Reading Curriculum–Grade Four
Diocese of Cleveland
2013

Reading Informational Text: Nonfiction

Standards Assessed

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Grade 4, Capacities of the Literate Individual
Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

- They build strong content knowledge.
- They respond to the varying demands of audience, task, purpose, and discipline.
- They value evidence.
- They use technology and digital media strategically and capably.
- They come to understand other perspectives and cultures.

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Grade 4, Reading: Informational Text
Key Ideas and Details
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

- RI.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

- RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.

3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

- RI.4.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

Craft and Structure
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

- RI.4.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

- RI.4.5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

6. Assess how point of view or purpose shapes the content and style of a text.

- RI.4.6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

- RI.4.7. 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.

8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

- RI.4.8. Explain how an author uses reasons and evidence to support particular points in a text.

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

- RI.4.9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

Range of Reading and Level of Text Complexity
10. Read and comprehend complex literary and informational texts independently and proficiently.

- RI.4.10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Grade 4, Reading: Foundational Skills
Phonics and Word Recognition RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

Fluency RF.4.4. Read with sufficient accuracy and fluency to support comprehension.

- a. Read grade-level text with purpose and understanding.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Grade 4, Writing
Text Types and Purposes 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- W.4.1a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.

Research to Build and Present Knowledge 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

- W.4.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.

8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

- W.4.8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

- W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- W.4.9b. Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Grade 4, Speaking and Listening
Comprehension and Collaboration 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

- SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

Presentation of Knowledge and Ideas 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

- SL.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Grade 4, Language
Knowledge of Language
3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

- L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Essential Questions

1. What strategies can I use to summarize new information from one or more texts?
2. How can text features such as charts, graphs, maps or multimedia help me to understand a text?
3. What strategies can I use to ask and answer questions about a text?
4. Why should I read informational text?
5. How should I read informational text?

Content The students will know	Skills **Bloom's Taxonomy** **DOK Links** The students will be able to
1. Author's purpose 2. Evidence 3. Literal questions 4. Inferential questions 5. Summary with main ideas and details 6. Comparison and contrast 7. Point of view 8. Fact 9. Opinion 10. Text features 11. Vocabulary definitions using context and other resources 12. Research using print and multimedia sources 13. Decoding and phonics applications 14. Content area applications	1. Examine the author's purpose and identify his or her evidence. 2. Use context clues to ask and answer literal and inferential questions. 3. Summarize the text by determining the main ideas and details. 4. Analyze the information, points of view or features of a text. 5. Examine how maps, charts, tables, graphs, diagrams, and multimedia elements contribute to a text. 6. Define new vocabulary by using context clues and other resources such as glossaries, dictionaries, and technology effectively. 7. Choose and integrate appropriate information from various text sources and multimedia when conducting research. 8. Utilize context clues when reading with accuracy and fluency to support comprehension.

	9. Apply phonics skills to decode multi-syllable words in a text.
	10. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
	11. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
	12. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
	13. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
	14. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
	15. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
	16. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
Common Core Vocabulary	**Additional Vocabulary**
1. Text features 2. Multimedia 3. Literal 4. Inferences 5. Main idea 6. Details 7. Analyze	1. Purpose 2. Research 3. Fluency 4. Context clues
Learning Experiences (Suggested)	**Assessment (Suggested)**
1. Internet Research Workshop. Students will work in small groups to research a topic using electronic and other text sources. After using the double-entry journal to help organize their ideas, students will collaborate in writing a draft and then final version of their findings. They will present the final version of their paper to the class. 2. Discussion Web. Students will complete a debate diagram stating whether they agree or disagree with a statement made in an informational text and why. They will share with the class. 3. Double-Entry Journal. Students will complete a graphic organizer in which they summarize text information on the left and write their opinions or reactions to the information on the right. The chart can be divided based on the chapter, section headings, etc. or based on teacher's prompts or questions. Each section must have a summary and an opinion response. 4. Concept Circles. Students will complete circle diagrams showing how vocabulary words are related. Words that are connected in some way should be in the same circle. They will then label the circle with the "concept" or reason	**Internet Research Workshop** **Summative: Technology Project** Students will work in small groups to research a topic using electronic and other text sources. After using the double-entry journal to help organize their ideas, students will collaborate in writing a draft and then final version of their findings. They will present the final version of their paper to the class. **Discussion Web** **Summative: Reflective Writing** Students will complete a debate diagram stating whether they agree or disagree with a statement made in an informational text and why. They will share with the class. **Double-Entry Journal** **Formative: Graphic Organizer** Students will complete a graphic organizer in which they summarize text information on the left and write their opinions or reactions to the information on the right. The chart can be divided based on the chapter, section headings, etc. or based on teacher's prompts or questions. Each section must have a summary and an

why the words are connected. Students will discuss as a class and make adjustments as needed. There may be more than one correct answer. Students must give logical reasons for their groupings.

5. Word Explorations. Prior to reading a selection, students will write freely on the main topic word (given by the teacher). They will share responses with the class. After reading the text, students will discuss how similar their free writing responses were to the text.

6. Close Reading. Students will receive a printed copy of a small selection of a complex text. They will circle words they do not know, write questions they may have in the margins, and underline sentences that address the topic or theme of the selection. Students will discuss their findings with small groups where they will look up any words they did not know. The entire class will then discuss the selection, focusing on details in the text that contribute to the overall theme. Each student will then write a paragraph explaining the theme of the selection and details that contribute to that theme.

7. Questioning the Text. As students read an informational text, they should generate questions about the information. Questions can be written on sticky notes and placed in the book as students read. As they find answers to their questions, they record page numbers of the answer on the original sticky note. Topic-specific lists of questions and their answers can be posted.

opinion response.

Concept Circles
Formative: Graphic Organizer
Students will complete circle diagrams showing how vocabulary words are related. Words that are connected in some way should be in the same circle. They will then label the circle with the "concept" or reason why the words are connected. Students will discuss as a class and make adjustments as needed. There may be more than one correct answer. Students must give logical reasons for their groupings.

Word Explorations
Diagnostic: Writing Assignment
Prior to reading a selection, students will write freely on the main topic word (given by the teacher). They will share responses with the class. After reading the text, students will discuss how similar their free writing responses were to the text.

Close Reading
Formative: Reading Task
Students will receive a printed copy of a small selection of a complex text. They will circle words they do not know, write questions they may have in the margins, and underline sentences that address the topic or theme of the selection. Students will discuss their findings with small groups where they will look up any words they did not know. The entire class will then discuss the selection, focusing on details in the text that contribute to the overall theme. Each student will then write a paragraph explaining the theme of the selection and details that contribute to that theme.

Resources (Suggested)	Catholic Identity
1. iPad Resources 2. Literature Connection Common Core Standards: Suggested Informational Texts *A History of U.S.* by Joy Hakim *About Time: A First Look at Time and Clocks* by Bruce Koscielniak *Ancient Mound Builders* by E. Barrie Kavash *My Librarian is a Camel: How Books Are Brought to Children Around the World* by Margriet Ruurs *Discovering Mars: The Amazing Story of the Red Planet* by Melvin Berger *England the Land* by Erinn Banting *Good Pet, Bad Pet* by Elizabeth Schleichert *Horses* by Seymour Simon *Hurricanes: Earth's Mightiest Storms* by Patricia Lauber *Kenya's Long Dry Season* by Nellie Gonzalez *Seeing Eye to Eye* by Leslie Hall *The Kid's Guide to Money: Earning It* by Steve Otfinoski *Telescopes* by Colin A. Ronan *Toys!: Amazing Stories Behind Some Great Inventions* by Don Wulffson *Underground Railroad* by Henrietta Buckmaster *Volcanoes* by Seymour Simon *We Are the Ship: The Story of Negro League Baseball* by Kadir Nelson	**Social Justice Teachings** ❖ Life and Dignity of the Human Person ❖ Call to Family, Community, and Participation ❖ Rights and Responsibilities ❖ Care for God's Creation **Rights of Children** ❖ THE RIGHT TO A CATHOLIC COMMUNITY that witnesses to Christ and the Gospel by protecting them from child abuse, including sexual abuse and neglect. ❖ THE RIGHT TO A SAFE ENVIRONMENT that promotes care, protection and security. ❖ THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity. ❖ THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents. ❖ THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth. ❖ THE RIGHT TO DEVELOP POSITIVE, RESPONSIBLE AND CARING ATTITUDES AND BEHAVIORS TOWARD OTHERS and to recognize the rights of others to be safe and free from harassment and abuse. ❖ THE RIGHT TO LEARN THE SKILL OF SELF

3. Internet Resources 🌐 Double-Entry Journal 🌐 Discussion Web 🌐 Museum Box Learning Experience 🌐 Comprehension Games ideas 📎 Author's Purpose Power Point 🌐 Hints About Print (prep for research)	PROTECTION by identifying safe and unsafe situations. ❖ THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions. ❖ THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction. ❖ THE RIGHT TO GUIDANCE FROM THE CHURCH in their development as loving people.

Reading Literature: Fiction

Standards Assessed

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Grade 4, Capacities of the Literate Individual
Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

- They demonstrate independence.
- They comprehend as well as critique.
- They use technology and digital media strategically and capably.

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Grade 4, Reading: Literature
Key Ideas and Details
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

- RL.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

- RL.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.

3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

- RL.4.3. 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).

Craft and Structure
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

- RL.4.4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).

6. Assess how point of view or purpose shapes the content and style of a text.

- RL.4.6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

Integration of Knowledge and Ideas
7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

- RL.4.7. Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

- RL.4.9. 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.

Range of Reading and Level of Text Complexity
10. Read and comprehend complex literary and informational texts independently and proficiently.

- RL.4.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Grade 4, Reading: Foundational Skills
Phonics and Word Recognition RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

Fluency RF.4.4. Read with sufficient accuracy and fluency to support comprehension.

- a. Read grade-level text with purpose and understanding.
- b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Grade 4, Writing
Production and Distribution of Writing 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

- W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

- W.4.8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

- W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- W.4.9a. Apply grade 4 Reading standards to literature (e.g., "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].").

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Grade 4, Speaking and Listening
Comprehension and Collaboration 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

- SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
- SL.4.1c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

- SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Grade 4, Language
Knowledge of Language
3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

- L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Essential Questions

1. What comprehension strategies can I use to make inferences about a fictional story?
2. How do I summarize and analyze the plot and theme of a fiction story?
3. How can context and phonics clues be used to determine the meanings of unfamiliar words?
4. How do I improve my fluency?
5. In what ways does fiction imitate life?
6. Why should I read fiction?
7. What can fiction teach me about life?

Content The students will know	Skills **Bloom's Taxonomy** **DOK Links** The students will be able to
1. Context clues 2. Prediction 3. Inferences 4. Comprehension strategies 5. Plot 6. Events 7. Character traits 8. Setting 9. Theme 10. Summary 11. Main idea 12. Details 13. Comparison 14. Contrast 15. Point of View 16. Visual 17. Multimedia 18. Decoding 19. Fluency	1. Use context clues and a thesaurus to interpret the meanings of words and phrases, including synonyms, antonyms, homophones, homonyms and figurative language. 2. Apply effective reading comprehension strategies to summarize, make predictions and inferences, and draw conclusions using textual evidence. 3. Summarize a story and determine its theme. 4. Examine how visual and multimedia elements contribute to the story. 5. Apply phonics skills to decode words in a story. 6. Read with accuracy and fluency to support comprehension. 7. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. 8. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. 9. 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). 10. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. 11. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean). 12. Compare and contrast the point of view from which different stories are narrated, including the difference

	between first- and third-person narrations.
	13. Draw evidence from literary or informational texts to support analysis, reflection, and research.
	14. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
	15. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Common Core Vocabulary	Additional Vocabulary
1. Fiction 2. Setting 3. Context clues 4. Prediction 5. Inference 6. Theme 7. Plot 8. Point of view 9. Fluency	1. Compare and contrast 2. Summarize

Learning Experiences (Suggested)	Assessment (Suggested)
1. Story Comparisons. Students will complete a graphic organizer comparing and contrasting two stories. 2. Graphic Word Sort. Students will work in small groups to sort vocabulary word cards by their meanings and/or how they relate to the plot of the story from which they came. Students will label the groups and share with the class how and why they created those groups. 3. Summary Presentation. Students will work in small groups to create a cartoon, skit, song, news report, etc., that summarizes the story, including descriptions of the characters, setting(s), problem, three events, and solution in some form. 4. Close Reading. Students will receive a printed copy of a small selection of a complex text. They will circle words they do not know, write questions they may have in the margins, and underline sentences that address the topic or theme of the selection. Students will discuss their findings with small groups where they will look up any words they did not know. The entire class will then discuss the selection, focusing on details in the text that contribute to the overall theme. Each student will then write a paragraph explaining the theme of the selection and details that contribute to that theme. 5. Questioning the Text. As students read a literary text, they should generate questions about the story. Questions can be written on sticky notes and placed in the book as students read. As they find answers to their questions, they record page numbers of the answer on the original sticky note. Topic-specific lists of questions and their answers can be posted.	**Compare and Contrast Stories** **Summative: Graphic Organizer** Students will compare and contrast characters, setting, problem, events, and solutions of two stories. **Graphic Word Sort** **Formative: Comparative Study** Students will discuss reasons for categories and adjust/guide as needed. **Summary Presentation** **Summative: Project** Students will present all story elements in an oral group presentation. **Close Reading** **Formative: Reading Task** Students will receive a printed copy of a small selection of a complex text. They will circle words they do not know, write questions they may have in the margins, and underline sentences that address the topic or theme of the selection. Students will discuss their findings with small groups where they will look up any words they did not know. The entire class will then discuss the selection, focusing on details in the text that contribute to the overall theme. Each student will then write a paragraph explaining the theme of the selection and details that contribute to that theme.

Resources (Suggested)	Catholic Identity
1. iPad Resources	**Social Justice Teachings**

2. Literature Connections
Ribsy by Beverly Cleary
Tales of a Fourth Grade Nothing by Judy Blume
Common Core Grades 4–5 Text Exemplars: Stories
Alice's Adventures in Wonderland by Lewis Carroll
Bud, Not Buddy by Christopher Paul Curtis
Higgins, the Great by Virginia M. C. Hamilton
The Birchbark House by Louise Erdrich
The Secret Garden by Frances Hodgson Burnett
Where the Mountain Meets the Moon by Grace Lin
3. Internet Resources
Compare and Contrast Graphic Organizer
Comprehension Graphic Organizer Collection
Figurative Language Baseball
Comprehension Games
Story Telling

* Life and Dignity of the Human Person
* Call to Family, Community, and Participation
* Rights and Responsibilities
* Care for God's Creation

Rights of Children
* THE RIGHT TO A CATHOLIC COMMUNITY that witnesses to Christ and the Gospel by protecting them from child abuse, including sexual abuse and neglect.
* THE RIGHT TO A SAFE ENVIRONMENT that promotes care, protection and security.
* THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.
* THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents.
* THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth.
* THE RIGHT TO DEVELOP POSITIVE, RESPONSIBLE AND CARING ATTITUDES AND BEHAVIORS TOWARD OTHERS and to recognize the rights of others to be safe and free from harassment and abuse.
* THE RIGHT TO LEARN THE SKILL OF SELF PROTECTION by identifying safe and unsafe situations.
* THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.
* THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction.
* THE RIGHT TO GUIDANCE FROM THE CHURCH in their development as loving people.

Reading Literature: Drama

Standards Assessed

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Grade 4, Capacities of the Literate Individual
Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

- They demonstrate independence.
- They respond to the varying demands of audience, task, purpose, and discipline.
- They use technology and digital media strategically and capably.

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Grade 4, Reading: Literature
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

- RL.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.

3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

- RL.4.3. 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).

Craft and Structure
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

- RL.4.4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).

5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

- RL.4.5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

6. Assess how point of view or purpose shapes the content and style of a text.

- RL.4.6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

Range of Reading and Level of Text Complexity
10. Read and comprehend complex literary and informational texts independently and proficiently.

- RL.4.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Grade 4, Reading: Foundational Skills
Phonics and Word Recognition RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

Fluency RF.4.4. Read with sufficient accuracy and fluency to support comprehension.

- a. Read grade-level text with purpose and understanding.
- b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Grade 4, Language 5. Demonstrate understanding of word relationships and nuances in word meanings.

- L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- L.4.5a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.

Essential Questions

1. How is the structure and purpose of a drama or play different from that of a short story or novel?
2. How does oral reading fluency contribute to the presentation of a play?
3. Why is figurative language often used in a drama or play?
4. Why do we read plays?
5. Why do we view plays?
6. In what ways does drama imitate life?

Content **The students will know**	**Skills** **Bloom's Taxonomy** **DOK Links** **The students will be able to**
1. Structure of drama 2. Independent reading 3. Purpose of drama 4. Summary 5. Story elements 6. Theme 7. Figurative language 8. Fluency (expression, pausing, smoothness, and clarity) 9. Comparison and contrast 10. Point of view 11. Character development	1. Identify the theme of a drama using supporting details in the text. 2. Describe in detail the story elements (characters, setting, problem, events and solution) in a play. 3. Summarize the text. 4. Use context clues to define words and phrases in a drama or play. 5. Analyze the effect of figurative language, such as metaphors and similes, in a play. 6. Compare and contrast the structural elements of drama and other prose. 7. Read a play aloud with fluency and independence, integrating expression, rate, pausing, clarity, and smoothness. 8. Analyze how visual elements contribute to a drama or play. 9. Apply phonics skills to decode words in a drama or play. 10. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. 11. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. 12. Read grade-level text with purpose and understanding. 13. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. 14. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 15. Use combined knowledge of all letter-sound

	correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
Common Core Vocabulary	**Additional Vocabulary**
1. Drama 2. Figurative language 3. Simile 4. Metaphor 5. Scene 6. Expression 7. Clarity 8. Rate 9. Script 10. Act 11. Directions 12. Elements of drama 13. Play 14. Prose	1. Audience 2. Compare and contrast 3. Summary 4. Entertain
Learning Experiences (Suggested)	**Assessment (Suggested)**
1. Fluency Circles. Students will work in groups of 2 or 3 to practice fluency skills. Students can use a rubric to assess each other. 2. Readers' Theatre. Students will take roles and read a play/script aloud multiple times, practicing fluency. They will present to other classes, parents, etc. 3. Cooperative Group Discussion. After hearing the Readers' Theatre presentations, in a class discussion, the students will determine the theme of the story. 4. Venn Diagram. Students will work in small groups to compare and contrast two characters from a drama using a Venn diagram. After they summarize the information for their characters, they will present it to the class. 5. Graphic Organizer. Students will use a comparison matrix organizer like a T-Chart to compare and contrast one or more elements of two plays. Students should use specific details to identify or illustrate literary elements such as central messages, lesson, or morals. Graphic organizing software is a useful tool for this activity. 6. Mood Charades. With the whole group, students will generate a list of moods. They will write the moods on cards. Each student will pull a mood card out of a container. The students will show the mood through facial expression and body movements, no speaking allowed. This activity can be repeated using student drawings. Students draw the mood adding and changing details while the whole group guesses the mood.	**Fluency Pre-assessment** **Diagnostic: Observation** The teacher will make notes on first read alouds to determine where students' fluency needs improvement. **Readers' Theater** **Summative: Oral Assessment** Students will take roles and read a play/script aloud multiple times, practicing fluency. They will present to other classes, parents, etc. The teacher will use a final fluency assessment with rubric. **Fluency Circles** **Formative: Peer Assessment** Students will work in groups of 2 or 3 to practice fluency skills. Students can use a rubric to assess each other. **Compare and Contrast** **Summative: Graphic Organizer** Compare and contrast the story elements (characters, setting, problem, events and solution) in a drama, and discuss how they are related; summarize the information and present it to the class. **Cooperative Group Discussion** **Summative: Cooperative Group Work** After hearing the Readers' Theatre presentations, is a class discussion, the students will determine the theme of the story.
Resources (Suggested)	**Catholic Identity**
1. iPad Resources 2. Literature Connection *12 Fabulously Funny Fairytale Plays: Humorous Tales that Boost Reading Skills and Fluency* by Justin Martin *Frantic Frogs and Other Frankly Fractured Folktales for*	**Social Justice Teachings** ❖ Life and Dignity of the Human Person ❖ Call to Family, Community, and Participation ❖ Rights and Responsibilities ❖ Care for God's Creation

Readers' Theatre by Anthony D. Fredericks
Instant Skits for Children's Ministry by John Duckworth
Readers' Theatre for Beginning Readers (Grades 1-4) by Suzanne I. Barchers
Who Was William Shakespeare? by Mannis Celeste
The Family Under The Bridge by Natalie Savage Carlson
The Kid Who Ran For President by Dan Gutman
Creative Drama Resource Book: Grades 4 Through 6 by Ruth Beall Heinig

3. Internet Resources

🌐 [The Water Cycle Readers' Theater Script](#)

🌐 [Fluency Rubric](#)

Rights of Children

❖ THE RIGHT TO A CATHOLIC COMMUNITY that witnesses to Christ and the Gospel by protecting them from child abuse, including sexual abuse and neglect.

❖ THE RIGHT TO A SAFE ENVIRONMENT that promotes care, protection and security.

❖ THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.

❖ THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents.

❖ THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth.

❖ THE RIGHT TO DEVELOP POSITIVE, RESPONSIBLE AND CARING ATTITUDES AND BEHAVIORS TOWARD OTHERS and to recognize the rights of others to be safe and free from harassment and abuse.

❖ THE RIGHT TO LEARN THE SKILL OF SELF PROTECTION by identifying safe and unsafe situations.

❖ THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.

❖ THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction.

❖ THE RIGHT TO GUIDANCE FROM THE CHURCH in their development as loving people.

Reading Literature: Poetry

Standards Assessed

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Grade 4, Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

- They respond to the varying demands of audience, task, purpose, and discipline.
- They come to understand other perspectives and cultures.

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Grade 4, Reading: Literature

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

- RL.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

- RL.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

- RL.4.4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).

5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

- RL.4.5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

6. Assess how point of view or purpose shapes the content and style of a text.

- RL.4.6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

- RL.4.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Grade 4, Reading: Foundational Skills

Fluency RF.4.4. Read with sufficient accuracy and fluency to support comprehension.

- b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Grade 4, Speaking and Listening
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

- SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

- SL.4.5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Grade 4, Language
5. Demonstrate understanding of word relationships and nuances in word meanings.

- L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- L.4.5a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.

Essential Questions

1. How is poetry different from prose?
2. How does a reader identify the theme of the poem?
3. In what ways does figurative language enhance poetry?
4. Why should I read poetry?
5. What can poetry teach me about life?

Content The students will know	Skills **Bloom's Taxonomy** **DOK Links** The students will be able to
1. Analysis of poetry 2. Figurative language 3. Oral reading of poetry 4. Central ideas/themes 5. Verse 6. Stanza 7. Structure of text 8. Figures of speech	1. Determine a theme of a poem from details in the text. 2. Summarize the poem. 3. Explain major differences between poems, drama, and other types of prose. 4. Read poetry orally with accuracy, appropriate rate, and expression. 5. Explain the meaning of simple similes and metaphors in context and tell how they contribute to the poem. 6. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean). 7. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. 8. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. 9. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. 10. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. 11. Explain major differences between poems, drama, and

	prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
Common Core Vocabulary	**Additional Vocabulary**
1. Metaphor 2. Alliteration 3. Simile 4. Personification 5. Stanza 6. Onomatopoeia 7. Rhyme 8. Theme 9. Verse 10. Structure 11. Textual evidence	

Learning Experiences (Suggested)	**Assessment (Suggested)**
1. Graphic Organizer. Students will use a Venn Diagram to compare and contrast the structure of poetry and prose. 2. Theme Illustration. Students will determine the theme of a poem using details in the text and then make an illustration portraying the theme. 3. Cooperative Group Work. Using Wordle, students in groups will indicate the figurative language used in a poem and design a Wordle page to present to the class where they will explain what figurative language they found and how it enhances the poem. 4. Choral Reading. The students will read poetry with expression, appropriate rate, and with accuracy as a class and individually. 5. Story Bird. Students will use Story Bird to summarize the poem with pictures and sentences. 6. Close Reading. Students will receive a printed copy of a short, complex poem. They will circle words they do not know, write questions they may have in the margins, and underline sentences that address the topic or theme of the selection. Students will discuss their findings with small groups where they will look up any words they did not know. The entire class will then discuss the selection, focusing on details in the text that contribute to the overall theme. Each student will then write a paragraph explaining the theme of the selection and details that contribute to that theme. 7. Questioning the Text. As students read a difficult poem, they should generate questions about the poem. Questions can be written on sticky notes and placed in the book as students read. As they find answers to their questions, they record line numbers of the answer on the original sticky note. Topic-specific lists of questions and their answers can be posted. 🌐 Story Bird 🌐 Wordle	**Compare and contrast Prose and Poetry** **Diagnostic: Graphic Organizer** Students will use a Venn Diagram to compare and contrast the structure of poetry and prose. **Theme Illustration** **Formative: Project** Students will determine the theme of a poem using details in the text and then make an illustration portraying the theme. **Wordle** **Formative: Cooperative Group Work** Using Wordle, students in groups will indicate the figurative language used in a poem and design a Wordle page to present to the class where they will explain what figurative language they found and how it enhances the poem. **Story Bird Summary** **Summative: Project** Students will use Story Bird to summarize the poem with pictures and sentences. **Choral Reading** **Summative: Recital** The students will read poetry with expression, appropriate rate, and with accuracy as a class and individually. **Close Reading** **Formative: Reading Task** Students will receive a printed copy of a short, complex poem. They will circle words they do not know, write questions they may have in the margins, and underline sentences that address the topic or theme of the selection. Students will discuss their findings with small groups where they will look up any words they did not know. The entire class will then discuss the selection, focusing on details in the text that contribute to the overall theme. Each student will then write a paragraph explaining the theme of the selection

	and details that contribute to that theme.
🌐 Venn Diagram with Lines 🌐 Venn Diagram without Lines	

Resources (Suggested)	**Catholic Identity**

1. iPad Resources
2. Literature Connections
   Common Core Standards: Suggested Poetry
   "A Bird Came Down the Walk" by Emily Dickinson
   "Casey at the Bat" by Ernest Lawrence Thayer
   "Dust of Snow" by Robert Frost
   "Fog" by Carl Sandburg
   "Little Red Riding Hood and the Wolf" by Ronald Dahl
   "The Echoing Green" by William Blake
   "The New Colossus" by Emma Lazarus
   "They Were My People" by Grace Nichols
   "Words Free As Confetti" by Pat Mora
3. Internet Resources
   🌐 Poetry
   🌐 Poetry As We See It
   🌐 Ken Nesbitt's Poetry for Kids
   🌐 Poetry Just For Kids 2
   🌐 Funny Poetry for Children
   🌐 Simile and Metaphor Lesson
   🌐 Poetry Out Loud
   🌐 Poetry Slam/Jam
	Social Justice Teachings
	❖ Life and Dignity of the Human Person
	❖ Call to Family, Community, and Participation
	❖ Rights and Responsibilities
	❖ Care for God's Creation
	
	Rights of Children
	❖ THE RIGHT TO A CATHOLIC COMMUNITY that witnesses to Christ and the Gospel by protecting them from child abuse, including sexual abuse and neglect.
	❖ THE RIGHT TO A SAFE ENVIRONMENT that promotes care, protection and security.
	❖ THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.
	❖ THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents.
	❖ THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth.
	❖ THE RIGHT TO DEVELOP POSITIVE, RESPONSIBLE AND CARING ATTITUDES AND BEHAVIORS TOWARD OTHERS and to recognize the rights of others to be safe and free from harassment and abuse.
	❖ THE RIGHT TO LEARN THE SKILL OF SELF PROTECTION by identifying safe and unsafe situations.
	❖ THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.
	❖ THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction.
	❖ THE RIGHT TO GUIDANCE FROM THE CHURCH in their development as loving people.

Parent Guide
Grade Four Reading Curriculum
Diocese of Cleveland

Below is a list of the skills your child will be taught in Grade Four.
As parents, you are encouraged to support the work of your child's teacher in helping your child acquire each of these skills.

Capacities of the Literate Individual
They demonstrate independence.
They build strong content knowledge.
They respond to the varying demands of audience, task, purpose, and discipline.
They comprehend as well as critique.
They value evidence.
They use technology and digital media strategically and capably.
They come to understand other perspectives and cultures.

Reading: Foundational Skills
Phonics and Word Recognition
Know and apply grade-level phonics and word analysis skills in decoding words.
Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
Fluency
Read with sufficient accuracy and fluency to support comprehension.
Read grade-level text with purpose and understanding.
Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Reading: Literature
Key Ideas and Details
Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
Determine a theme of a story, drama, or poem from details in the text; summarize the text.
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).
Craft and Structure
Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).
Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
Integration of Knowledge and Ideas
Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.

Integration of Knowledge and Ideas continued	
	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.
Range of Reading and Level of Text Complexity	
	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading: Informational Text

Key Ideas and Details	
	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
Craft and Structure	
	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
Integration of Knowledge and Ideas	
	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.
	Explain how an author uses reasons and evidence to support particular points in a text.
	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
Range of Reading and Level of Text Complexity	
	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Speaking and Listening

Comprehension and Collaboration	
	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
Presentation of Knowledge and Ideas	
	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

Writing

Text Types and Purposes	
	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.

Production and Distribution of Writing	
	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
Research to Build and Present Knowledge	
	Conduct short research projects that build knowledge through investigation of different aspects of a topic.
	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
	Draw evidence from literary or informational texts to support analysis, reflection, and research.
	Apply grade 4 Reading standards to literature (e.g., "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].").
	Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").
Language	
Knowledge of Language	
	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
Vocabulary Acquisition and Use	
	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
	Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.

Notes:_____

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READING CURRICULUM
GRADE FOUR
DIOCESE OF CLEVELAND

Checklist for Common Core State Standards & Diocesan Curriculum

Date Taught	
Capacities of the Literate Individual	
	They demonstrate independence.
	They build strong content knowledge.
	They respond to the varying demands of audience, task, purpose, and discipline.
	They comprehend as well as critique.
	They value evidence.
	They use technology and digital media strategically and capably.
	They come to understand other perspectives and cultures.
Reading: Foundational Skills	
Phonics and Word Recognition	
	Know and apply grade-level phonics and word analysis skills in decoding words.
	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
Fluency	
	Read with sufficient accuracy and fluency to support comprehension.
	Read grade-level text with purpose and understanding.
	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
Reading: Literature	
Key Ideas and Details	
	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
	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).
Craft and Structure	
	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).
	Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
Integration of Knowledge and Ideas	
	Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.

Date Taught	
Integration of Knowledge and Ideas continued	
	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.
Range of Reading and Level of Text Complexity	
	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
Reading: Informational Text	
Key Ideas and Details	
	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
Craft and Structure	
	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
Integration of Knowledge and Ideas	
	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.
	Explain how an author uses reasons and evidence to support particular points in a text.
	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
Range of Reading and Level of Text Complexity	
	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
Speaking and Listening	
Comprehension and Collaboration	
	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
Presentation of Knowledge and Ideas	
	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
Writing	
Text Types and Purposes	
	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.

Date Taught	
Production and Distribution of Writing	
	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
Research to Build and Present Knowledge	
	Conduct short research projects that build knowledge through investigation of different aspects of a topic.
	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
	Draw evidence from literary or informational texts to support analysis, reflection, and research.
	Apply grade 4 Reading standards to literature (e.g., "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].").
	Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").
Language	
Knowledge of Language	
	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
Vocabulary Acquisition and Use	
	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
	Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.

Notes:_____

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