

Grade 4 Reading Curriculum

How to read this document:

This curriculum map outlines, for each grade, the topics that your student will learn about. In each topic area students work to learn and apply the Common Core/Next Generation Standards that apply to the content while acquiring a set of important understandings that apply to the topic. These understandings are the big ideas that we expect students to carry forward with them as they move from grade to grade.

[Grade level]

Topic / Unit	Focus Standards (Next Generation Science Standards)	Enduring Understanding	Assessment(s) / Product(s)
This is the subject that the students will learn about.	Focus Standards are the skills that students will learn and apply while studying the topic of this unit.	Essential Understandings are the big ideas that students should understand by the end of the unit.	Assessment(s)/Product(s) are the student work products that students will do as part of the unit to demonstrate their knowledge of the skills and understandings.

Grade 4:

Trimester 1				
Topic / Unit	Focus Standards*		Enduring Understanding	Assessment(s) / Product(s)
Launch & Reading Life (14 days)	RL 4.1	Refers to details and examples from the text to support thinking.	<ul style="list-style-type: none"> ▪ Readers choose books wisely, taking into account their interests and personal reading level. ▪ Readers set realistic goals in order to develop strong reading habits. ▪ Readers follow norms in order to contribute to an environment where all readers can learn. ▪ Readers understand the components of readers' workshop along with the expectations. ▪ Readers think and talk about their reading with others. ▪ Readers think, grow ideas, and react to text when they read. 	<ul style="list-style-type: none"> - Students will develop realistic individual reading goals with the guidance of the teacher. - Students will also be able to sustain focused reading for 20 minutes.
	RL 4.2	Summarize the text.		
	RL 4.3	Describe in depth a character, setting, or event in a story using details from the text.		
	SL 4.1	Prepare and participate in a variety of conversations. Build on others ideas.		
	L 4.4	Determine the meaning of unknown words and phrases, choosing from a range of strategies.		

	L 4.6	Acquire and use academic and domain-specific vocabulary.		
Following Characters into Meaning (20 days)	RL 4.1	Refers to details and examples from the text to support thinking.	<ul style="list-style-type: none"> ▪ Readers envision and predict what will happen by paying close attention to details. ▪ Readers pay attention to all aspects of a character to grow and revise theories about those characters. ▪ Readers pay attention to a character's actions and recurring details in order to determine theme. ▪ A reader's understanding of characters is directly influenced by the point of view of the narrator. 	Students will select a character they have followed through one of the books read during this unit and write a character analysis.
	RL 4.2	Summarize the text.		
	RL 4.3	Describe in depth a character, setting, or event in a story using details from the text.		
	RL 4.6	Compare and contrast the point of view from which different stories are narrated.		
	RL 4.9	Compare and contrast themes and topics and patterns of events.		
	L 4.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.		
		Reinforce - RL 4.4; SL 4.1; L 4.4, 4.6		
Expository Nonfiction (28 days)	RI 4.1	Refers to details and examples from the text to support thinking.	<ul style="list-style-type: none"> ▪ Readers use information gained through text and visual features to make meaning. ▪ Expository text is organized around a main idea and details. ▪ Readers work to determine the meaning of specialized vocabulary in order to increase their understanding and knowledge of a topic they are researching. ▪ Expository texts are organized in various structures, depending on the author's purpose. ▪ When conducting research, readers use questions to give them purpose and focus their reading. 	<p>Writing: Feature Article</p> <p>Presentation: To class on research topic</p>
	RI 4.2	Determine the main idea of a text and its supporting details; summarize the text.		
	RI 4.3	Explain events, procedures, ideas, or concepts in an informational text, including what happened and why.		
	RI 4.4	Determine the meaning of academic and domain-specific words and phrases in context.		

	RI 4.5	Describe the overall structure of a text or a part of text.		
	RI 4.7	Interpret information and explain how that information helps one understand the text in which it appears.		
	RI 4.9	Integrate information from 2 texts on the same topic to write or speak about a subject knowledgeably.		
	SL 4.4	Report on a topic or text in an organized manner, using facts and relevant details to support main ideas or themes.		
	SL 4.5	Add audio recordings or visuals to presentations when appropriate.		
	SL 4.6	Adapt speech to a variety of contexts.		

Trimester 2

Topic / Unit	Focus Standards		Enduring Understanding	Assessment(s) / Product(s)
Author Study (8 days)	RL 4.2	Determine a theme of a story.	<ul style="list-style-type: none"> ▪ Oftentimes readers base their book choice on authors they are familiar with and enjoy reading. ▪ Readers pay attention to all aspects of a character to grow and revise theories about that character. ▪ When reading multiple texts by an author, readers know what to expect because they understand the author’s craft and structure. 	Writing: Comparison chart of components books by same author
	RL 4.3	Describe in depth a character, setting, or event in a story using details from the text.		
		Reinforce - RL 4.1, 4.4; SL 4.1; L 4.4, 4.5, 4.6		
Book Club Launch/Author Study Book Clubs (21 days)	RL 4.3	Describe in depth a character, setting, or event in a story using details from the text.	<ul style="list-style-type: none"> ▪ Readers pay attention to all aspects of a character to grow and revise theories about that character. 	Writing: Comparing themes of books by same author

	RL 4.9	Compare and contrast themes and topics and patterns of events.	<ul style="list-style-type: none"> ▪ Readers piece together ideas and evidence from the text that lead them to the theme or overarching idea. ▪ Thoughtful discussions are based on taking turns, expressing understanding and asking questions that lead to clarification and enhanced understanding. 	
	SL 4.1	Prepare for and engage in a variety of conversations, building on others ideas and expressing their own clearly.		
		Reinforce - RL 4.1, 4.2		
Narrative Nonfiction (23 days)	RI 4.1	Refers to details and examples from the text to support thinking.	<ul style="list-style-type: none"> ▪ Narrative nonfiction is nonfiction written as a story. ▪ Readers read narrative nonfiction using many of the same strategies used when reading fiction. ▪ Readers read critically, paying attention to what the author is making them feel and why, in order to understand the author’s message. ▪ A biography is written about a particular person because that person overcame an obstacle, accomplished something important, or is fascinating. ▪ Readers need to distinguish between the important and the interesting details to better understand the importance of the subject. 	Students will complete an on-demand essay analyzing the subject of one of the biographies they read during the unit.
	RI 4.5	Describe the overall structure of a text or a part of text.		
	RI 4.6	Compare and contrast a firsthand and secondhand account of the same event or topic.		
	RI 4.7	Interpret information and explain how that information helps one understand the text in which it appears.		
	RI 4.8	Explain how an author uses reasons/evidence to support particular points in a text.		
Narrative Nonfiction Book Clubs (15 days)	RI 4.1	Refers to details and examples from the text to support thinking.	<ul style="list-style-type: none"> ▪ Readers pay attention to all aspects of the subject of a biography to grow and revise theories about the subject. ▪ Readers learn life lessons through reading biographies and can apply these lessons to their own lives. ▪ Thoughtful discussions are based on taking turns, expressing understanding and asking questions that lead to clarification and enhanced understanding. 	Presentation: To class about subject of biography read in book club
	RI 4.3	Explain events, procedures, ideas, or concepts in an informational text, including what happened and why.		
	RI 4.6	Compare and contrast a firsthand and secondhand account of the same event or topic.		

	SL 4.1	Prepare for and engage in a variety of conversations, building on others ideas and expressing their own clearly.		
	L 4.6	Acquire and use academic and domain-specific vocabulary.		
		Reinforce - RI 4.2, 4.4; SL 4.4, 4.5, 4.6; L4.4		

Trimester 3

Topic / Unit	Focus Standards		Enduring Understanding	Assessment(s) / Product(s)
Traditional Tales (9 days)	RL 4.4	Determine the meaning of words/phrases as they are used in a text, including those that allude to significant characters in mythology.	<ul style="list-style-type: none"> ▪ Traditional tales are stories that have been passed down in different cultures throughout history and are generally used to explain how something came to be or caution the reader. ▪ Traditional tales follow a predictable story structure and serve a particular purpose. ▪ Traditional tales from different cultures often reflect the same themes while the details reflect the differences in culture. ▪ Traditional tales include characters, storylines and lessons that are often referenced in contemporary literature. 	Writing: Themes in different versions of same tales from different cultures
	RL 4.7	Make connections between the text of a story and a visual or oral presentation of the text.		
	RL 4.9	Compare and contrast themes and topics and patterns of events.		
	L 4.5b	Recognize and explain the meaning of common idioms, adages, and proverbs.		
		Reinforce - RL 4.3, 4.10		
Traditional Tales Book Clubs (10 days)	RL 4.3	Describe in depth a character, setting, or event in a story using details from the text.	<ul style="list-style-type: none"> ▪ Traditional tales include characters, storylines, and lessons that are often referenced in contemporary literature. ▪ Readers recognize an author’s use of idioms, adages and proverbs and how those elements help relay the author’s message. 	Writing: Tracing allusions to traditional tales in contemporary literature
	RL 4.9	Compare and contrast themes and topics and patterns of events.		
	SL 4.1	Prepare for and engage in a variety of conversations, building on others		

		ideas and expressing their own clearly.	<ul style="list-style-type: none"> Theories about characters evolve as the reader gathers more evidence about what the character says, does, and wants. 	
		Reinforce - RL 4.4; L 4.5b		
Fantasy (14 days)	RL 4.1	Refers to details and examples from the text to support thinking.	<ul style="list-style-type: none"> Fantasy readers recognize clues about the time period and the magical elements in order to set an expectation for how the story might go. Readers must pay attention to characters, notice their flaws, and expect that they may represent something bigger. Readers mine for the theme by thinking about what the character is learning, what s/he is learning from the character, and how it applies to the world. 	
	RL 4.2	Determine a theme of a story.		
	RL 4.3	Describe in depth a character, setting, or event in a story using details from the text.		
	L 4.4	Determine the meaning of unknown words and phrases, choosing from a range of strategies.		
		Reinforce - RL 4.4, 4.9; SL 4.1		
Poetry (14 days)	RL 4.2	Determine the theme of a poem from details in the text.	<ul style="list-style-type: none"> A reader pays attention to imagery, mood, and message to understand a poem. Readers use evidence (imagery, mood, details, title) from a poem to determine the theme. Poets use imagery, rhythm, and meter to create mood. The appearance of a poem is intentional and helps to relay the message. 	Writing: Analyze poems for varied layers of meaning, using evidence from the poem to support thinking
	RL 4.4	Determine the meaning of words/phrases as they are used in a text, including those that allude to significant characters in mythology.		
	RL 4.5	Explain major differences between poems, drama, and prose, and refer to structural elements of poems.		
	L 4.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.		
		Reinforce - RI 4.1; SL 4.1		