

Fourth Grade Reading Curriculum

First Quarter

Standard	Essential Skill	Sample Teaching Strategy/Possible Integration	Resources and Text:	Assessment
KPBSD	Student will read context to confirm or self-correct word recognition and understanding, rereading as necessary.	Guided Reading		
2.1.4 KPBSD	Student will identifies relationships among words by categorizing (e.g., synonyms, antonyms, homophones, homographs)	Create classification chart students can add words to as they read text		
2.1.3	Student will obtain information using text features including pictures, illustrations, text structure (e.g., bolded or italicized text, graphs, charts, or headings).	Create K-W-L chart *Math *Science *Social Studies		
2.2.4	Student will draw conclusions based on information presented in text (e.g., cause and effect, character motivation).	"Adding Up the Details" Chart		
2.6.1	Student will complete a simple task by following written multi-step directions (e.g. recipe).	Small groups use written directions to play game		
2.6.2	Student will identify the sequence of steps in multi-step directions.	"First, Then, Finally" Students write out and number the steps on a separate piece of paper		
KPBSD	Student will describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions)			

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Second Quarter

Standard	Essential Skill	Sample Teaching Strategy/Possible Integration	Resources and Text:	Assessment
2.1.2 KPBSD	Student will use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.	Guided Reading – model decoding strategies		
KPBSD	Student will interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.			
KPBSD	Student will use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph</i> , <i>photograph</i> , <i>autograph</i>)			
KPBSD	Student will determine a theme of a story, drama, or poem from details in the text; summarize the text.			
2.5.2 KPBSD	Student will locate information in narrative and informational text to answer questions related to main ideas or key details.	Create K-W-L Chart *Math *Science *Social Studies		
2.8.1	Student will identify or describe in fiction: Plot (e.g., main conflict or problem, and sequence of events) Settings (e.g., how they affect the characters or plot) Characters (e.g., physical characteristics, personality traits, motivation).	Story Map		
2.2.1	Student will locate information explicitly stated in narrative and information text to answer literal comprehension questions.	Use K-W-L Chart to answer questions		

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Third Quarter

Standard	Essential Skill	Sample Teaching Strategy/Possible Integration	Resources and Text:	Assessment
2.2.3	Student will make simple inferences (e.g., predict logical outcomes, deduce missing information such as where a story takes place, if not directly stated).	Practice using details making generalizations about text		
2.9.1 KPBSD	Student will in informational text explain how an author uses reasons and evidence to support particular points in a text.			
2.9.2	Student will express own opinion about material read and support opinion with evidence from text.	Complete fact opinion graphic organizer		
2.10.1	Student will identify author's message, theme or purpose, stated or implied (e.g., helping others brings great rewards).	Author's Purpose Chart		
2.10.2	Student will identify themes in texts and make relevant connections to personal experiences, experiences of others, or other texts.	Literature Circles		
2.11.2	Student will identify common ideas, events, and situation in multi-cultural readings (e.g., trickster tales about Raven).	Read Alouds, Guided Reading, Independent Reading		
KPBSD	Student will in informational text, compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.			

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KPBSD	Student will read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	Guided Reading, Independent Reading		Aimsweb
KPBSD	Student will compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.			
2.7.1 KPBSD	Student will identify the four major genre of fiction: short-story, drama (play), novel, and poetry.	Work in small groups to read and list characteristics of the four major genres		
2.7.3 KPBSD	Student will identify the use of literary elements and devices (i.e., dialogue, rhyme, alliteration, and simile).	Guided Reading		
2.8.2	Student will compare and contrast plots, settings, and characters in different stories across a variety of works by a variety of authors.	Guided Reading, Independent Reading, Venn Diagram		
2.11.1 KPBSD	Student will compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	Guided & Independent Reading *Social Studies		