



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 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.

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.

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 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 7. Interpret information presented visually, orally, or quantitatively 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.

Additional Indicators

W 4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

W 5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W 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.

Cluster: Research to Build and Present Knowledge (standards W7, W8, and W9)

SPEAKING AND LISTENING – Additional Indicators

Cluster: Comprehension and Collaboration (standards SL1, SL2, SL3)

Cluster: Presentation of Knowledge and Ideas (standards SL4, SL5, SL6)

LANGUAGE – Key Indicators

Cluster: Conventions of Standard English (standards L1 and L2)

Cluster: Knowledge of Language (standards L3 and L4)

Cluster: Vocabulary Acquisition and Use (standards L5 and L6)

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.
- RL 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.

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 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 5. Describe the overall structure 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 2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Additional Indicators

- W 4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- W 5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- W 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.
- Cluster: Research to Build and Present Knowledge (standards W7, W8, and W9)

SPEAKING AND LISTENING – Additional Indicators

- Cluster: Comprehension and Collaboration (standards SL1, SL2, SL3)
- Cluster: Presentation of Knowledge and Ideas (standards SL4, SL5, SL6)

LANGUAGE – Key Indicators

- Cluster: Conventions of Standard English (standards L1 and L2)
- Cluster: Knowledge of Language (standards L3 and L4)
- Cluster: Vocabulary Acquisition and Use (standards L5 and L6)

QUARTER 3

READING LITERATURE – Key Indicators

RL 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.

RL 5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems 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 and patterns of events in stories, myths, and traditional literature from different cultures.

READING INFORMATIONAL – Key Indicators

RI 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 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.

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

Additional Indicators

W 4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

W 5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W 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.

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Cluster: Conventions of Standard English (standards L1 and L2)

Cluster: Knowledge of Language (standards L3 and L4)

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QUARTER 4

READING LITERATURE – Key Indicators

RL 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.

RL 5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems and drama 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 and patterns of events 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.

READING INFORMATIONAL – Key Indicators

RI 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 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.

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.

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

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WRITING – Key Indicators

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