



4th Grade ELA Curriculum Map

Last Updated: 11/19/24

Quarter 1		
Essential Question/Topic	Standards	Parent Resources
What does it mean to have a great heart, literally and figuratively?	• <u>RL.4.1</u> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. • <u>RL.4.3</u> 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). • <u>RI.4.1</u> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. • <u>RI.4.5</u> 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. • <u>W.4.2</u> Write informative/explanatory texts to examine a topic and convey ideas and information clearly. • <u>W.4.3</u> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. • <u>W.4.4</u> Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. • <u>W.4.5</u> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. • <u>W.4.8</u> 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. • <u>SL.4.4</u> 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. • <u>SL.4.5</u> Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. • <u>SL.4.6</u> 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	Module 1 Family Tip Sheet English Spanish Glossary English Spanish



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	appropriate to task and situation. • <u>L.4.1.a</u> Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>). • <u>L.4.1.e</u> Form and use prepositional phrases. • <u>L.4.3.a</u> Choose words and phrases to convey ideas precisely. • <u>L.4.3.b</u> Choose the correct punctuation for effect. • <u>L.4.4.a</u> Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. • <u>L.4.4.b</u> Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph, photograph, autograph</i>). • <u>L.4.5.a</u> Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context. • <u>RL.4.10</u> 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. • <u>RI.4.10</u> 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. • <u>L.4.6</u> 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., <i>quizzed, whined, stammered</i>) and that are basic to a particular topic (e.g., <i>wildlife, conservation, and endangered</i> when discussing animal preservation).	



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Quarter 2		
Essential Question/Topic	Standards	Parent Resources
How does a challenging setting or physical environment change a person?	• <u>RL.4.1</u> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. • <u>RL.4.3</u> 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). • <u>RI.4.1</u> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. • <u>RI.4.5</u> 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. • <u>W.4.2</u> Write informative/explanatory texts to examine a topic and convey ideas and information clearly. • <u>W.4.3</u> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. • <u>W.4.4</u> Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. • <u>W.4.5</u> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. • <u>W.4.8</u> 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. • <u>SL.4.4</u> 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. • <u>SL.4.5</u> Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. • <u>SL.4.6</u> 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.	Module 2 Family Tip Sheet English Spanish Glossary English Spanish



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	• <u>L.4.1.a</u> Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>). • <u>L.4.1.e</u> Form and use prepositional phrases. • <u>L.4.3.a</u> Choose words and phrases to convey ideas precisely. • <u>L.4.3.b</u> Choose the correct punctuation for effect. • <u>L.4.4.a</u> Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. • <u>L.4.4.b</u> Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph, photograph, autograph</i>). • <u>L.4.5.a</u> Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context. • <u>RL.4.10</u> 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. • <u>RI.4.10</u> 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. • <u>L.4.6</u> 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., <i>quizzed, whined, stammered</i>) and that are basic to a particular topic (e.g., <i>wildlife, conservation, and endangered</i> when discussing animal preservation).	



4th Grade ELA Curriculum Map

Quarter 3		
Essential Question/Topic	Standards	Parent Resources
Why is it important to understand all sides of a story?	<u>RL.4.2</u> Determine a theme of a story, drama, or poem from details in the text; summarize the text. <u>RL.4.6</u> Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. <u>RI.4.3</u> 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. <u>RI.4.6</u> Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. <u>RI.4.8</u> Explain how an author uses reasons and evidence to support particular points in a text. <u>W.4.1</u> Write opinion pieces on topics or texts, supporting a point of view with reasons and information. <u>W.4.6</u> 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. <u>W.4.7</u> Conduct short research projects that build knowledge through investigation of different aspects of a topic.	Module 3 Family Tip Sheet English Spanish Glossary English Spanish



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Quarter 4		
Essential Question/Topic	Standards	Parent Resources
What can we learn from myths and stories?	• <u>RL.4.4</u> Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology. • <u>RL.4.5</u> 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. • <u>RL.4.7</u> 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. • <u>RL.4.9</u> Compare and contrast the treatment of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures. • <u>RI.4.9</u> Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. • <u>W.4.2</u> Write informative/explanatory texts to examine a topic and convey ideas and information clearly. • <u>SL.4.1.d</u> Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. • <u>SL.4.2</u> Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. • <u>SL.4.4</u> 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. • <u>L.4.1.c</u> Use modal auxiliaries to convey various conditions. • <u>L.4.1.g</u> Correctly use frequently confused words. • <u>L.4.2.d</u> Spell grade-appropriate words correctly, consulting references as needed. • <u>L.4.3.c</u> Differentiate between contexts that call for formal English and situations where informal discourse is appropriate. • <u>L.4.4.b</u> Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word.	Module 4 Family Tip Sheet English Spanish Glossary English Spanish



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	• <u>L.4.5.b</u> Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). • <u>RL.4.10</u> 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. • <u>RI.4.10</u> 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. • <u>L.4.6</u> 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., <i>quizzed</i>, <i>whined</i>, <i>stammered</i>) and that are basic to a particular topic (e.g., <i>wildlife</i>, <i>conservation</i>, and <i>endangered</i> when discussing animal preservation).	
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