Grade Four

Tecumseh School District
ELA Curriculum Map

Quarter 1

Standard	Learning Targets	Intro	Continuation	Assess Benchmark	Vocabulary
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.	Identify key details and examples in a text	x			details
RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.	Define "theme" of a: • story • drama • poem				theme
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).	Identify the character, setting, and/or events in a story. Identify specific details about: • characters • settings • events				setting events
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).	Know Greek characters and their defining characteristics. Recognize words and phrases: • in a text • that allude to significant characters found in mythology, in a text				Greek characters allude mythology
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 text.	Refer to the structural elements: • poems (e.g., verse, rhyme, meter) • drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) • prose (e.g., characters, settings, descriptions, dialogue) when speaking or writing about text				verse rhyme meter dialogue stage directions
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.	Define: • vocabulary • compare, contrast • point of view • first and third narrations Recognize first and third narrations				first and third narrations

Standard	Learning Targets	Intro	Continuation	Assess Benchmark	Vocabulary
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.	Identify: • general academic • domain-specific words and phrases in a text relevant to a grade 4 topic or subject areas				
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.	Recognize text features of nonfiction Read: • graphs • charts • diagram • timelines, etc. Recognize interactive Web elements Explain information from: • charts • diagrams • graphs • timelines • animations • interactive elements Interpret information that is presented: • visually • orally • quantitatively in text or in the web Explain how information presented: • visually • orally • quantitatively adds to a better understanding of the text or on the web. Define interpret				graphs charts diagram timelines animations interpret quantitatively interactive Web elements

Standard	Learning Targets	Intro	Continuation	Assess Benchmark	Vocabulary
W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	Identify the: • story elements • structure of a narrative • use of dialogue and description to develop experiences, events or characters Describe how writers use concrete and sensory details Establish a situation, a narrator and/or characters Establish conclusions aligned with sequence of events Use concrete and/or sensory details to develop experiences or events Recognize transitional words used to develop sequence Sequence events logically using transitional words to move the events along Use dialogue and description to develop experiences and events Write a narrative to develop real or imagined experiences that: • establishes a situation, a narrator or character(s) • uses dialogue, descriptions, concrete and sensory details to develop experiences, events and reveal characters • uses transitional words and pharases • provides a conclusion	x			

Standard	Learning Targets	Intro	Continuation	Assess Benchmark	Vocabulary
W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	Determine suitable: • idea development strategies • organization appropriate to task, purpose, and audience Analyze the reason for writing a piece to decide on: • task • purpose • audience Produce a writing piece that is clear and cohesive with : • idea development • organization appropriate to task, purpose, and audience	x			
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.	Identify details and examples when: • explaining what the text says explicitly • drawing inferences from the text	x			
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.	Identify: • events • procedures • ideas • concepts in an informational text				

Standard	Learning Targets	Intro	Continuation	Assess Benchmark	Vocabulary

W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	Identify:
	• a topic that is clear
	• related-information grouped together in:
	  o paragraphs
	  o sections that contain:
	    ▪ formatting
	    ▪ illustrations
	    ▪ multimedia
	    when useful in aiding comprehension
	• a topic developed with
	  o facts
	  o definitions
	  o concrete details
	  o quotations
	  o other information
	  o examples related to the topic
	• linked ideas within categories of information using words and pharases
	• precise language and domain-specific vocabulary to inform about or explain the topic
	• a concluding statement or section related to the information or explanation presented				

RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.	Recognize difference between fact and opinion Define: • evidence • reason Identify the author's reasons and evidence				fact opinion evidence reason author's reasons evidence

Standard	Learning Targets	Intro	Continuation	Assess Benchmark	Vocabulary
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.)	With guidance and support from peers and adults, develop and strengthen writing by: • planning • revising • editing • rewriting • trying a new approach With guidance and support from peers and adults, students recognize how to: • plan • revise • edit • rewrite • try a new approach Know how to edit for convention of Writing demonstrating (see Language standards 1-3 up to and including grade 4 on pages 28 and 29)				
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.	With some guidance and support: • use keyboarding skills • know how to use word processing to produce and publish writing • know how to use the Internet to communicate with others With some guidance and support: • use technology, including the Internet, to develop, revise, edit, and publish writing • use technology to communicate and collaborate with others • use keyboarding skills to type one page or more in a single sitting With some guidance and support: • evaluate the appropriate technology tools for: 1.				

Quarter 2

Standard	Learning Targets	Intro	Teach	Assess	Vocabulary
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.	Explain the difference between explicit and inferred information Explain how details and examples from the text support making inferences	x			explicit inferred
RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text	Apply details of a text to determine the theme of a: • story • drama • poem				theme drama
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).	Describe: • a character's actions • a character's thoughts • the setting • events based on evidence in the text				evidence
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 • that allude to significant characters found in mythology as they are used in a text				
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 text.	Explain major differences between: • poems • drama • prose				prose
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.	Identify point of view (including first and third person narrations) in a variety of stories				point of view

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.	Identify: • story • drama in text, visually, and orally Identify descriptions in a story or drama: • in text • visually and orally	x			
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.	Identify specific details that describe: • themes • topics • patterns of events in stories, myths, or traditional literature from different cultures Identify key features for comparing and contrasting: • themes • topics • patterns of events in stories, myths, or traditional literature from different cultures				
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.	Determine the meaning of: • general academic • domain-specific words and phrases in a text relevant to a grade 4 topic or subject areas				
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.	Define vocabulary: • compare • contrast • firsthand account • secondhand account Describe the events or main ideas of each account				

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.		x			
RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	Identify information within two texts on the same topic				
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.	Explain the difference between explicit and inferred information in a text Explain what the text says using details and examples when: • identifying explicit information • drawing inferences	x			
RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text	Explain how the supporting details determine the main idea of a text				main idea
RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text	Explain how an author uses: • reasons to support particular points in a text • evidence to support particular points in a text				
W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience					
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	Determine the overall structure: • chronology • comparison • cause/effect • problem/solution of a text or a part of a text				chronology comparison cause/effect problem/solution
W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly					
W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic	Conduct short research projects Conduct short research projects that investigate different aspects of a topic				
W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences		x			

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.4.5 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.)					
W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information	Explain: • organizational structures • use of linking words and phrases • purpose of concluding statement or section • writer's purpose • point of view Recognize facts and details Formulate an opinion Determine how to introduce the topic or text clearly				

Quarter 3

Standard	Learning Targets	Intro	Continuation	Assess	Vocabulary
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.	Compare the points of view from which different stories are narrated, including 1st and 3rd narrations Contrast the points of view from which different stories are narrated, including 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.	Recognize stage directions in a story/drama both in text and a visual/oral presentation Connect the text of a story or drama to the text of a visual or oral presentation recognizing the descriptions and direction in each version				visual/oral presentation
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.	Identify similarities of two or more: • themes • topics • patterns of events in stories, myths, or traditional literature from different cultures Identify differences of two or more: • themes • topics • patterns of events in stories, myths, or traditional literature from different cultures				
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.	Compare the account of the event or topic Contrast the accounts of the event or topic				

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.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	Integrate information from two texts on same topic				
W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	Create an opinion piece on topics or texts, supporting it with reasons and information. Product should include: • clear introduction of topic or text • statement of opinion • strong organizational structure in which related ideas are grouped to support the writer's purpose • reasons that are supported by facts and details • links between opinion and reasons using words and phrases (e.g., for instance, in order to, in addition) • a concluding statement or section related to the opinion presented Provide reasons that are supported with facts and details Organize by grouping related ideas to support the writer's purpose Link opinions and reasons using words and phrases (e.g., for instance, in order, in addition) Provide a conclusion related to the opinion presented				
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.)					

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.					
RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text	Summarize text Summarize the text using key details				
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.	Explain why the: • events • procedures • ideas • concepts in an information text occurred Use specific information in the text to support explanation				
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	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				
W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.					
W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.					
W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic					
RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text					

Quarter 4

Standard	Learning Targets	Intro	Continuation	Assess	Vocabulary
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/contrast two or more: • themes • topics • patterns of events in stories, myths, or traditional literature from different cultures				
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.	Describe how the focus and information provided is different in each account				
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.					
W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience					

Standard	Learning Targets	Intro	Continuation	Assess	Vocabulary

W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly	Write informative/explanatory texts that includes:
	• a topic that is clearly introduced
	• related-information grouped in:
	  o paragraphs
	  o sections
	    that contain:
	  o formatting
	  o illustrations
	  o multimedia
	    when useful in aiding comprehension
	• a topic developed with:
	  o facts
	  o definitions
	  o concrete details
	  o quotations
	  o other information
	  o examples related to the topic
	• linked ideas within categories of information using words and phrases
	• precise language and domain-specific vocabulary to inform about or explain the topic
	• a concluding statement or section related to the information or explanation presented				

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)					
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.					