme studied in class. <sup>7</sup>		✓					✓

<sup>7</sup>This standard is specific to New York State.



Speaking and Listening Standards

	Module 1A	Module 1B	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
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.	✓	✓ <sup>8</sup>				✓	
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.	✓					✓	
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.	✓					✓	
E. See to understand and communicate with individuals from different perspectives and cultural backgrounds. <sup>9</sup>						✓	
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.							✓
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.							✓

<sup>8</sup> SL.4.1 is heavily addressed but not formally assessed in 4M1B. See 4M1B.2 Unit overview for assessment suggestions.

<sup>9</sup> This standard is specific to New York State.



	Module 1A	Module 1B	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
SL.4.5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.							✓
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.							✓



Language Standards

	Module 1A	Module 1B	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.				+	+		
A. Use relative pronouns ( <i>who, whose, whom, which, that</i> ) and relative adverbs ( <i>where, when, why</i> ).				+	+	✓	
B. Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i> ) verb tenses.				+	+	✓	
C. Use modal auxiliaries (e.g., <i>can, may, must</i> ) to convey various conditions.				+	+		✓
D. Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i> ).				+	+		
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., <i>to, too, two; there, their</i> ).				✓	+		
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 from a text.			✓	✓			



	Module 1A	Module 1B	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
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).			+	+	+	✓	✓
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., <i>telegraph</i> , <i>photograph</i> , <i>autograph</i> ).			+	✓			✓
C. 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.			+	+	✓	✓	✓





	Module 1A	Module 1B	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
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., <i>as pretty as a picture</i> ) 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).							✓
L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., <i>wildlife, conservation, and endangered</i> when discussing animal preservation).	Integrated throughout.						