# READING - 4th

| School | Teacher | Email | Course# | Grade Level |
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Show Icon

August 2015

First Semester

| Content | Skills | Assessment | Resources |
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| **Reading for Literature** | | | |
| 1. Main Ideas/Details; Making Inferences (RL 4.1) | 1.a. Identify key details and examples in a text **(master)**<br>1.b. Explain the difference between explicit and inferred information **(modeling)**<br>1.c. Explain how details and examples from text support making inferences **(modeling)** | 1. Lessons 26-27 Weekly Assessments | TE(1): T53, T182, T193, T258, T259, T306<br>TE(2): T50, T131, T184, T186<br>TE(3): T55, T170–T171, T180, T188, T189, T198–T199,T200–T201, T232–T233, T254, T260–T261<br>TE(4): T178, T182, T188, T192, T258, T304<br>TE(5): T48, T50, T58–T59, T136, T186, T190<br>TE(6): T192, T244, T248, T254, T256 |
| 2. Theme; Main Idea/Details (RL 4.2) | 2.a. Apply details of a text to determine the theme of the text (e.g., story, drama, poem, etc.) **(modeling)**<br>2.b. Identify the theme of the text (e.g., story, drama, poem, etc.) **(modeling)**<br>2.c. Summarize key ideas and details for the theme of the text (e.g., story, drama, poem, etc.) **(modeling)** | 2. Lessons 18-19 Weekly Assessments | TE(1): T53, T56, T193, T259<br>TE(2): T51, T131, T172–T173, T183, T187, T189<br>TE(3): T189, T255<br>TE(4): T166–T167, T184, T186, T190, T192, T193, T200–T201, T234–T235, T246, T252, T256, T258, T259,T266–T267, T308, T319<br>TE(5): T44, T51, T91, T176, T191, T200<br>TE(6): T190, T193, T257 |
| 3. Story Elements (RL 4.3) | 3.a. Identify the character, setting, and/or events in a story **(master)**<br>3.b. Identify specific details about character, setting, and events **(modeling)**<br>3.c. Describe a character's actions, a character's thoughts, the setting, and events based on evidence in the text **(modeling)** | 3. Lessons 21-22 Weekly Assessments | TE(1): T30–T31, T53<br>TE(2): T30–T31, T56–T57, T60, T106–T107, T120, T131,T138–T139, T186, T187, T300, T312<br>TE(3): T202<br>TE(4): T244, T252, T254, T265,T304, T306<br>TE(5): T30–T31, T32–T33, T40, T42, T46, T48, T50, T56–T57, T106–T107, T108–T109, T128, T134–T135,T166–T167, T178, T180, T182, T186, T188, T190,T196–T197, T201, T306–T311, T312<br>TE(6): T183, T204, T266 |
| 4. Vocabulary Development (RL 4.4) | 4.a. Determine the meaning of words and phrases as they are used in the text **(master)** | 4. All Weekly Assessments | TE(1): T57<br>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) | 5.a. Identify the explain the major structural differences between poems, drama, and prose **(modeling)**<br>5.b. When writing or speaking about a text, refer to the structural elements of poems (e.g., verse, rhyme, meter, stanza, rhyme scheme) **(modeling)**<br>5.c. When writing or speaking about a text, refer to the structural elements of drama (e.g., cast of characters, setting, descriptions, dialogue, and stage directions) **(modeling)**<br>5.d. When writing or speaking about a text, refer to the structural elements of prose (e.g., characters, setting, descriptions, and dialogue) **(modeling)** | | TE(1): T134, T138, T178, T181<br>TE(2): T134–T135, T178<br>TE(4): T202–T203, T242, T260<br>TE(5): T130 |
| 6. Compare/Contrast; Point of View (RL 4.6) | 6.a. Define compare and contrast **(master)** | 6. Lessons 3-4 Weekly Assessments (application) | |
| 7. Making Connections (visual, text to text, text to self); Text Structure (RL 4.7) | 7.a.Make connections between the text of a story or drama and a visual or oral presentation of the text **(reinforce)**<br>7.b. Identify specific descriptions in different versions (written, visual, audio, etc.) or a story or drama **(reinforce)**<br>7.c. Recognize stage directions in a story or drama both in text and a visual/oral presentation **(reinforce)**<br>7.d. Make connections to the text of a story or drama to the text of a visual or oral presentation, recognizing the descriptions and direction in each version **(reinforce)** | | TE(2): T71, T210<br>TE(4): T215, T279 |
| 8. N/A | | | |
| 9. Genre; Compare/Contrast; Story Elements | | | |

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| 10. Text Complexity (RL 4.10) | | | TE(1): T58, T262<br>TE(2): T188, T194, T200<br>TE(4): T198, T264<br>TE(5): T131 |
| | 10.a. Identify/understand literary text: key ideas and details, craft and structure, integration of knowledge and ideas, at appropriate complexity as seen in standards 1-9, with scaffolding as needed **(reinforce)** | | TE(1): T178–T193, T242–T258<br>TE(2): T38–T50, T114–T131, T178–T186<br>TE(3): T54–T55, T178–T189, T240–T254<br>TE(4): T130–T131, T174–T192, T194–T197, T242–T258<br>TE(5): T38–T49, T130–T131, T174–T189, T296–T303, T306–T313<br>TE(6): T52–T55, T178–T193, T242–T255 |
| | 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 1-9, with scaffolding as needed **(reinforce)** | | |
| **Reading for Information** | | | |
| 1. Main Ideas/Details; Making Inferences (RI 4.1) | | 1. Written Response Component of Weekly Lesson Assessments | |
| | 1.a. Explain the difference between explicit and inferred information in a text **(modeling)** | | TE(1): T130, T197<br>TE(2): T246, T254<br>TE(3): T40, T42, T48, T50, T52, T118, T124, T130<br>TE(4): T50–T51, T128<br>TE(5): T246, T254<br>TE(6): T40, T42, T50–T51, T60–T61, T130, T140, T203,T318 |
| | 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 and drawing inferences **(modeling)** | | |
| 2. Main Idea/Details; Summarizing (RI 4.2) | | | |
| 3. Text Structure; Making Connections (RI 4.3) | | | |
| | 3.a. Identify: events, procedures, ideas, and concepts in an informational text **(modeling)** | | TE(1): T126<br>TE(3): T43, T49, T59, T138–T139<br>TE(4): T55<br>TE(5): T192–T193, T232–T233, T242, T244, T254, T260–T261<br>TE(6): T132–T133, T312, T314 |
| | 3.b. Explain why the: events, procedures, ideas, and concepts in an informational text (scientific, historical, or technical) **(modeling)** | | |
| 4. Vocabulary Development (RI 4.4) | 3.c. Use specific information in the text to support explanation **(modeling)** | | |
| | 4.a. Identify general academic words and phrases and domain-specific words and phrases in a text relevant to a grade 4 topic or subject area **(modeling)** | | TE(1): T115, T116–T117, T143<br>TE(2): T235, T236–T237, T265<br>TE(3): T35, T36–T37, T65, T113, T114–T115, T126, T143,T303<br>TE(4): T35, T36–T37, T67, T115, T116–T117, T139<br>TE(5): T237, T238–T239, T248, T250, T262, T265<br>TE(6): T35, T36–T37, T41, T65, T117, T118–T119, T124,T143T313, T331 |
| 5. Text Structure (RI 4.5) | | 5. Lessons 3-4, 6-7, 11-12, and 23-24 Weekly Assessments | |
| | 5.a. Determine the overall structure of a text or 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<br>TE(5): T232–T233, T242, T244, T254, T260–T261<br>TE(6): T124, T132 |
| | 5.b. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, and information in a text or part of a text **(modeling)** | | |
| 6. Compare/Contrast; Point of View; Text Structure(RI 4.6) | | | |
| 7. Text Structure; Making Connections (visual, text to text, text to self) (RI 4.7) | | 8. Lessons 16-17 Weekly Assessments | |
| 8. Main Idea/Details/Text Structure (RI 4.8) | | | |
| | 8.a. Recognize differences between fact and opinion **(master)** | | TE (1): T319<br>TE (3): T52, T128<br>TE (5): T254<br>TE (6): T30-31, T51, T58-59, T112-113, T124, T128 |
| | 8.b. Define the terms "evidence and "reason" **(master)** | | |
| | 8.c. Identify the author's reasons and evidence **(modeling)** | | |
| 9. Making Connections (visual, text to text, text to self) (RI 4.9) | 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)** | | |
| 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 with scaffolding as necessary **(embedded)** | | TE(1): T196–T197<br>TE(2): T52–T53, T238–T254, T308–T311<br>TE(3): T38–T52, T116–T130, T256–T257, T308–T311<br>TE(4): T38–T51, T314–T317<br>TE(5): T52–T53, T240–T253<br>TE(6): T38–T51, T120–T129, T132–T133, T196–T197, T258–T259, T310–T315 |
| | 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)** | | |
| **Foundations of Reading** | | | |
| 1. N/A | | | |
| 2. N/A | | | |
| 3. Word Analysis/Decoding/Phonics (RF 4.3) | | | |

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| | 3.a. Know grade-level phonics and word analysis skills in decoding words **(embedded)**<br>3.b. Identify syllabication patterns and root words **(embedded)**<br>3.c. Explain meanings of prefixes and suffixes **(embedded)**<br>3.e. Apply grade-level phonics and word analysis skills in decoding words **(embedded)** | 4. Lessons 8-9 Weekly Assessments | TE(1): T65, T141, T205, T320–T321<br>TE(2): T61<br>TE(3): T141, T203, T264, T316–T317<br>TE(4): T137, T205, T269, T322–T323<br>TE(5): T61, T137, T203, T263, T316–T317<br>TE(6): T63, T141, T205, T267, T320–T321 |
| 4. Fluency (RF 4.4) | 3.f. Synthesize phonics and word analysis skills to decode words **(embedded)**<br>3.g. Read accurately unfamiliar multisyllabic words in context and out of context **(embedded)**<br>4.a. Identify purposes for reading texts (inform, entertain, or persuade) **(embedded)**<br>4.b. Read orally with accuracy, appropriate rate, and expression on successive readings **(embedded)**<br>4.c. Reread, when necessary, as a strategy when confirming or self-correcting words in text **(embedded)**<br>4.d. Understand how context can help to confirm or self-correct word recognition **(embedded)**<br>4.e. Determine the purpose for reading on-level text **(embedded)**<br>4.f. Apply reading strategies to be used with text for accuracy, appropriate rate, and expression on successive readings **(embedded)**<br>4.g. Use context to confirm or self-correct word recognition and understanding **(embedded)**<br>4.h. Read on-level text fluently and accurately **(embedded)**<br>4.j. Read with accurately, appropriate rate, and expression on successive readings **(embedded)** | | TE(1): T38–T53, T118–T131, T178–T193, T242–T258<br>TE(2): T38–T50, T114–T131, T178–T186, T238–T254<br>TE(3): T38–T52, T116–T130, T178–T189, T240–T254<br>TE(4): T38–T51, T118–T129, T174–T192, T242–T258<br>TE(5): T38–T50, T114–T128, T174–T190, T240–T254<br>TE(6): T38–T51, T120–T130, T178–T192, T242–T256<br><br>TE(1): T66, T142, T206, T299–T308<br>TE(2): T62, T142, T295–T304<br>TE(3): T64, T142, T204, T264, T295–T304<br>TE(4): T66, T138, T301–T310<br>TE(5): T62, T138, T204, T264, T295–T303, T304<br>TE(6): T64, T142, T206, T268, T300–T307, T308<br><br>TE(2): T32–T33, T108–T109, T180<br>TE(3): T126<br>TE(4): T44, T179, T185, T245, T253, T312, T317<br>TE(5): T176, T178, T182, T198–T199, T248, T250, T262,T315TE(6): T124, T172–T173, T236–T237, T251<br><br>Additional Resources:<br>*Scholastic StoryWorks (Brown, Grundy, & Jefferson)<br>*National Geographic for Kids (Lincoln)<br><br>Novel Units:<br>*Lincoln--*The Chocolate Touch, Chocolate Fever, The Lemonade War*<br>*Brown--*The Best Christmas Pageant Ever, Snow Treasure*<br>*Jefferson--*On My Honor, Mr. Popper's Penguins, There's a Boy in the Girls' Bathroom, The Cricket in Times Square, Tales of a Fourth Grade Nothing, Shiloh*<br>*Grundy--*The Whipping Boy, The Best Christmas Pageant Ever, Tales of a Fourth Grade Nothing, Shiloh, Snow Treasure*<br><br>**Disclaimer:** The aforementioned resources are used in each school to teach the skills listed in the skills section of the curriculum map. |

January 2016

Second Semester

| Content | Skills | Assessment | Resources |
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| **Reading for Literature**<br>1. Main Ideas/Details; Making Inferences (RL 4.1)<br>2. Theme; Main Idea/Details (RL 4.2)<br>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)**<br>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<br>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)<br>6. Compare/Contrast; Point of View (RL 4.6) | 6.b. Define point of view (first or third person) **(modeling)**<br>6.c. Define first and third person narrations **(modeling)**<br>6.d. Recognize first and third person narrations | | |

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| | **(modeling)**<br>6.e. Identify point of view in a variety of texts **(modeling)**<br>6.f. Compare points of view from which different stories are narrated **(modeling)**<br>6.g. Contrast the points of view from which different stories are narrated **(modeling)** | | |
| 7. Making Connections (visual, text to text, text to self); Text Structure (RL 4.7) | | | |
| 8. N/A | | | |
| 9. Genre; Compare/Contrast; Story Elements (RL 4.9) | 9.a. Identify specific details that describe themes in stories, myths, or traditional literature from different cultures **(modeling)**<br>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)**<br>9.c. Identify specific details that describe patterns of events (e.g., the quest) in stories, myths, or traditional literature from different cultures **(modeling)**<br>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)**<br>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)**<br>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)**<br>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 **(modeling)** | | TE(1): T58, T262<br>TE(2): T188, T194, T200<br>TE(4): T198, T264<br>TE(5): T131 |
| 10. Text Complexity (RL 4.10) | | | |
| **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)**<br>2.b. Summarize text using key details **(modeling)** | | TE(1): T131<br>TE(2): T232–T233, T255, T311<br>TE(3): T40, T52, T53, T128, T130, T131<br>TE(4): T44, T48, T51, T129<br>TE(5): T53, T255<br>TE(6): T30–T31, T32–T33, T42, T46, T48, T50, T51, T58–T59, T112, T113, T114–T115, T122, T123, T124,T125, T128, T130, T136–T137, T259, T312, T314,T315, T316 |
| 3. Text Structure; Making Connections (RI 4.3) | | | |
| 4. Vocabulary Development (RI 4.4) | | | |
| 5. Text Structure (RI 4.5) | | | |
| 6. Compare/Contrast; Point of View; Text Structure(RI 4.6) | 6.a. Define terms "compare," "contrast," "firsthand account," and "secondhand account" **(modeling)**<br>6.b. Describe the events or main ideas of each account of an event or topic **(modeling)**<br>6.c Compare the accounts of an event or topic **(modeling)**<br>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)**<br>7.a. Define "interpret" **(master)**<br>7.b. Recognize text features of nonfiction (glossary, headings, tables, charts, graphs, and captions) **(master)**<br>7.c. Read visual and quantitative text features, such as graphs, charts, diagrams, and timelines **(master)**<br>7.d. Recognize interactive Web elements (e.g., | | TE(4): T54, T147<br>TE(5): T256, T257, T272<br>TE(6): T138–T139, T202, T258, T314, T319 |

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