READING - 4th

ettie Brown Elementary School August 2015 First Semester	, I		-	LA1400	1	
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irst Semester						
Content 🖃	Skills 🖃		Assessment	Resources =		
Reading for Literature						
1. Main Ideas/Details; Making Inferences (RL 4.1)	1.a. Identify key details and examples in a text (master)		1. Lessons 26-27 Weekly Assessments	TE(2): T50, T131, TE(3): T55, T170–	TE(1): T53, T182, T193, T258, T259, T306 TE(2): T50, T131, T184, T186 TE(3): T55, T170–T171, T180, T188, T189, T188–T199,T200–T201, T232–T233, T254.	
	1.b. Explain the difference between a inferred information (modeling)	explicit and		T260–T261 TE(4): T178, T182	T188, T192, T258, T3 58–T59, T136, T186, T	
	1.c. Explain how details and example support making inferences (modelin			TE(6): T192, T244,		
2. Theme; Main Idea/Details (RL 4.2)	2.a. Apply details of a text to determine theme of the text (e.g., story, drama, etc.) (modeling)	ine the , poem,	2. Lessons 18-19 Weekly Assessments		TE(1): T53, T56, T193, T259 TE(2): T51, T131, T172–T173, T183, T187,	
	2.b. Identify the theme of the text (e.	.g., story,		T189 TE(3): T189, T255 TE(4): T166–T167, T184, T186, T190, T19: T193, T200–T201, T234–T235, T246, T252		
	2.c. Summarize key ideas and detail theme of the text (e.g., story, drama, etc.) (modeling)	ls for the , poem,		T256, T258, T259,	T266–T267, T308, T3 [.] 91, T176, T191, T200	
) Story Elements (PL 4.2)	3.a. Identify the character, setting, ar	nd/or	3. Lessons 21-22 Weekly Assessments			
3. Story Elements (RL 4.3)	events in a story (master)				53 56–T57, T60, T106–T ⁻ T139, T186, T187, T3(
	3.b. Identify specific details about ch setting, and events (modeling)			T312 TE(3): T202 TE(4): T244, T252,	T254, T265,T304, T3	
	 3.c. Describe a character's actions, a character's thoughts, the setting, and based on evidence in the text (mode) 	d events		T50, T56–T57, T10 T134–T135,T166–	32–T33, T40, T42, T40 6–T107, T108–T109, T167, T178, T180, T18	
				T311, T312	T196–T197, T201, T30	
I. Vocabulary Development (RL 4.4)	4.a. Determine the meaning of words phrases as they are used in the text		4. All Weekly Assessments	TE(6): T183, T204, TE(1): T57		
5. Genre; Text Structure (RL 4.5)	5.a. Identify the explain the major str differences between poems, drama, (modeling)			TE(6): T170–T171, T180, T184 T200–T201,T234–T235, T244, T256, T262–T263,T317	T235, T244, T246, T24 T317	
	5.b. When writing or speaking about to the structural elements of poems (rhyme, meter, stanza, rhyme scheme (modeling)	(e.g., verse,		TE(1): T134, T138, TE(2): T134–T135, TE(4): T202–T203, TE(5): T130	T178	
	5.c. When writing or speaking about to the structural elements of drama (characters, setting, descriptions, dial stage directions) (modeling)	(e.g., cast of				
5. Compare/Contrast; Point of View (RL 4.6)	to the structural elements of prose (e	5.d. When writing or speaking about a text, refer to the structural elements of prose (e.g., characters, setting, descriptions, and dialogue) (modeling)	6. Lessons 3-4 Weekly Assessments (application)			
. Making Connections (visual, text to text, text	6.a. Define compare and contrast (m	naster)	(opproducity			
o self); Text Structure (RL 4.7)	7.a.Make connections between the te story or drama and a visual or oral pr of the text (reinforce)	text of a presentation		TE(2): T71, T210 TE(4): T215, T279		
	7.b. Identify specific descriptions in o versions (written, visual, audio, etc.) or drama (reinforce)	different or a story				
	7.c. Recognize stage directions in a drama both in text and a visual/oral p (reinforce)	story or presentation				
3. N/A	7.d. Make connections to the text of drama to the text of a visual or oral presentation, recognizing the descrip direction in each version (reinforce)	ptions and				
9. Genre; Compare/Contrast; Story Elements	direction in each version (reintorce)					

10. Test Comparity (R. 4.10) Image: Test Test Comparison of the test comparison of test comparison of the test comparison of test comp				TE(1): T58, T262
A. Law Construction of the second strange part by part by part of the second strange	10. Text Complexity (RL 4.10)			
1. Superschedult, Making Intervens (RI 1. Lepida in the difference between applied at intervent formation in a text (modeling) 1. Superschedult, Making Intervens (RI, 4) Tr(1, 1703, 1707, 1707, 1704, 17		and details, craft and structure, integration of knowledge and ideas, at appropriate complexity as seen in standards 1-9, with scaffolding as needed (reinforce) 10.b Comprehend independently literary text: key ideas and details, craft and structure, integration of knowledge and ideas, at appropriate complexity as seen in standards 1-		TE(1): T178–T193, T242–T258 TE(2): T38–T50, T114–T131, T178–T186 TE(3): T54–T55, T178–T189, T240–T254 TE(4): T130–T131, T174–T192, T194–T197, T242–T258 TE(5): T38–T49, T130–T131, T174–T189, T294 -T303, T306–T313
1. Nami Ress/Contait: Making inferences (R) 1 Lesson Assessments Fight Total Tray 1. Sub Ress/Contait: Making inferences (R) 1 Explain the difference between split of the split difference inference between split of the split difference inference	Reading for Information		1 Written Dependen Component of Weeldy	
1.а. Берлан то областво вален са дела и сладината и сладии и сладината и сладината и сладината и сладината				
2. Non-Marcing (R 4.2) Image: Comparison of the comparis	4.1)	inferred information in a text (modeling) 1.b. Refer to details and examples when: explaining what the text says explicitly, and drawing inferences from the text (modeling) 1.c. Explain what the text says using details and examples when: identifying explicit information		TE(2): T246, T254 TE(3): T40, T42, T48, T50, T52, T118, T124, T130 TE(4): T50–T51, T128 TE(5): T246, T254 TE(6): T40, T42, T50–T51, T60–T61, T130,
 A. Vocabulary Development (R1 4.3) A. Socker and information in the next in	2. Main Idea/Details; Summarizing (RI 4.2)	and drawing inferences (modeling)		
 A. Voenbulary Development (RI 4.4) A. Lessons in an information task (modeling) B. Explain why the rownals, procedures, ideas, and concepts in an informational test (modeling) A. Lessons information in the text to support explanation (modeling) A. Lessons information in the text to support explanation (modeling) S. Text Sincuture (RI 4.5) S. Text Sincuture (RI 4.6) S. Desting the development in the text to support explanation (modeling) S. Text Sincuture (RI 4.5) S. Desting the development in the text to support explanation (modeling) S. Text Sincuture (RI 4.5) S. Desting the development in the text to support explanation (modeling) S. Text Sincuture (RI 4.5) S. Desting the development in the text to support explanation (modeling) S. Text Sincuture (RI 4.5) S. Desting the development in the text to support explanation (modeling) S. Desting the development in the text to support explanation (modeling) S. Desting the development in the text to support explanation (modeling) S. Desting the development in the text to support explanation (modeling) S. Desting the development in the text to support explanation (modeling) S. Desting the development interval (a. development interval (b. development interval (b. development interval (b. development interval (b.	3. Text Structure; Making Connections (RI 4.3)			
 4. Vocabulary Development (R1 4.4) aupport explanation (modeling) 4. Jostify general academic words and phrases and domain-specific words and phrases in a start interval words and phrases in a start interval of a lost of several structure (R1 4.5) 5. Text Structure (R1 4.5) 6. a. Determine the overal structure of a text or exact structure of a text or exact structure of a text or exact structure (R1 4.5) 6. a. Determine the overal structure of a text or exact structure of a text or exact structure (R1 4.5) 6. a. Determine the overal structure of a text or exact structure of a text or exact structure (R1 4.5) 6. Determine the overal structure of a text or exact structure of a text or exact structure (R1 4.5) 8. A Betophrase of text or part of a text or part of a text or exact structure (R1 4.5) 8. A Recognize differences between fact and opinion (master) 9. Making Connections (visual, text to text, text or is out or part of a text or exact structure (R1 4.5) 9. Lessons 16-17 Weekly Assessments 9. Lessons 16-17 Weekly Assessments 10. Text Complexity (R1 4.10) 10. Lest Complexity (R1 4.10) 10. A. Identify the subtor's reasons and evidence to explore and information in a text or part of a text or expective protein structure (R1 4.5) 1. N/A 1. N/A 		concepts in an informational text (modeling) 3.b. Explain why the: events, procedures, ideas, and concepts in an informational text (scientific, historical, or technical) (modeling)		TE(3): T43, T49, T59, T138–T139 TE(4): T55 TE(5): T192–T193, T232–T233, T242, T244, T254, T260–T261
A. Making Connections (visual, text to text), textA. Kasenity general academic words and phrases in a text relevant to a rade 4 topic or subject area (modeling)I. Lesson: 3.4, 6.7, 11-12, and 23.24 Week)I. Feij, T135, T132-T132, T165, T113, T114-T115, T164-T113, T143S. Text Structure (R1 4.5)S.A. Determine the overall structure (e.g., chronopoint, causeffield, and robes methods on a problem solution) (modeling)I. Lesson: 3.4, 6.7, 11-12, and 23.24 Week)I. Feij, T335, T332-T337, T65, T113, T114-T115, T116-T117, T114-T115, T116-T117, T114-T115, T116-T117, T116-T1137, T133S. Compare/Contrast, Prion of View; TextS.A. Determine the overall structure (e.g., chronopoint, causeffield, and robes methods on the or part of a text in modeling)I. B. Recognite differences between fact and chronic magnetic differences between fact and resource (modeling)I. Elesson: 16-17 Weekly AssessmentsI. Elesson: 16-17 Weekly AssessmentsB. Making Connections (visual, text to text), text is defined and the structure (R1 4.5)I. B. Recognite differences between fact and resource or part of a text in the structure (R1 4.5)I. Elesson: 16-17 Weekly AssessmentsI. Elesson: 16-17 Weekly AssessmentsB. Making Connections (visual, text to text), text is defined and the structure (R1 4.5)I. B. Define the terms "widence and resource or part of a text in definition or master or text in the differences and evidence or providence and resource or part of a text in definition or master or text in the differences and evidence or providence and resource or part of a text in definition or master or text in the differences and evidence or part of a text in definition or master or text in the difference in text in definition or master or text in text in definition or master or text in text in definition or text in text in definition or master or text i	4. Vocabulary Development (RI 4.4)			
5. Text Structure (RI 4.5) S.a. Determine the overall structure of a text or part of a text (e.g., chronology, comparison, curve effect, and problems/outling) Tessor: Task-Tay, Tat, Te6, T117, T118-T124, T143131, T331 6. Compare/Contrast; Point of View, Text S.a. Determine the overall structure (e.g., chronology, comparison, curve effect, and problems/outling) 8. Lessons 16-17 Weekly Assessments TE(i): T35, T34, T37, T32 7. Text Structure; Maing Connections (visual, text to text, text to text, text to self) (RI 4.7) 8. Lessons 16-17 Weekly Assessments TE(i): T124, T132 8. Main Idea/Detais/Text Structure (RI 4.8) 8. Recognize differences between fact and opinion (master) 8. Lessons 16-17 Weekly Assessments TE(i): T124, T132 9. Making Connections (visual, text to text, text is self) (RI 4.7) 8. Lessons and evidence and visant (master) 8. Lessons 16-17 Weekly Assessments TE(i): T130, T132, T124, T124		4.a. Identify general academic words and phrases and domain-specific words and phrases in a text relevant to a grade 4 topic or		TE(2): T235, T236–T237, T265 TE(3): T35, T36–T37, T65, T113, T114–T115, T126, T143,T303 TE(4): T35, T36–T37, T67, T115, T116–T117, T139
 Sa. Determine the overall structure of a text or protogy comparison. cause/effect, and problem/solution/(modeling) Sb. Describe the overall structure (e.g., cholonology, comparison, cause/effect, and problem/solution/(modeling) Sb. Describe the overall structure (e.g., cholonology, comparison, cause/effect, and problem/solution/(modeling) Sb. Describe the overall structure (e.g., cholonology, comparison, cause/effect, and problem/solution/(modeling) Sb. Describe the overall structure (e.g., cholonology, comparison, cause/effect, and problem/solution/(modeling) Sb. Describe the overall structure (e.g., cholonology, comparison, cause/effect, and problem/solution/(modeling) Sb. Describe the overall structure (e.g., cholonology, comparison, cause/effect, and problem/solution/(modeling) Sb. Describe the overall structure (e.g., cholonology, comparison, cause/effect, and problem/solution/(modeling) Sb. Describe the overall structure (e.g., cholonology, comparison, cause/effect, and problem/solution/(modeling) Sb. Describe the overall structure (e.g., cholonology, comparison, cause/effect, and problem/solution/(modeling) Sb. Describe the overall structure (e.g., cholonology, comparison, cause/effect, and problem/solution/(modeling) Sb. Describe the terms "evidence and "reason" (modeling) Sb. Define the terms "evidence and "reason" (modeling) Sb. Leston the structure (modeling) Sb. Leston the cholonology comparison of the structure (modeling) Sb. Leston the structure, and integration of knowledge and destals, the opport paticular points in a text of readon of the structure, and integration of the opport paticular points in a text of readon of the opport paticular points in a text of readon of the opport paticular p	5. Text Structure (RI 4.5)			T265 TE(6): T35, T36–T37, T41, T65, T117, T118–
6. Compare/Contrast; Point of View; Text Structure (RI 4.6) 5. Describe the overall structure (e.g., problemsiouluon) of events, ideas, concepts, and information in a lext or part of a text (modeling) 8. Lessons 16-17 Weekly Assessments 8. Main Idea/Details/Text Structure (RI 4.8) 6.a. Recognize differences between fact and opinon (master) 8. Lessons 16-17 Weekly Assessments TE (1): T319 TE (6): T32. T128 tE (6): T34-31, T51, T58-59, T112-113, Text Complexity (RI 4.10) 9. Making Connections (visual, text to text, text to self) (RI 4.10) 8. Lessons and evidence tructure and hequinon to self) (RI 4.10) 8. derognize differences details, contrast of the author uses reasons to support particular points in a text mediation, to self) (RI 4.10) TE (1): T196-T197 TE (2): T52-T53, T238-T254, T308-T311 T10.a. Identify functional key tides and details, contrast of master) TE (1): T196-T197 TE (2): T32-T33, T240-T253 T130-T311 T16(1): T338-T51, T110-T130, T256-T257, T338-T311 T16(1): T338-T51, T110-T130, T256-T257, T338-T311, T314-T317 T16(1): T338-T51, T110-T130, T256-T257, T338-T311, T314-T130, T256-T259, T310-T315 Foundations of Reading 1. N/A 2. N/A Do. Comprehend in an engeneration and text at appropriate complexity as seen in standards 1-9 with caffolding as necessary (embedded) No <td></td> <td>part of a text (e.g., chronology, comparison, cause/effect, and problem/solution) (modeling)</td> <td></td> <td>TE(3): T30–T31, T44, T52, T58–T59, T108– T109, T130,T138–T139, T312 TE(5): T232–T233, T242, T244, T254, T260– T261</td>		part of a text (e.g., chronology, comparison, cause/effect, and problem/solution) (modeling)		TE(3): T30–T31, T44, T52, T58–T59, T108– T109, T130,T138–T139, T312 TE(5): T232–T233, T242, T244, T254, T260– T261
Rest to text, text to self) (R1-4.7) 8. Lessons 16-17 Weekly Assessments 8. Main Idea/Details/Text Structure (R1 4.8) 8. a. Recognize differences between fact and opinion (master) 8. Main Idea/Details/Text Structure (R1 4.8) 8. a. Recognize differences between fact and opinion (master) 9. Making Connections (visual, text to text, text to self) (R1 4.9) 8. a. Recognize differences between fact and opinion (master) 9. Making Connections (visual, text to text, text to self) (R1 4.9) 8. d. Explain how the author uses reasons and evidence is support particular points in a text and evidence is support particular points in a text (modeling) TE (1): T196-T197 10. Text Complexity (R1 4.10) 10.a. Identify/understand key ideas and details, craft and structure, and integration of informational text at appropriate complexity as seen in standards 1-9 with scaffolding as necessary (embedded) TE (1): T196-T197 Foundations of Reading 1. N/A 10.b. Comprehend indegenently key ideas and informational text at appropriate complexity as seen in standards 1-9 with scaffolding as necessary (embedded) TE (1): T196-T197 10.NA 2. N/A NA NA	6. Compare/Contrast; Point of View; Text Structure(RI 4.6)	chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, and information in a text or part of a text		1E(0). 1124, 1132
9. Making Connections (visual, text to text, text) to self) (R14.9)8.a. Recognize differences between fact and opinion (master)TE (1): T319 TE (3): T52, T128 TE (6): T254 T6: T30-31, T51, T58-59, T112-113, T124, T1289. Making Connections (visual, text to text, text) to self) (R14.9)8.d. Ldentify the author's reasons and evidence (modeling)710. Text Complexity (R14.10)10.a. Identify/understand key ideas and details, craft and structure, and integration of knowledge and ideas in an informational text at appropriate complexity as seen in standards 1-9 with scaffolding as necessary (embedded)TE(1): T196-T197 TE(2): T52-T53, T238-T254, T308-T311, TE(2): T38-T51, T314-T317 TE(2): T525-T53, T208-T253, T238-T254, T308-T311, TE(2): T525-T53, T208-T253, T112-T129, T122-T129, T122-T129, T122-T129, T122-T129, T122-T129, T122-T129, T122-T129, T122-T129, T122-T129, T122-T129, T122-T129, T122-T129, T122-T129, T122-T129, T122-T129, T122-T129, T122-T129, T122-T			8. Lessons 16-17 Weekly Assessments	
9. Making Connections (visual, text to text, text) a.b. Define the terms "evidence and "reason" (master) TE (1): T52, T128 8. b. Define the terms "evidence and "reason" (master) a.b. Define the terms "evidence and "reason" (master) TE (6): T354 9. Making Connections (visual, text to text, text) a.c. Identify the author's reasons and evidence to support particular points in a text and evidence to support particular points in a text (modeling) TE (1): T196-T197 10. Text Complexity (RI 4.10) 10.a. Identify/understand key ideas and details, craft and structure, and integration of knowledge and ideas in an informational text at appropriate complexity as seen in standards 1-9 TE (1): T36-T197 Foundations of Reading 1.N/A .D. Comprehend independently key ideas and detail so throwledge and ideas in an informational text at appropriate complexity as seen in standards 1-9 TE (6): T38-T51, T314-T317 11. N/A 2. N/A TE (2): T32-T53, T240-T253 TE (6): T38-T51, T314-T317	8. Main Idea/Details/Text Structure (RI 4.8)			
8.b. Define the terms "evidence and "reason" (master) TE (6): T30-31, T51, T58-59, T112-113, T124, T128 9. Making Connections (visual, text to text, text to self) (R1 4.9) 8.c. Identify the author's reasons and evidence (modeling) 10. Text Complexity (RI 4.10) 8.d. Explain how the author uses reasons to support particular points in a text and evidence to support particular points in a text (modeling) TE(1): T196-T197 TE(2): T52-T53, T238-T254, T308-T311 TE(3): T38-T52, T116-T130, T256-T257, T308-T311 10.a. Identify/understand key ideas and details, craft and structure, and integration of knowledge and ideas in an informational text at appropriate complexity as seen in standards 1-9 with scaffolding as necessary (embedded) TE(1): T196-T197 TE(2): T52-T53, T238-T254, T308-T311 TE(5): T32-T51, T314-T317 TE(5): T32-T51, T314-T317 TE(5): T32-T51, T314-T317 TE(5): T32-T51, T120-T129, T132-T133, T196-T197, T258-T259, T310-T315 Foundations of Reading 1. N/A U.b. Comprehend independently key ideas and detais, craft and structure, and integration of knowledge and ideas in an informational text at appropriate complexity as seen in standards 1-9 with scaffolding as necessary (embedded) Vith scaffolding as necessary (embedded) With scaffolding as necessary (embedded)				TE (1): T319 TE (3): T52, T128 TE (5): 7254
9. Making Connections (visual, text to text, text 8.c. Identify the author's reasons and evidence (modeling) 8.c. Identify the author's reasons to support particular points in a text and evidence to support particular points in a text (modeling) 8.d. Explain how the author uses reasons to support particular points in a text (modeling) 10. Text Complexity (RI 4.10) 10.a. Identify/understand key ideas and details, craft and structure, and integration of knowledge and ideas in a informational text at appropriate complexity as seen in standards 1-9 with scaffolding as necessary (embedded) TE(1): T196-T197 TE(2): T52-T53, T238-T254, T308-T311 TE(3): T38-T52, T116-T130, T256-T257, T308-T311 TE(4): T38-T51, T314-T317 TE(5): T52-T53, T240-T253 TE(6): T38-T51, T314-T317 TE(5): T52-T53, T240-T253 TE(6): T38-T51, T120-T129, T132-T133, T196-T197, T258-T259, T310-T315 Foundations of Reading 1. N/A 10.b. Comprehend independently key ideas and details, craft and structure, and integration of knowledge and ideas in a niformational text at appropriate complexity as seen in standards 1-9 with scaffolding as necessary (embedded) YMA				TE (6): T30-31, T51, T58-59, T112-113, T124, T128
to self) (R1 4.9) Sub_Explaining into a text and evidence to support particular points in a text and evidence to support partevidence evidence to support particular pointexit as ev		8.c. Identify the author's reasons and evidence		
10.a. Identify/understand key ideas and details, craft and structure, and integration of knowledge and ideas in an informational text at appropriate complexity as seen in standards 1-9 with scaffolding as necessary (embedded) TE(2): T52-T53, T238-T52, T116-T130, T256-T257, T308-T311 TE(3): T308-T311 TE(4): T308-T311 TE(4): T308-T311 TE(4): T308-T51, T314-T317 TE(5): T52-T53, T240-T253 Foundations of Reading 10.b. Comprehend independently key ideas and details, craft and structure, and integration of knowledge and ideas in an informational text at appropriate complexity as seen in standards 1-9 with scaffolding as necessary (embedded) TE(5): T52-T53, T240-T253 Foundations of Reading 10.b. Comprehend independently key ideas and details, craft and structure, and integration of knowledge and ideas in an informational text at appropriate complexity as seen in standards 1-9 with scaffolding as necessary (embedded) TE(5): T52-T53, T240-T253 1. N/A appropriate complexity as seen in standards 1-9 with scaffolding as necessary (embedded) Telfo = T197, T258-T259, T310-T315 2. N/A with scaffolding as necessary (embedded) Telfo = T197, T258-T259, T310-T315	to self) (RI 4.9)	support particular points in a text and evidence to support particular points in a text (modeling)		
Foundations of Reading details, craft and structure, and integration of knowledge and ideas in an informational text at appropriate complexity as seen in standards 1-9 2. N/A with scaffolding as necessary (embedded)		craft and structure, and integration of knowledge and ideas in an informational text at appropriate complexity as seen in standards 1-9 with scaffolding as necessary (embedded)		TE(2): T52-T53, T238-T254, T308-T311 TE(3): T38-T52, T116-T130, T256-T257, T308-T311 TE(4): T38-T51, T314-T317 TE(5): T52-T53, T240-T253 TE(6): T38-T51, T120-T129, T132-T133,
2. N/A with scaffolding as necessary (embedded)	Foundations of Reading	details, craft and structure, and integration of knowledge and ideas in an informational text at		
		with scaffolding as necessary (embedded)		

4. Fluency (RF 4.4)	 3.a. Know grade-level phonics and word analysis skills in decoding words (embedded) 3.b. Identify syllabication patterns and root words (embedded) 3.c. Explain meanings of prefixes and suffixes (embedded) 3.e. Apply grade-level phonics and word analysis skills in decoding words (embedded) 3.f. Synthesize phonics and word analysis skills to decode words (embedded) 3.g. Read accurately unfamiliar multisyllabic words in context and out of context (embedded) 4.a. Identify purposes for reading texts (inform, entertain, or persuade) (embedded) 4.b. Read orally with accuracy, appropriate rate, and expression on successive readings (embedded) 4.c. Reread, when necessary, as a strategy when confirming or self-correcting words in text (embedded) 4.d. Understand how context can help to confirm or self-correct word recognition (embedded) 4.e. Determine the purpose for reading on-level text (embedded) 4.f. Apply reading strategies to be used with text for accuracy, appropriate rate, and expression on successive readings (embedded) 4.g. Use context to confirm or self-correct word recognition and understanding (embedded) 4.g. Use context to confirm or self-correct word recognition and understanding (embedded) 4.g. Read on-level text fluently and accurately (embedded) 4.g. Read on-level text fluently and accurately (embedded) 4.g. Read with accurately, appropriate rate, and expression on successive readings (embedded) 	4. Lessons 8-9 Weekly Assessments	TE(1): T65, T141, T205, T320–T321 TE(2): T61 TE(3): T141, T203, T264, T316–T317 TE(4): T137, T205, T269, T322–T323 TE(5): T61, T137, T203, T263, T316–T317 TE(6): T63, T141, T205, T267, T320–T321 TE(6): T63, T141, T205, T267, T320–T321 TE(6): T63, T141, T205, T267, T320–T321 TE(6): T38–T53, T118–T131, T178–T193, T242–T258 TE(2): T38–T50, T114–T131, T178–T186, T238–T254 TE(3): T38–T52, T116–T130, T178–T189, T240–T254 TE(3): T38–T51, T118–T129, T174–T192, T242–T258 TE(2): T38–T50, T114–T128, T174–T192, T242–T256 TE(1): T66, T142, T206, T299–T308 TE(2): T62, T142, T204, T264, T295–T304 TE(4): T66, T138, T301–T310 TE(5): T62, T138, T301–T310 TE(5): T62, T138, T301–T310 TE(6): T64, T142, T206, T268, T300–T307, T308 TE(2): T26, T178, T182, T198–T199, T246, T264, T265, T315, T126, T128, T124, T172– T173, T236–T237, T251 Additional Resources: *Scholastic StoryWorks (Brown, Grundy, & Jefferson) *National Geographic for Kids (Lincoln) Novel Units: *LincolnThe Chocolate Touch, Chocolate Fever, The Lemonade War BrownThe Best Christmas Pageant Ever, Snow Treesure 'Jefferson.On My Honor, Mr. Popper's Penguins, Theor's a Boy in the Girls' Bathroom, The Cricket in Times Square, Tales of a Fourth Grade Nothing, Shiloh 'GrundyThe Whipping Boy, The Best Construss a geomic Lever, Taleg of a Fourth Construss a geomic Lever, Taleg of a Fourth
			Penguins, There's a Boy in the Girls' Bathroom, The Cricket in Times Square, Tales of a Fourth Grade Nothing, Shiloh *GrundyThe Whipping Boy, The Best

January 2016

Second Semester			
Content 🔳	Skills 🖃	Assessment 🔳	Resources 🔳
Reading for Literature 1. Main Ideas/Details; Making Inferences (RL 4.1)			
2. Theme; Main Idea/Details (RL 4.2)			
3. Story Elements (RL 4.3)			
4. Vocabulary Development (RL 4.4)	 4.b. Recognize significant Greek characters and their defining characteristics (Hercules-strength; Pandora-chaos) (introduce) 4.c. Determine the meaning of words and phrases that allude to significant characters found in mythology (Pandora's box, Herculean strength) (introduce) 		TE(1): T57 TE(6): T170–T171, T180, T184, T188, T192, T200–T201,T234–T235, T244, T246, T248, T256, T262–T263,T317
5. Genre; Text Structure (RL 4.5) 6. Compare/Contrast; Point of View (RL 4.6)	 6.b. Define point of view (first or third person) (modeling) 6.c. Define first and third person narrations (modeling) 6.d. Recognize first and third person narrations 		

	(modeling)	
	6.e. Identify point of view in a variety of texts	
	(modeling)	
	6.f. Compare points of view from which different stories are narrated (modeling)	
	6.g. Contrast the points of view from which	
7. Making Connections (visual, text to text, text	different stories are narrated (modeling)	
to self); Text Structure (RL 4.7)		
 N/A Genre; Compare/Contrast; Story Elements 		TE(1): T58, T262 TE(2): T188, T194, T200
(RL 4.9)	9.a. Identify specific details that describe themes in stories, myths, or traditional literature from different cultures (modeling)	TE(4): T198, T264 TE(5): T131
	9.b. Identify specific details that describe topics (e.g., opposition or good and evil) in stories, myths, or traditional literature from different cultures (modeling)	
	9.c. Identify specific details that describe patterns of events (e.g., the quest) in stories, myths, or traditional literature from different cultures (modeling)	
	9.d. Identify similarities between two or more themes, topics (e.g., opposition or good and evil), patterns of events (e.g., the quest), in stories, myths, or traditional literature from different cultures (modeling)	
	9.e. Identify differences between two or more themes, topics (e.g., opposition or good and evil), patterns of events (e.g., the quest), in stories, myths, or traditional literature from different cultures (modeling)	
	9.f. Identify key features for comparing and contrasting: themes, topics (e.g., opposition or good and evil), patterns of events (e.g., the quest), in stories, myths, or traditional literature from different cultures (modeling)	
	9.g. Compare/contrast two or more: themes (e.g., opposition of good and evil), patterns of events (e.g., the quest), and in stories, myths, or traditional literature from different cultures	
10. Text Complexity (RL 4.10)	(modeling)	
Reading for Information 1. Main Ideas/Details; Making Inferences (RI		
4.1)2. Main Idea/Details; Summarizing (RI 4.2)	2.a. Explain how the supporting details determine the main idea of a text (modeling)	TE(1): T131 TE(2): T232-T233, T255, T311 TE(3): T40, T52, T53, T128, T130, T131 TE(4): T44, T48, T51, T129 TE(5): T53, T225 TE(6): T30-T31, T32-T33, T42, T46, T48, T50, T51, T58-T59, T112, T113, T114-T115, T122.
 Text Structure; Making Connections (RI 4.3) Vocabulary Development (RI 4.4) 	2.b. Summarize text using key details (modeling)	T123, T124,T125, T128, T130, T136–T137, T259, T312, T314,T315, T316
5. Text Structure (RI 4.5)		
 Compare/Contrast; Point of View; Text Structure(RI 4.6) 	6.a. Define terms "compare," "contrast," "firsthand account," and "secondhand account" (modeling)	
	6.b. Describe the events or main ideas of each account of an event or topic (modeling)	
	account of an event or topic (modeling)	
	6.d. Contrast the accounts of an event or topic (modeling)	
7. Text Structure; Making Connections (visual, text to text, text to self) (RI 4.7)	6.e. Describe how the point of view and information provided is different in each account of an event or topic (modeling)	TE(4): T54, T147 TE(5): T256, T257, T272 TE(6): T138–T139, T202, T258, T314, T319
	7.a. Define "interpret" (master)	
	7.b. Recognize text features of nonfiction (glossary, headings, tables, charts, graphs, and captions) (master)	
	7.c. Read visual and quantitative text features, such as graphs, charts, diagrams, and timelines (master)	
	7.d. Recognize interactive Web elements (e.g.,	

	links) (master)	
	7.e. Explain information from charts, diagrams, graphs, timelines, animations, and interactive	
	elements (modeling)	
	7.f. Interpret information that is presented: visually, orally, and quantitatively in a print or	
	visually, orally, and quantitatively in a print or digital text (modeling)	
8. Main Idea/Details/Text Structure (RI 4.8)		
	7.g. Explain how information presented visually, orally, and quantitatively adds to a better understanding of a print or digital text	TE(3): T136. T150
9. Making Connections (visual, text to text, text	(modeling)	TE(3): T136, T150 TE(5): T257 TE(6): T133, T150
to self) (RI 4.9)		
10. Text Complexity (RI 4.10)	9.a. Identify information within two texts on the same topic (modeling)	
	9.b. Integrate information from two texts on the same topic in order to create a written or oral	
	presentation (modeling)	
Foundations of Reading		
1. N/A		
2. N/A		
3. Word Analysis/Decoding/Phonics (RF 4.3)		
4. Fluency (RF 4.4)		
	3.d. Accurately read words with Latin and Greek roots (modeling)	
	ioors (modeling)	