



GRANITE SCHOOL DISTRICT
4th Grade ELA Core Curriculum Maps at a Glance

QUARTER 1

READING LITERATURE – Key Indicators

RL 1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

RL 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 (W 9.a. is also a component when determining proficiency).

READING INFORMATIONAL – Key Indicators

RI 1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

RI 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.

READING FOUNDATIONAL SKILL – Key Indicators

RF 3. Know and apply grade-level phonics and word analysis skills in decoding words.

RF 4. Read with sufficient accuracy and fluency to support comprehension.

WRITING – Key Indicators

W 3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences (W 4 is also a component when determining proficiency).

Additional Indicators

W 5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing (L 2 and L 3 are also components when determining proficiency).

W 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 (W 7 and W8 are also components when determining proficiency).

SPEAKING AND LISTENING – Additional Indicators

SL 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 (SL 2 and SL 3 are also components when determining proficiency).

LANGUAGE – Additional Indicators

L 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L 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 (RL 4, RI 4, L 4, and L 5 are also components when determining proficiency).

QUARTER 2

READING LITERATURE – Key Indicators

RL 2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.

RL 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).

READING INFORMATIONAL – Key Indicators

RI 2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

RI 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 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.

READING FOUNDATIONAL SKILL – Key Indicators

RF 3. Know and apply grade-level phonics and word analysis skills in decoding words.

RF 4. Read with sufficient accuracy and fluency to support comprehension.

WRITING – Key Indicators

W 1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

Additional Indicators

W 5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing (L 2 and L 3 are also components when determining proficiency).

W 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 (W 7 and W8 are also components when determining proficiency).

SPEAKING AND LISTENING – Additional Indicators

SL 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 (SL 2 and SL 3 are also components when determining proficiency).

LANGUAGE – Additional Indicators

L 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L 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 (RL 4, RI 4, L 4, and L 5 are also components when determining proficiency).

QUARTER 3

READING LITERATURE – Key Indicators

RL 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 6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

RL 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.

READING INFORMATIONAL – Key Indicators

RI 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 8. Explain how an author uses reasons and evidence to support particular points in a text (W 9.b. is also a component when determining proficiency).

RI 9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

READING FOUNDATIONAL SKILL – Key Indicators

RF 3. Know and apply grade-level phonics and word analysis skills in decoding words.

RF 4. Read with sufficient accuracy and fluency to support comprehension.

WRITING – Key Indicators

W 2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (W 4 is also a component when determining proficiency).

Additional Indicators

W 5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing (L 2 and L 3 are also components when determining proficiency).

W 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 (W 7 and W8 are also components when determining proficiency).

SPEAKING AND LISTENING – Additional Indicators

SL 4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace (SL 5, SL 6, L 1, and L3 are components when determining proficiency).

LANGUAGE – Additional Indicators

L 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L 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 (RL 4, RI 4, L 4, and L 5 are also components when determining proficiency).

QUARTER 4

READING LITERATURE – Key Indicators

RL 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 6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

RL 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.

Additional Indicators

RL 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. Continue to develop fluency when reading documents written in cursive (L 3 is also a component when determining proficiency).

READING INFORMATIONAL – Key Indicators

RI 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 8. Explain how an author uses reasons and evidence to support particular points in a text (W 9.b. is also a component when determining proficiency).

RI 9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

Additional Indicators

RI 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. Continue to develop fluency when reading documents written in cursive.

READING FOUNDATIONAL SKILL – Key Indicators

RF 3. Know and apply grade-level phonics and word analysis skills in decoding words.

RF 4. Read with sufficient accuracy and fluency to support comprehension.

WRITING – Key Indicators

W 1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information (W 4 is also a component when determining proficiency).

Additional Indicators

W 5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing (L 2 and L 3 are also components when determining proficiency).

W 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 (W 7 and W8 are also components when determining proficiency).

SPEAKING AND LISTENING – Additional Indicators

SL 4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace (SL 5, SL 6, L 1, and L3 are components when determining proficiency).

LANGUAGE – Additional Indicators

L 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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