

**Fourth Grade Wide Scope Curriculum Map 2006 - 2007**

	September	October	November	December	January	February	March	April	May/June
<b>Reading</b>	<p>Content / Concept BOOK/CHOICE/Independent -Reading -Genre, Love of Reading -Silent Sustained Reading -Elements of a Story Getting to know the Reader</p> <p>(DRA and other assessments) San Diego Quick READ ALOUD/ First Person Narrative focus i.e. (Boy, Rabbit Hill, Enormous Egg)  Reading Buddies</p>	<p>Content/ Concept BOOK CHOICE Fix-up Strategies Figurative Language (Simile, Metaphor) Picture Book focus connected to book elements) READ ALOUD/Reading Strategies i.e. visualization, asking questions, making inferences Reading Buddies</p>	<p>Content / Concept INFORMATIONAL TEXT Bold Print, Italics, color Charts, Graphs, Captions, Heading, Sub Headings Main Idea Reading Strategy/ Determining Importance Asking Questions Introduction/Conclusion Adjectives READ ALOUD/ Personal Problems focus i.e. Kevin Hanks Novels</p> <p>NOVEL STUDY (Whipping Boy, Owls in The Family) Reading Buddies</p>	<p>Content / Concept PICTURE BOOK /UNIT Literature Study Cont. Story Elements Setting Characters Plot Conflict/Resolution Theme</p> <p>READ ALOUD  Reading Buddies</p>	<p>Content / Concept NOVEL STUDY Literature Groups Flexible Grouping to be determined based on need</p> <p>Cont. Story Elements</p> <p>Biography Focus/ African American Timelines READ ALOUD  Reading Buddies</p>	<p>Content / Concept SHARED READING</p> <p>FOLKLORE Myth, Fairy Tales Legends, Tall Tales</p> <p>READERS THEATRE Connected to Folklore</p> <p>READ ALOUD  Reading Buddies</p>	<p>Content / Concept Information Text  Historical Fiction Pioneer Diaries /Journals</p> <p>Lit. Study /Include Junior Great Books Flexible Grouping</p> <p>READ ALOUD  Reading Buddies</p>	<p>Content / Concept Informational Text  Shared Reading POERTY FOCUS -Stanza -Poetic Technique -Phrasing -Oral Sharing</p> <p>READ ALOUD Reading Buddies</p>	<p>Content / Concept Novel Study Informational Test Current Events Review</p> <p>READ ALOUD Reading Buddies</p>
	<p>Interventions/Scaffolding: Tie to individual book selections based on appropriate levels</p> <p>Extensions/Acceleration:</p>	<p>Interventions/Scaffolding: Paired practice for fluency</p> <p>Extensions/Acceleration: Individual choice @rate/level</p>	<p>Interventions/Scaffolding:</p> <p>Extensions/Acceleration</p>	<p>Interventions/Scaffolding:</p> <p>Extensions/Acceleration:</p>	<p>Interventions/Scaffolding: Selection of related texts</p> <p>Extensions/Acceleration: Selection of related texts</p>	<p>Interventions/Scaffolding:</p> <p>Extensions/Acceleration:</p>	<p>Interventions/Scaffolding:</p> <p>Extensions/Acceleration:</p>	<p>Interventions/Scaffolding:</p> <p>Extensions/Acceleration:</p>	<p>Interventions/Scaffolding:</p> <p>Extensions/Acceleration:</p>
<b>Writing</b>	<p>Content / Concept  USING THE WRITING PROCESS</p> <p>Develop Writing Stamina Write to Prompt Expository Mode Developing Paragraphs Fluent and varied Sentences Conventions Spelling Cursive</p> <p>Do . . . Know . . . Understand</p>	<p>Content / Concept  REASEARCH (NATURAL FEATURES)</p> <p>Note Taking Outlining Resources Dictionary/Thesaurus Spelling/Word Lists Trait, Ideas, Content</p> <p>Do . . . Know . . . Understand</p>	<p>Content / Concept  EXPOSITORY WRITING</p> <p>Topic Sentence/Main Idea Hooks and Introductions Conclusions Resources Paragraphs Organization</p> <p>Do . . . Know . . . Understand</p>	<p>Content / Concept  PERSONAL NARRATIVE</p> <p>Trait Writing Draft Writing Peer Writing Speech Work Sample Word Choice Voice</p> <p>Do . . . Know . . . Understand</p>	<p>Content / Concept  PERSONAL NARRATIVE</p> <p>Pioneer Journals Comparative Essay (then and now) Biographies (speech) Sentence Fluency</p> <p>Do . . . Know . . . Understand</p>	<p>Content / Concept  PERSUASIVE</p> <p>Synonyms Homonyms Antonyms Revisit Scoring Guide</p> <p>Do . . . Know . . . Understand</p>	<p>Content / Concept  EXPOSITORY WRITING</p> <p>Oregon Trail Settlements and Early Government</p> <p>Do . . . Know . . . Understand</p>	<p>Content / Concept  IMAGINATIVE</p> <p>Poetry Writings for Art Ball Publishing for an Audience Metaphors Imagery</p> <p>Do . . . Know . . . Understand</p>	<p>Content / Concept  Work Sample</p> <p>End of year letters May Day Materials</p> <p>Do . . . Know . . . Understand</p>
	<p>Interventions/Scaffolding: Extensions/Acceleration</p> <p>Students work at individual Rate and level</p>	<p>Interventions/Scaffolding: Extensions/Acceleration</p> <p>Students work at individual Rate and level</p>	<p>Interventions/Scaffolding: Extensions/Acceleration</p> <p>Students work at individual Rate and level</p>	<p>Interventions/Scaffolding: Extensions/Acceleration</p> <p>Students work at individual Rate and level</p>	<p>Interventions/Scaffolding: Extensions/Acceleration</p> <p>Students work at individual Rate and level</p>	<p>Interventions/Scaffolding: Extensions/Acceleration:</p> <p>Students work at individual Rate and level</p>	<p>Interventions/Scaffolding: Extensions/Acceleration:</p> <p>Students work at individual Rate and level</p>	<p>Interventions/Scaffolding: Extensions/Acceleration:</p> <p>Students work at individual Rate and level</p>	<p>Interventions/Scaffolding: Extensions/Acceleration</p> <p>Students work at individual Rate and level</p>

<b>Math</b>	Content / Concept COMPUTATION (/ & x ARRAYS AND SHARES) PROBLEM SOLVING Organized Lists  Do . . . Know . . . Understand	Content / Concept GEOMETRY 2-3 Dimensional Geometry Shapes Vocabulary SUNKEN SHIPS & GRID PATTERNS 2D Geometry Through grids and coordinates Numerical Patterns Symmetry  Do . . . Know . . . Understand	Content / Concept WORK SAMPLES ORGANIZED LISTS  Do . . . Know . . . Understand	Content / Concept COMPUTATION  LANDMARKS Addition /Subtraction Number Patterns Factors Multiples Mental Math Problem Solving Making Tables  Do . . . Know . . . Understand	Content / Concept FRACTIONS (Different Shapes and Equal Pieces) Modeling Naming Recognizing Math Work Sample (Making a Table)  Do . . . Know . . . Understand	Content / Concept CONNTINUE /FRACTIONS (Different Shapes and Equal Pieces) Modeling Naming Recognizing Math Work Sample (Making a Table)  Do . . . Know . . . Understand	Content / Concept MEASUREMENT Customary/Metric Elapse Time Area/Perimeter Time Probability Likely and Unlikely Problem Number Patterns  Do . . . Know . . . Understand	Content / Concept DECIMAL & LARGE NUMBERS  Ordering Computation w/ Large Numbers (Money, Miles and Large numbers)  PROBLEM SOLVING  Work Sample/Number Patterns  Do . . . Know . . . Understand	END OF YEAR ASSESSMENTS, ACTIVITIES CONCLUDING WORK SAMPLES
	Interventions/Scaffolding: Partner work and flexible grouping  Extensions/Acceleration: Logic problems, Brainteasers, problem of the week, homework extenders	Interventions/Scaffolding: Partner work and flexible grouping  Extensions/Acceleration: Logic problems, Brainteasers, problem of the week, homework extenders	Interventions/Scaffolding: Partner work and flexible grouping  Extensions/Acceleration: Logic problems, Brainteasers, problem of the week, homework extenders	Interventions/Scaffolding: Partner work and flexible grouping  Extensions/Acceleration: Logic problems, Brainteasers, problem of the week, homework extenders	Interventions/Scaffolding: Partner work and flexible grouping  Extensions/Acceleration: Logic problems, Brainteasers, problem of the week, homework extenders	Interventions/Scaffolding: Partner work and flexible grouping  Extensions/Acceleration: Logic problems, Brainteasers, problem of the week, homework extenders	Interventions/Scaffolding: Partner work and flexible grouping  Extensions/Acceleration: Logic problems, Brainteasers, problem of the week, homework extenders	Interventions/Scaffolding: Partner work and flexible grouping  Extensions/Acceleration: Logic problems, Brainteasers, problem of the week, homework extenders	Interventions/Scaffolding: Partner work and flexible grouping  Extensions/Acceleration: Logic problems, Brainteasers, problem of the week, homework extenders

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<b>Science / Health</b>	Content / Concept Earth Science Land\Water Scientific method  Second Steps  Do . . . Know . . . Understand	Content / Concept Earth Science Land\Water Scientific method  Second Steps  Bike Safety  Do . . . Know . . . Understand	Content / Concept Know Your Body  Second Steps  Do . . . Know . . . Understand	Content / Concept    Do . . . Know . . . Understand	Content / Concept Bones and Skeletons: Major bones in the body Function Joints Sim/Difference with other animals  Do . . . Know . . . Understand	Content / Concept    Do . . . Know . . . Understand	Content / Concept    Do . . . Know . . . Understand	Content / Concept    Do . . . Know . . . Understand	Content / Concept Electricity: Batteries Lightbulbs Circuits Switches  Do . . . Know . . . Understand	Content / Concept Electricity: Batteries Lightbulbs Circuits Switches  Do . . . Know . . . Understand
	Interventions/Scaffolding: Open ended questioning Partner and small groups  Extensions /Acceleration: Nat'l Geographic for Kids	Interventions/Scaffolding: Open ended questioning Partner and small groups  Extensions /Acceleration: Nat'l Geographic for Kids	Interventions/Scaffolding: Open ended questioning Partner and small groups  Extensions /Acceleration Nat'l Geographic for Kids	Interventions/Scaffolding: Open ended questioning Partner and small groups  Extensions /Acceleration: Nat'l Geographic for Kids	Interventions/Scaffolding: Open ended questioning Partner and small groups  Extensions /Acceleration: Nat'l Geographic for Kids	Interventions/Scaffolding: Open ended questioning Partner and small groups  Extensions /Acceleration: Nat'l Geographic for Kids	Interventions/Scaffolding: Open ended questioning Partner and small groups  Extensions /Acceleration: Nat'l Geographic for Kids	Interventions/Scaffolding: Open ended questioning Partner and small groups  Extensions /Acceleration: Nat'l Geographic for Kids	Interventions/Scaffolding: Open ended questioning Partner and small groups  Extensions /Acceleration: Magnets and Magnetism Nat'l Geographic for Kids	Interventions/Scaffolding: Open ended questioning Partner and small groups  Extensions /Acceleration: Nat'l Geographic for Kids

