	Standard	Trimester 1	Trimester 2	Trimester 3
		4th Grade ELA Curriculum Map		
Reading: Literature	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).		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.		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.		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.
	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.		
Reading: Informational	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.		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.
Reading: Foundational Skills	RI.4.3	Know and apply grade-level phonics and word analysis skills in decoding words.		
	RI.4.4	Read with sufficient accuracy and fluency to support comprehension.		

Writing	W.4.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.			
	W.4.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.			
	W.4.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.			
	W.4.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)			Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
	W.4.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 here.)			
	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.			
	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.			
	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.			
Speaking and Listening	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.			
	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.			
	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. (See grade 4 Language standards 1 here for specific expectations.)			
Language	L.4.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.			
	L.4.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.			
	L.4.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.			Use knowledge of language and its conventions when writing, speaking, reading, or listening.
	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.			
	L.4.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.			
	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., wildlife, conservation, and endangered when discussing animal preservation).			

Social Emotional Learning

Goal	Learning Standard	Suggested Performance Descriptors
Goal 1: Develop self-awareness	A. Identify and manage one's emotions and behavior.	1A.2a. Describe a range of emotions and the situations that cause them.
		1A.2b. Describe and demonstrate ways to express emotions in a socially acceptable manner.
		1B.2a. Describe personal skills and interests that one wants to develop.

	B. Recognize personal qualities and external supports.	1B.2b. Explain how family members, peers, school personnel, and community members can support school success and responsible behavior.
and self-management skills to achieve school and life success.	C. Demonstrate skills related to achieving personal and academic goals.	1C.2a. Describe the steps in setting and working toward goal achievement.
		1C.2b. Monitor progress on achieving a shortterm personal goal.
Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships	A: Recognize the feelings and perspectives of others.	2A.2a. Identify verbal, physical, and situational cues that indicate how others may feel.
		2A.2b. Describe the expressed feelings and perspectives of others.
	B: Recognize individual and group similarities and differences.	2B.2a. Identify differences among and contributions of various social and cultural groups.
		2B.2b. Demonstrate how to work effectively with those who are different from oneself.
	C: Use communication and social skills to interact effectively with others.	2C.2a. Describe approaches for making and keeping friends.
		2C.2b. Analyze ways to work effectively in groups.
	D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.	2D.2a. Describe causes and consequences of conflicts
		2D.2b. Apply constructive approaches in resolving conflicts.
Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.	A: Consider ethical, safety, and societal factors in making decisions.	3A.2a. Demonstrate the ability to respect the rights of self and others.
		3A.2b. Demonstrate knowledge of how social norms affect decision making and behavior.
	B: Apply decision making skills to deal responsibly with daily academic and social situations.	3B.2a. Identify and apply the steps of systematic decision making.
		3B.2b. Generate alternative solutions and evaluate their consequences for a range of academic and social situations.
	C. Contribute to the well-being of one's school and community. 1st trimester	3C.2a. Identify and perform roles that contribute to the school community.
		3C.2b. Identify and perform roles that contribute to one's local community.

ISTE Standards

Empowered Learner	Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.	**Computational Thinker**	Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.
Digital Citizenship	Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.	**Creative Communicator**	Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
Knowledge Constructor	Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.	**Global Collaborator**	Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.
Innovative Designer	Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.		