

## ELA Essential Elements – 4<sup>th</sup> Grade Curriculum Map by Quarter

	I Can Statements	Standards-based Essential Elements	Activities/Formative Assessments	Text Examples
1 <sup>st</sup> Quarter	I can use details from the text to recount the events.	EE.RL.4.1-Use details from the text to recount what the text says.	-Provide students with pre-made details to recount the text; use core words for the story	Literature text examples:
	I can identify the theme of a story. (change out theme for drama/poem)	EE.RL.4.2-Identify the theme or central idea of a familiar story, drama, or poem.	-Give students a list of themes to choose from	Tales of a 4 <sup>th</sup> grade Nothing
	I can use details from the text to describe characters using my core board.	EE.RL.4.3- Use details from the text to describe characters in a story.	-Use pre-made details & give students descriptive word board	Holes or use Tarheel Reader to find shorter versions of text
	I can use the text and illustrations to determine the meaning of words.	EE.RL.4.4-Determine the meaning of words in a text.	-Make text/illustration examples for students to use clues to determine meaning	We're All Wonders
	I can match elements that are characteristics of poems or dramas.	EE.RL.4.5-Identify elements that are characteristic of stories.	-Make visuals to sort the characteristics to poems/dramas	Kaia and the Bees
	I can identify the narrator (who tells the story) of a story.	EE.RL.4.6- Identify the narrator of a story.	-Make visuals for students to choose the narrator	4 <sup>th</sup> -5 <sup>th</sup> DLM Book List <a href="https://www.dlmpd.com/grade-band-4-5/">https://www.dlmpd.com/grade-band-4-5/</a>
	I can match the text of a story with a visual, tactual, or oral version of a story when given choices.	EE.RL.4.7-Make connections between the text representation of a story and a visual, tactual, or oral version of a story.	-Write text on index cards for students to match to a visual, tactual, or oral version of the story	
	I can use a thinking map to compare characters, setting, or events in stories (myths/texts) from different cultures.	EE.RL.4.9- Compare characters, setting or events in stories, myths or texts from different cultures.	-Make a thinking map with visuals/descriptive words to compare characters, settings, and events	
	I can participate in shared reading and engage with my teacher.	EE.RL.4.10-Demonstrate understanding of text while actively engaging in shared reading of stories, dramas, and poetry.	-Use core vocabulary chart to participate in shared reading	

1<sup>st</sup> Quarter- 4th grade Writing Standards

	I can choose an event or personal experience to write about and include 2 events and add words that describe the event.	EE.W.4.3- Write about events or personal experiences. a. Write about a personal experience including two events in sequence. b. List words that describe an event or personal experience to use when writing about.	-Have families provide information about events if needed for students to choose from to write about  -Make a description word list with visuals for students to use to describe their events	
	I can plan and revise my writing with help from an adult or peer.	EE.W.4.5-With guidance and support from adults/peers, plan before writing and revising own writing.	-Create a planning checklist with visuals to support students; make a revising checklist with visuals to support students with this process  -Model how to plan and revise writing for students	
	I can write to express more than 1 idea.	EE.W.4.4- Produce writing that expresses more than one idea.	-Provide visuals for students to use when adding another idea to their writing	
	I can use my evidence from reading to support my writing.	EE.W.4.9-Use information from literary and informational text to support writing. Apply Essential Elements of Grade 4 Reading Standards to literature (e.g., “Use details from text to describe a character in a story.”).	-Use evidence from the text to support writing about a story.	

2 <sup>nd</sup> Quarter	I can find explicit details in an informational text.	EE.RI.4.1- Identify explicit details in an informational text.	-Students can use highlighter to identify the explicit details	Informational Text Examples: Use topics to address Science and Social Studies topics as well
	I can identify the main idea in a text when it is explicitly stated.	EE.RI.4.2-Identify the main idea of a text when it is explicitly stated.	-Circle or underline the main idea in the text	
	I can find an explicit detail about an individual or event. (change out for historical/scientific/or technical)	EE.RI.4.3- Identify an explicit detail that is related to an individual, event, or idea in a historical, scientific, or technical text.	-Help students identify the main idea so they can find the explicit detail (use pointers, highlighters, colored pencils)	
	I can use other words to help me find the meaning of words in a text.	EE.RI.4.4-Determine meaning of words in text.	-Help students identify a word(s); model how to use the words around it to identify the meaning	
	I can match elements that are characteristics of informational texts.	EE.RI.4.5-Identify elements that are characteristic of informational texts.	-Make a list of elements in informational texts for students to match	
	I can use a thinking map to compare my experience to a written account of the experience.	EE.RI.4.6- Compare own experience with written account of the experience.	-Give students a thinking map to compare experiences (give visuals if needed)	
	I can answer questions about information that is shown visually, orally, or quantitatively.	EE.RI.4.7-Answer questions about information presented visually, orally, or quantitatively.	-Give students visuals/core board to use to answer questions about information	
	I can identify one or more reasons that support the point _____ (give students the point).	EE.RI.4.8- Identify one or more reasons supporting a specific point in an informational text.	-Give students the point for them to find supporting reasons (may need pre-made reasons/visuals to sort)	
	I can use a thinking map to compare details in two texts on the same topic.	EE.RI.4.9-Compare details presented in two texts on the same topic.	-Give students a thinking map to compare the details- may need premade details	
	I can participate in shared reading and engage with my teacher.	EE.RI.4.10-Demonstrate understanding of text while actively engaged in shared reading of history/social studies, science, and technical texts.	- Use core vocabulary chart to participate in shared reading	

**2<sup>nd</sup> Quarter- 4th grade Writing Standards**

	I can write to share information about a topic with words, facts and/or details related to the topic.	EE.W.4.2-Write to share information supported by details. a. Select a topic and write about it including related visual, tactual, or multimedia information as appropriate. b. List words, facts, or details related to the topic.	-Given different pictures of informational topics; given texts to choose a topic; word lists to write from to add details	
	I can pick a text and write my opinion on the text with one reason to support it.	EE.W.4.1- Write opinions about topics or text. a. Select a topic or text and write an opinion about it. b. List reasons to support the opinion.	Talk with students about their opinions on text; favorite character; best event, etc. In my opinion, _____.	
	I can use the Internet to write about a topic with my class.	EE.W.4.7- Gather information about a topic from two or more sources for a research project.	-Students can research with support and write a class project	
	I can respond to different writing prompts.	EE.W.4.10- Write routinely for a variety of tasks, purposes, and audiences.	-Have writing prompts for students to pick from, question of the day, funny pictures	
	I can use information from the text to respond to a writing prompt.	EE.W.4.9-Use information from literary and informational text to support writing. Apply Essential Elements of Grade 4 Reading Standards to informational texts (e.g., “Use reasons and evidence supporting point in an informational text.”).	-Use information from text to support reasons	

3 <sup>rd</sup> Quarter	I can use details from the text to recount the events.	EE.RL.4.1-Use details from the text to recount what the text says.	-Provide students with pre-made details to recount the text; use core words for the story	Literature text examples:  Tales of a 4 <sup>th</sup> grade Nothing  Holes or use Tarheel Reader to find shorter versions of text  We're All Wonders  Kaia and the Bees  4 <sup>th</sup> -5 <sup>th</sup> DLM Book List <a href="https://www.dlmpd.com/grade-band-4-5/">https://www.dlmpd.com/grade-band-4-5/</a>
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	I can use details from the text to describe characters using my core board.	EE.RL.4.3- Use details from the text to describe characters in a story.	-Use pre-made details & give students descriptive word board	
	I can use the text and illustrations to determine the meaning of words.	EE.RL.4.4-Determine the meaning of words in a text.	-Make text/illustration examples for students to use clues to determine meaning	
	I can match elements that are characteristics of poems or dramas.	EE.RL.4.5-Identify elements that are characteristic of stories.	-Make visuals to sort the characteristics to poems/dramas	
	I can identify the narrator (who tells the story) of a story.	EE.RL.4.6- Identify the narrator of a story.	-Make visuals for students to choose the narrator	
	I can match the text of a story with a visual, tactual, or oral version of a story when given choices.	EE.RL.4.7-Make connections between the text representation of a story and a visual, tactual, or oral version of a story.	-Write text on index cards for students to match to a visual, tactual, or oral version of the story	
	I can use a thinking map to compare characters, setting, or events in stories (myths/texts) from different cultures.	EE.RL.4.9- Compare characters, setting or events in stories, myths or texts from different cultures.	-Make a thinking map with visuals/descriptive words to compare characters, settings, and events	
	I can participate in shared reading and engage with my teacher.	EE.RL.4.10-Demonstrate understanding of text while actively engaging in shared reading of stories, dramas, and poetry.	-Have families provide information about events if needed for students to choose from to write about	

3<sup>rd</sup> Quarter- 4th grade Writing Standards

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	I can pick a text and write my opinion on the text with one reason to support it.	EE.W.4.1- Write opinions about topics or text. c. Select a topic or text and write an opinion about it. d. List reasons to support the opinion.	Talk with students about their opinions on text; favorite character; best event, etc. In my opinion, _____.	
	I can sort information from my personal experiences or from a topic.	EE.W.4.8-Recall and sort information from personal experiences or a topic into given categories.	-Give students descriptive words or visuals to sort into categories	
	I can use my evidence from reading to support my writing.	EE.W.4.9-Use information from literary and informational text to support writing. Apply Essential Elements of Grade 4 Reading Standards to literature (e.g., “Use details from text to describe a character in a story.”).	-Use evidence from the text to support writing about a story.	

4 <sup>th</sup> Quarter	I can find explicit details in an informational text.	EE.RI.4.1- Identify explicit details in an informational text.	-Students can use highlighter to identify the explicit details	Informational Text Examples: Use topics to address Science and Social Studies topics as well
	I can identify the main idea in a text when it is explicitly stated.	EE.RI.4.2-Identify the main idea of a text when it is explicitly stated.	-Circle or underline the main idea in the text	
	I can find an explicit detail about an individual or event. (change out for historical/scientific/or technical)	EE.RI.4.3- Identify an explicit detail that is related to an individual, event, or idea in a historical, scientific, or technical text.	-Help students identify the main idea so they can find the explicit detail (use pointers, highlighters, colored pencils)	
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**4<sup>th</sup> Quarter- 4th grade Writing Standards**

	I can write to share information about a topic with words, facts and/or details related to the topic.	EE.W.4.2-Write to share information supported by details. c. Select a topic and write about it including related visual, factual, or multimedia information as appropriate. d. List words, facts, or details related to the topic.	-Given different pictures of informational topics; given texts to choose a topic; word lists to write from to add details	
	I can pick a text and write my opinion on the text with one reason to support it.	EE.W.4.1- Write opinions about topics or text. e. Select a topic or text and write an opinion about it. f. List reasons to support the opinion.	Talk with students about their opinions on text; favorite character; best event, etc. In my opinion, _____.	
	I can use the Internet to write about a topic with my class.	EE.W.4.7- Gather information about a topic from two or more sources for a research project.	-Students can research with support and write a class project	
	I can respond to different writing prompts.	EE.W.4.10- Write routinely for a variety of tasks, purposes, and audiences.	-Have writing prompts for students to pick from, question of the day, funny pictures	
	I can use information from the text to respond to a writing prompt.	EE.W.4.9-Use information from literary and informational text to support writing. Apply Essential Elements of Grade 4 Reading Standards to informational texts (e.g., "Use reasons and evidence supporting point in an informational text.").	-Use information from text to support reasons	



Embedded throughout the year:

### **Phonics and Word Recognition**

EE.RF.4.3- Use letter-sound knowledge to read words.

- a. Apply letter-sound knowledge to use first letter plus context to identify unfamiliar words.
- b. Decode single-syllable words with common spelling patterns (consonant-vowel-consonant [CVC] or high-frequency rimes).

### **Fluency**

EE.RF.4.4- Read words in text.

- a. Read text comprised of familiar words with accuracy and understanding.
- b. Not applicable.
- c. Use letter knowledge and context to support word recognition when reading.

### **Speaking and Listening Essential Elements:**

EE.SL.4.1- Engage in collaborative discussions.

- a. Contribute ideas from prior knowledge of a text during discussions about the same text.
- b. With guidance and support, carry out assigned role in a discussion.
- c. Answer specific questions related to information in a discussion.
- d. Identify the key ideas in a discussion.

EE.SL.4.2- Ask and answer questions about details from a text read aloud or information presented orally or through other media.

EE.SL.4.3-Identify a point that the speaker makes.

EE.SL.4.4-Retell a story or personal experience or recount a topic with supporting details.

EE.SL.4.5-Add audio recordings or visuals to a presentation about a personally relevant topic.

EE.SL.4.6-Differentiate between communication partners and contexts that call for formal and informal communication.

### **Conventions of Standard English Essential Elements:**

EE.L.4.1- Demonstrate standard English grammar and usage when communicating.

- a. Use possessive pronouns.
- b. Combine common nouns with verbs, nouns, or pronouns in communication.
- c. Not applicable.
- d. Use comparative and superlative adjectives to describe people or objects.
- e. Use common prepositions (e.g., to, from, in, out, on, off, by, with).
- f. Combine three or more words in communication.
- g. Not applicable.

EE.L.4.2- Demonstrate understanding of conventions of standard English.

- a. Capitalize the first word in a sentence.
- b. Not applicable.
- c. Not applicable
- d. Spell words phonetically, drawing on knowledge of letter-sound relationships, and/or common spelling patterns.



### **Knowledge of Language**

EE.L.4.3- Use language to achieve desired outcomes when communicating.

- a. Use language to express emotion.
- b. Not applicable.
- c. Communicate effectively with peers and adults.

### **Vocabulary Acquisition and Use Essential Elements:**

EE.L.4.4- Demonstrate knowledge of word meanings.

- a. Use context as a clue to guide selection of a word that completes a sentence read aloud by an adult.
- b. Use frequently occurring root words (e.g., talk) and the words that result when word endings are added (e.g., talked, talking, talks).
- c. Not applicable.

EE.L.4.5-Demonstrate understanding of word relationships and use.

- a. Not applicable
- b. Use common idioms (e.g., not way, not a chance, you bet)
- c. Demonstrate understanding of opposites.

EE.L.4.6-Use words acquired through conversations, being read to, and during shared reading activities including domain-specific words.