

Course/Grade Level: Fourth Grade Reading Curriculum

Focus: Students will analyze grade level texts to decide if the author's purpose is to persuade, entertain, or inform. They will interpret grade level texts by analyzing character traits, events, and major conflicts/resolutions. Students will determine the main ideas and details of technical text in addition to those of narrative and expository.

R.4.1 Students will demonstrate fluency while reading orally from grade level text.

Students will...

- R.4.1.1 demonstrate knowledge of conventions (e.g., question marks, exclamation points, commas, apostrophes, colons, semi-colons, dashes) in order to read fluently. (4.1.2.1)
- R.4.1.2 read expressively with appropriate *pace*, *phrasing*, *intonation*, and *rhythm of speech*. (4.1.2.2)
- R.4.1.3 utilize a variety of *word-recognition* strategies (e.g., practicing words in isolation, practicing reading words in text, orthographic patterns) in order to read fluently. (4.1.2.4)
- R.4.1.4 modify reading rate to support comprehension when reading *narrative*, *expository*, *technical*, and *persuasive* texts. (4.1.2.5)

R.4.2 Students will utilize grade level vocabulary.

Students will...

- R.4.2.1 ▲ determine the meaning of words or phrases by using context clues (e.g., *definitions, restatements, examples, descriptions*) from sentences or paragraphs. (4.1.3.1)

Instructional Examples:

- use *cloze reading* strategies. Select a text of approximately 100 words and decide which words are to be studied (e.g., adjectives). Go through the passage and delete the adjectives which students must determine after reading the passage. Read the passage with the blanks and ask the students as a group to be thinking about what word would make sense in the sentences. Have the students volunteer to fill in the blanks. Once all blanks have been completed, read the passage using the selected fill-in-the blank words, then reread the passage in its original form. Discuss with students the words they chose and compare them to the author's words from the passage.
- conduct word search activities and word sorts. Update *word walls* frequently and make them a living part of the classroom.
- write several sight words onto brightly colored shapes and put them near the door. Each time students line up to leave the room, review the selected sight words with them. Once the words have been mastered, have the students orally use the words in a sentence.

- R.4.2.2 identify and uses *synonyms, antonyms, homophones, and homographs* to determine the meaning of words. (4.1.3.2)

- R.4.2.3 use a dictionary or a glossary to determine an appropriate definition of a word or use a thesaurus to expand vocabulary. (4.1.3.3)

- R.4.2.4 ▲ determine meaning of words through knowledge of word structure (e.g., *compound nouns*, contractions, ▲ *root words*, ▲ *prefixes*, ▲ *suffixes*). (4.1.3.4)

Prefixes: anti-, dis-, ex-, non-, under-

Suffixes: -en, -ful, -less, -ment, -ness

Instructional Example: create paper train cars - the engine, *prefix*; the regular car, the root word; and the caboose is the *suffix*. Have students manipulate the cars with various *prefixes* and *suffixes*, as well as the roots.

- R.4.2.5 determine the meaning of *figurative language* by interpreting *similes, metaphors, and idioms*. (4.1.3.5)

- R.4.2.6 recognize and read the first 400 Instant Words. (see appendix)

R.4.3 Students will demonstrate knowledge of text characteristics (narrative, expository, technical, and persuasive) at grade level.
Students will...

R.4.3.1 identify characteristics of *narrative, expository, technical, and persuasive texts*. (4.1.4.1)

R.4.3.2 ▲ understand the purpose of text features (e.g., title, ▲ graph/charts and maps, ▲ table of contents, ▲ pictures/illustrations, ▲ boldface type, ▲ italics, glossary, index, headings, subheadings, *topic* and summary sentences, captions) and use such features to locate information in and to gain meaning from appropriate-level texts. (4.1.4.2)

Instructional Examples:

- utilize scavenger hunt for finding text features.
- question how text features impact meaning during a read-aloud.
- during social studies class, list and describe the characteristics and purposes of maps, (e.g., title, legend, and compass rose).
- explain to students that chapters in science class contain many text features, such as headings, subheadings, boldface type, pictures/illustrations, etc.

R.4.3.3 ▲ identify text structure (e.g., *sequence, problem-solution, comparison-contrast, description, cause-effect*). (4.1.4.6)

Instructional Example: model use of sticky notes to mark problem-solution, cause-effect, etc.

R.4.3.4 ▲ identify the *author's purpose* (e.g., to persuade, ▲ to entertain, ▲ to inform). (4.1.4.11)

R.4.4 Students will comprehend a variety of text (narrative, expository, technical, persuasive) at grade level.

Students will...

R.4.4.1 use prior knowledge and content to make, revise, and confirm predictions at grade level. (4.1.4.3)

R.4.4.2 ▲ use information from the text to make inferences and draw conclusions. (4.1.4.5)

Instructional Examples:

- use the *QAR Strategy*: (Author and You)
- model self-questioning strategy in which the student identifies clues/vocabulary words from text to establish context and describe the bigger picture.

R.4.4.3 ▲ compare and contrast information (e.g., topics, characters' traits, themes, problem-solution, cause-effect relationships) in one or more appropriate-level text(s) and identify compare/contrast signal words. (4.1.4.7)

Suggested signal words: like, different, others, opposite.

Instructional Example: have students read with a partner from the text. As the students read, have them put a sticky note with a frowning face when a problem is identified and a smiley face when a solution is identified. A sticky note with a baseball bat identifies a cause and one with a baseball identifies an effect.

R.4.4.4 ▲ link causes and effects in appropriate-level *narrative* and *expository* texts. (4.1.4.8)

Instructional Example: model and then direct the students to highlight the cause in one color and the effect in another color on a portion of copied text.

R.4.4.5 ▲ *retell main ideas* or events as well as supporting details in appropriate-level *narrative*, *expository*, and technical texts. (4.1.4.9)

Instructional Example: use art activities to retell the main events in the story. Model how to make a four-sided *diorama*. On each side of the *diorama*, have the student draw pictures or make 3-D diagrams of different elements of the story which portray the *main idea* and supporting details.

R.4.4.6 ▲ identify the *topic*, *main idea(s)*, and supporting details in appropriate-level texts. (4.1.4.10)

Instructional Examples:

- encourage students to recall important information by taking notes or making marginal notations, outlining, highlighting, or underlining.
- model use of *graphic organizers*.

R.4.4.7 ▲ distinguish between fact and opinion in various types of appropriate-level texts. (4.1.4.14)

Instructional Examples:

- model use of sticky notes to mark pieces of evidence. To identify opinion, have the student locate cue words, such as evaluative words (e.g., I think, it appears that) and use a sticky note to mark the pieces of opinion.
- use a *T-Chart* to have students compare the facts versus the opinions within the text.
- during social studies class, group the students into small groups and assist the students in dividing a poster board into two columns. On one side, have the students write words with opinions regarding controversial historical issues. On the other side, have the students write words which represent historical facts. Once this process is completed, have the students share their work with other classmates and discuss the "fact vs. opinion" sides of the poster.
- in science, explain that facts and opinions are represented. A fact is what is observed and an opinion is a personal view about your interpretations regarding what is being observed.

R.4.5 Students will use literary concepts to interpret grade level text.

Students will...

- R.4.5.1 ▲ identify and describe *characters'* physical traits, personality traits, and feelings, and explain reasons for *characters'* actions and the consequences of those actions. (4.2.1.1)

Instructional Examples:

- model use of *graphic organizer*, such as *Character Map*.
- develop a two-column *graphic organizer*. Label the first column "*Character Actions*," and the second, "*Consequences*." Facilitate a discussion about the various actions of the current literature selection's *characters* and the consequences. As the discussion ensues, complete the *graphic organizer*. Then use the *graphic organizer* to find other actions by the *characters* and identify the consequences.

- R.4.5.2 ▲ identify and describe the *setting* (e.g., environment, time of day or year, historical period, situation, place) of the story or literary text. (4.2.1.2)

Instructional Examples:

- have the student find clues and visualize the *setting*. Have her/him read the text to learn more about *characters* and the mood of the story.
- use a familiar story known by the student. Instruct the student to give the story a new *setting* (the beach, Alaska, etc.). Have students in pairs brainstorm how the story would change due to the change in *setting*. Would the characters be found in that *setting*? Would the actions of the *characters* change?

- R.4.5.3 ▲ identify or describe the major conflict in a story and how it is resolved. (4.2.1.3)

Instructional Example: explain that conflict in literature is the problem faced by, or the goal of the main *character(s)* of a story. Explain to students that to every conflict in literature there are attempts to solve the conflict as well as a resolution.