

## Reading Curriculum Map: Fourth Grade 2<sup>nd</sup> Semester

Essential Questions	Enduring Understandings
<p><b>GRAMMAR:</b> How do readers interpret language?</p> <p><b>PHONICS and SPELLING:</b> How are words formed? How can I decode words effectively?</p> <p><b>VOCABULARY:</b> Why should I utilize context clues while reading? How can understanding Greek or Latin roots assist me in deciphering new vocabulary? Why should I consult reference materials? How can I communicate effectively?</p> <p><b>COMPREHENDING FICTION:</b> How do I read critically and examine my personal point of view? What are literary devices? How can I determine the author’s purpose? What strategies can I use to comprehend? How is text organized or portrayed? Why is it important to cite my understandings?</p> <p><b>COMPREHENDING NONFICTION:</b> How can I identify relationships among events, ideas or concepts? How can I comprehend steps in a process or procedures? How can I comprehend time, sequence, cause and effect within nonfiction text? How do readers interpret text?</p> <p><b>FLUENCY:</b> What does a fluent reader sound like? What strategies does a fluent reader use?</p>	<p><b>GRAMMAR:</b> Readers interpret figurative language, word relationships and meanings.</p> <p><b>PHONICS and SPELLING:</b> Words are formed from roots and syllabication patterns. Words can be analyzed or decoded for accurate pronunciation and spelling.</p> <p><b>VOCABULARY:</b> Context clues are critical for understanding new words. Meanings of words can be determined by Greek or Latin roots. Consulting reference materials can assist readers’ understandings of terms and specialized vocabulary. Readers utilize grade appropriate vocabulary.</p> <p><b>COMPREHENDING FICTION:</b> Readers read critically. Literary devices take on many forms. Readers infer or interpret author’s purpose. Readers apply a variety of strategies to interpret the meaning of text. Fiction, drama, poetry, and prose can be defined by specific elements, devices or structure. Effective readers support findings, impressions, ideas, beliefs, feelings with evidence in text.</p> <p><b>COMPREHENDING NONFICTION:</b> Nonfiction text conveys information that can be utilized for a variety of purposes. Readers apply a variety of strategies to understand ideas, details and specialized vocabulary.</p> <p><b>FLUENCY:</b> Fluent readers read with appropriate, adjusted rate. Fluent readers read with accuracy, intonation, and expression.</p>

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Readers self-correct.

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Instructional Skills	Instructional Strategies	Assessments	Resources
<p><b>GRAMMAR:</b> Demonstrate understanding of figurative language</p> <p>Explain the meaning of common idioms, adages and proverbs</p> <p>Explain the meaning of similes and metaphors</p> <p>Use relative pronouns (e.g. who, whose, who)</p> <p>Use relative adverbs (e.g. where, when, why)</p> <p>Form and use progressive verb tenses (e.g. I was walking)</p> <p>Form and use prepositional phrases</p>	<p>Peer edit Read Read and highlight Write Reread</p>	<p>Writing Observations Peer editing checklists</p>	<p>Open Court Web pages</p>
<p><b>PHONICS and SPELLING:</b> Spell grade-level appropriate words accurately</p> <p>Use references when needed</p>	<p>Weekly lists/focus Journal Edit</p>	<p>Writing Reading aloud Weekly tests</p>	<p>Open Court Web pages</p>
<p><b>VOCABULARY:</b> Use reference materials (e.g. internet, glossary, dictionary, encyclopedia)</p> <p>Identify or clarify the meaning of content specific words using context clues</p> <p>Examine root words in Greek and</p>	<p>Dictionary, glossary hunts Definition searches Writing Context clues hunts Audio recordings</p>	<p>Vocabulary checks Writing Reading aloud Discussions</p>	<p>Open court Web pages</p>

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Latin to determine word clues			
Use grade-appropriate academic words and phrases			
<p><b>COMPREHENDING FICTION:</b> Recount a story speaking clearly, at an understandable pace</p> <p>Read a variety of literature (e.g. historical, environmental and science fiction, fantasy, adventure)</p> <p>Read and respond to literature identifying figurative language and literary devices</p>	<p>Modeled, shared, interactive and guided reading activities</p> <p>Independent reading</p> <p>Think-pair-share</p> <p>Turn and talk</p> <p>Partner reading</p> <p>Graphic organizers</p> <p>Discussions</p> <p>Notes for speaking, collaborating</p> <p>Questions</p>	<p>Writing assignments</p> <p>Reading assignments</p> <p>Read aloud</p> <p>Discussions</p>	<p>Open Court</p> <p>Literature selections</p>
<p><b>COMPREHENDING NONFICTION:</b> Report on a topic or event using appropriate facts and relevant descriptive details</p> <p>Develop visuals or audio-visual aids to assist a reader's understanding with a text or topic</p> <p>Reference details or evidence in text to explain or support ideas</p> <p>Describe the structure (e.g. chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts or information in text</p>	<p>Graphic organizers</p> <p>Note taking</p> <p>Highlight</p> <p>Various forms of nonfiction text</p> <p>Reports</p> <p>Speeches</p> <p>Collaborative discussion</p> <p>Reporting</p> <p>Venn diagrams</p>	<p>Written reports</p> <p>Speeches</p> <p>Graphic organizers</p> <p>Reading aloud</p> <p>Discussions</p>	<p>Open Court</p> <p>Literature selections</p>

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<p>Compare and contrast firsthand or secondhand experiences or accounts of a topic</p> <p>Explain how an author uses examples, evidence, reasons to support his/her writing or point</p> <p>Read a variety of nonfiction texts (e.g. biography, history, autobiography, timelines, science journals)</p>			
<p><b>FLUENCY:</b></p> <p>Read with appropriate rate</p> <p>Read on-level text with purpose and understanding</p> <p>Read with appropriate accuracy</p> <p>Read with expression</p> <p>Apply self-correction strategies</p>	<p>Partner reading</p> <p>Literature circles</p> <p>Repeated readings</p> <p>Choral readings</p> <p>Echo reading</p> <p>Dramatic readings</p> <p>Poetry</p> <p>Prose</p>	<p>Checklists</p> <p>Read aloud</p>	<p>Open Court</p> <p>Literature selections</p>

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### **STANDARDS:**

#### **Reading Standards for Literature**

*Craft and Structure 4*

*Range and Level of Text Complexity 10*

#### **Reading Standards for Informational Text**

*Key Ideas and Details 1*

*Craft and Structure 4,5,6*

*Integration of Knowledge and Ideas 7, 8*

*Range and Level of Text Complexity 10*

#### **Foundational Skills**

*Phonics and Word Recognition 3.a*

*Fluency 4.a, 4.b, 4.c*

#### **Speaking and Listening**

*Comprehension and Collaboration 1.a, 1.b, 1.c, 1.d, 2,3*

*Presentation of Knowledge and Ideas 4, 5*

#### **Language Standards**

*Vocabulary and Acquisition Use 4.a, 4.b, 4.c, 5.a, 5.b, 5.c, 6*

*Conventions of Standard English 1.a, 1.b, 1.e, 2.d*