

Grade 4 Reading	Unit 1: Risks and Consequences		Suggested Length:
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
<p>1. Are there times when we must take a risk to help others?</p> <p>2. Can our own risks sometimes endanger other?</p> <p>3. When is a risk worth taking?</p> <p>4. How can concern for others help us overcome our own fears?</p>	<p><u>Core Content</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> RD-04-1.0.1 Students will apply word recognition strategies (e.g., phonetic principles, context clues, structural analysis) to determine pronunciations or meanings of words in passages. DOK 2 <input type="checkbox"/> RD-04-1.0.2 Students will apply knowledge of synonyms, antonyms, or compound words for comprehension. DOK 2 <input type="checkbox"/> RD-04-1.3 Students will know that some words have multiple meanings and identify the correct meaning as the word is used. DOK 2 <input type="checkbox"/> RD-04-1.0.4 Students will apply the meanings of common prefixes or suffixes to comprehend unfamiliar words. DOK 2 <input type="checkbox"/> RD-04-1.0.6 Students will formulate questions to guide reading. <input type="checkbox"/> RD-04-1.0.7 Students will scan to find key information. <input type="checkbox"/> RD-04-1.0.8 Students will skim to get the general meaning of a passage. <input type="checkbox"/> RD-04-2.0.1 Students will identify and describe the characteristics of fiction, nonfiction, poetry, or plays. DOK 2 <input type="checkbox"/> RD-04-2.0.2 Students will describe characters, plot, setting, or problem/solution of a passage. DOK 2 <input type="checkbox"/> RD-04-2.0.3 Student will locate key ideas or information in a passage. DOK 1 <input type="checkbox"/> RD-04-2.0.5 Students will identify and explain the sequence of activities needed to carry out a procedure. DOK 2 <input type="checkbox"/> RD-04-2.0.6 Students will summarize 	<ul style="list-style-type: none"> <input type="checkbox"/> Base words <input type="checkbox"/> Cause <input type="checkbox"/> Effect <input type="checkbox"/> Synonyms <input type="checkbox"/> Antonyms <input type="checkbox"/> Compound words <input type="checkbox"/> Multiple meaning <input type="checkbox"/> Prefixes <input type="checkbox"/> Suffixes <input type="checkbox"/> Predict <input type="checkbox"/> Skim <input type="checkbox"/> Fiction <input type="checkbox"/> Nonfiction <input type="checkbox"/> Poetry <input type="checkbox"/> Plot <input type="checkbox"/> Setting <input type="checkbox"/> Characters <input type="checkbox"/> Problem <input type="checkbox"/> Solution <input type="checkbox"/> Sequence <input type="checkbox"/> Summarize 	<ul style="list-style-type: none"> <input type="checkbox"/> RD-04-1.0.1 Demonstrate word recognition strategies through word knowledge activities at the beginning of every story. DOK 2 <input type="checkbox"/> RD-04-1.0.2 Apply knowledge of synonyms, antonyms and compound words by playing bingo. DOK 2 <input type="checkbox"/> RD-04-1.0.4 Apply the meanings of prefixes and suffixes by covering the bare word and stating the meaning of the prefix and suffix. DOK 3 <input type="checkbox"/> RD-04-1.0.6 Formulate questions and to concept questions board. DOK 2 <input type="checkbox"/> RD-04-2.0.2 Identify the four elements of a story by completing a graphic organizer. DOK 2 <input type="checkbox"/> RD-04-2.0.3 Discuss ideas and information from each story through comprehension strategies. DOK 2 <input type="checkbox"/> RD-04-2.0.5 Identify transition words in the story to show time and order. DOK 1 <input type="checkbox"/> Complete weekly CATS-like Assessment and open

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	<p>information from a passage. DOK 2</p> <ul style="list-style-type: none"> ❑ RD-04-2.0.7 Students will make inferences or draw conclusions based on what is read. DOK 3 ❑ RD-04-3.0.1 Students will explain a character’s or speaker’s actions based on a passage. DOK 3 ❑ RD-04-3.0.2 Students will explain how a conflict in a passage is resolved. DOK 3 ❑ RD-04-3.0.3 Students will identify an author’s purpose in a passage. DOK 2 ❑ RD-04-3.0.4 Students will identify main ideas and details that support them. DOK 3 ❑ RD-04-3.0.7 Students will identify an author’s opinion about a subject. DOK 2 ❑ RD-04-4.0.1 Students will connect information from a passage to students’ lives (text-to-self), real world issues (text-to-world) or other texts (text-to-text - e.g., novel, short story, song, film, website, etc.). ❑ RD-04-5.0.1 Students will evaluate what is read based on the author’s word choice, content or use of literary elements. ❑ RD-04-5.0.2 Students will identify literary devices such as foreshadowing, imagery, or figurative language (similes, metaphors, and personification). ❑ RD-04-5.0.4 Students will identify the organizational pattern used (e.g., sequence, cause and effect, or comparison and contrast) to understand the passage. DOK 2 		<p>response for each story.</p> <ul style="list-style-type: none"> ❑ Compare main character Toto at the beginning of the story to the end of the story by completing a Venn diagram to show the character change. ❑ Determine the author’s point of view and identify clues that tell what the point of view is. ❑ Identify cause and effect relationships found within the story <u>Escape</u>. ❑ Arrange specific events from the story <u>Escape</u> in sequential order to make a flipbook that summarizes the story. ❑ Complete an open response question. ❑ Locate main idea and details from paragraphs found in the story <u>Mae Jemison: Space Scientist</u>. ❑ Relate images from the story <u>Mae Jemison</u> by watching a united streaming video of an actual space shuttle taking off.

Grade 4 Reading	Unit 2: Dollars & Sense		Suggested Length:
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	<p><u>Core Content</u></p> <ul style="list-style-type: none"> ❑ RD-04-1.0.1 Students will apply word recognition strategies (e.g., phonetic principles, context clues, structural analysis) to determine pronunciations or meanings of words in passages. DOK 2 ❑ RD-04-1.0.2 Students will apply knowledge of synonyms, antonyms, or compound words for comprehension. DOK 2 ❑ RD-04-1.3 Students will know that some words have multiple meanings and identify the correct meaning as the word is used. DOK 2 ❑ RD-04-1.0.4 Students will apply the meanings of common prefixes or suffixes to comprehend unfamiliar words. DOK 2 ❑ RD-04-1.0.6 Students will formulate questions to guide reading. DOK 2 ❑ RD-04-1.0.7 Students will scan to find key information. ❑ RD-04-1.0.8 Students will skim to get the general meaning of a passage. ❑ RD-04-2.0.1 Students will identify and describe the characteristics of fiction, nonfiction, poetry, or plays. DOK 2 ❑ RD-04-2.0.3 Students will locate key ideas or information in a passage. DOK 2 ❑ RD-04-2.0.4 Students will interpret the meaning of specialized vocabulary (words and terms specific to understanding the content). DOK 2 ❑ RD-04-2.0.5 Students will identify and explain why the correct sequence is important. DOK 2 ❑ RD-04-2.0.6 Students will summarize information from a passage. DOK 2 ❑ RD-04-2.0.7 Students will make inferences 	<ul style="list-style-type: none"> ❑ Information ❑ Informational article ❑ Predict ❑ Sequence ❑ Time/order words ❑ Timeline ❑ Biography ❑ Main idea ❑ Details ❑ Interview ❑ Fact ❑ Opinion 	<ul style="list-style-type: none"> ❑ RD-04-1.0.1 Demonstrate word recognition strategies through word knowledge activities at the beginning of every story. DOK 2 ❑ RD-04-1.0.2 Apply knowledge of synonyms, antonyms and compound words by playing bingo. DOK 2 ❑ RD-04-1.0.4 Apply the meanings of prefixes and suffixes by covering the bare word and stating the meaning of the prefix and suffix. DOK 3 ❑ RD-04-1.0.6 Formulate questions and to concept questions board. DOK 2 ❑ RD-04-2.0.1 Identify the four elements of a story by completing a graphic organizer. DOK 2 ❑ RD-04-2.0.3 Discuss ideas and information from each story through comprehension strategies. DOK 2 ❑ RD-04-2.0.5 Identify transition words in the story to show time and order. DOK 1 ❑ 1.) Use headings from an informational reading magazine article to determine main idea and details. ❑ 2.) Brainstorm list of simulated businesses of which they

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	<p>or draw conclusions based on what is read. DOK 3</p> <ul style="list-style-type: none"> ❑ RD-04-3.0.4 Student will identify main ideas and details that support them. DOK 3 ❑ RD-04-3.0.6 Students will identify information in a passage that is supported by fact. DOK 2 ❑ RD-04-3.0.7 Students will identify an author’s opinion about a subject. DOK 2 ❑ RD-04-3.0.8 Students will identify informative or persuasive passages. ❑ RD-04-4.0.1 Students will connect information from a passage to students’ lives (text-to-self), real world issues (text-to-world) or other texts (text-to-text - e.g., novel, short story, song, film, website, etc.). ❑ RD-04-5.0.1 Students will evaluate what is read based on the author’s word choice, content, or use of literary elements. ❑ RD-04-5.0.3 Students will identify text features (e.g., pictures, lists, charts, graphs, tables of contents, indexes, glossaries, captions, diagrams, headings) to answer questions about a passage. DOK 2 ❑ RD-04-5.0.4 Students will identify the organizational pattern used (e.g., sequence, cause and effect, or comparison and contrast) to understand the passage. DOK 2 		<p>could perform – dog walking, cutting grass, etc.</p> <ul style="list-style-type: none"> ❑ 3.) Predict which business will be most successful and justify their choice. ❑ 4.) Chart their profit based on given amount of money made based on weather conditions, which allows them to perform their business choice. ❑ 5.) Create a timeline using information given in the biography reading <u>Henry Wells and William G. Fargo.</u> ❑ 6.) Identify time and order words to correctly sequence the events from the story. <ul style="list-style-type: none"> ❑ Develop appropriate interviewing questions to find out more info on teachers, principal, guidance counselor, etc. ❑ Develop interviewing questions to interview local business leaders to find out what skills are needed to have a successful business. ❑ Identify the main idea and details from paragraphs found in the story <u>Elia Sifuentes.</u> ❑ Complete weekly CATS-like assessment and open response for each story. ❑ Recognize fact and opinion from the story <u>Food From the Hood</u> and list them on a graphic organizer. ❑ Distinguish informational articles found in newspapers and magazines from other types of reading. ❑ Compare and contrast <u>Business Is Looking Up</u> and <u>Food From the Hood.</u> ❑ Summarize the story <u>Business Is Looking Up.</u>

Grade 4 Reading	Unit 3: From Mystery to Medicine		Suggested Length:
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	<p><u>Core Content</u></p> <ul style="list-style-type: none"> ❑ RD-04-1.0.1 Students will apply word recognition strategies (e.g., phonetic principles, context clues, structural analysis) to determine pronunciations or meanings of words in passages. DOK 2 ❑ RD-04-1.0.2 Students will apply knowledge of synonyms, antonyms, or compound words for comprehension. DOK 2 ❑ RD-04-1.0.3 Students will know that some words have multiple meanings and identify the correct meaning as the word is used. DOK 2 ❑ RD-04-1.0.4 Students will apply the meanings of common prefixes or suffixes to comprehend unfamiliar words. DOK 2 ❑ RD-04-1.0.5 Students will identify the purpose of capitalization, punctuation, boldface type, italics, or indentations to make meaning of the text. DOK 1 ❑ RD-04-1.0.6 Students will formulate questions to guide reading. ❑ RD-04-2.0.1 Students will identify and describe the characteristics of fiction, nonfiction, poetry, or plays. DOK 2 ❑ RD-04-2.0.3 Students will locate key ideas or information in a passage. DOK 1 ❑ RD-04-2.0.4 Students will interpret the meaning of specialized vocabulary (words and terms specific to understanding the content). DOK 2 ❑ RD-04-2.0.5 Students will identify and explain the sequence of activities needed to carry out a procedure. DOK 2 	<ul style="list-style-type: none"> ❑ Main idea ❑ Details ❑ Order ❑ Time ❑ Draw conclusions ❑ Author’s purpose ❑ Similarities ❑ Differences ❑ Compare ❑ Contrast ❑ Character ❑ Plot ❑ Setting ❑ Fact ❑ Opinion ❑ Italicized ❑ Context clues ❑ Compound ❑ Suffix ❑ Conflict ❑ Climax ❑ Conclusion ❑ Author’s purpose ❑ Persuasion ❑ Information ❑ Specialized ❑ Sequence 	<ul style="list-style-type: none"> ❑ RD-04-1.0.1 Demonstrate word recognition strategies through word knowledge activities at the beginning of every story. DOK 2 ❑ RD-04-1.0.2 Apply knowledge of synonyms, antonyms and compound words by playing bingo. DOK 2 ❑ RD-04-1.0.4 Apply the meanings of prefixes and suffixes by covering the bare word and stating the meaning of the prefix and suffix. DOK 3 ❑ RD-04-1.0.6 Formulate questions and to concept questions board. DOK 2 ❑ RD-04-2.0.1 Identify the four elements of a story by completing a graphic organizer. DOK 2 ❑ RD-04-2.0.3 Discuss ideas and information from each story through comprehension strategies. DOK 1 ❑ CATS- like Assessment. Complete an open response question “The Plague.” ❑ RD-04-2.0.4 Select the correct meaning of multiple meaning words used in the story. DOK 2 ❑ RD-04-2.0.5 Identify transition words in the story to show time and order. DOK 1 ❑ RD-04-2.0.5 Locate time and order words to fill in

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	<ul style="list-style-type: none"> ❑ RD-04-2.0.6 Students will summarize information from a passage. DOK 2 ❑ RD-04-2.0.7 Students will make inferences or draw conclusions based on what is read. DOK 3 ❑ RD-04-3.0.1 Students will explain a character’s or speaker’s actions based on a passage. DOK 3 ❑ RD-04-3.0.3 Students will identify an author’s purpose in a passage. DOK 2 ❑ RD-04-3.0.4 Students will identify main ideas and details that support them. DOK 3 ❑ RD-04-3.0.5 Students will identify fact or opinion from a passage. DOK 2 ❑ RD-04-3.0.7 Students will identify an author’s opinion about a subject. DOK 2 ❑ RD-04-3.0.8 Students will identify informative or persuasive passages. ❑ RD-04-4.0.1 Students will connect information from a passage to students’ lives (text-to-self), real world issues (text-to-world) or other texts (text-to-text - e.g., novel, short story, song, film, website, etc.). ❑ RD-04-5.0.1 Students will evaluate what is read based on the author’s word choice, content, or use of literary elements. ❑ RD-04-5.0.2 Students will identify literary devices such as foreshadowing, imagery, or figurative language (i.e., similes, metaphors, and personification). ❑ RD-04-5.0.4 Students will identify the organizational pattern used (e.g., sequence, cause and effect, or comparison and contrast) to understand the passage. DOK 2 		<p>blanks in a given time line of information given in story. DOK 2</p> <ul style="list-style-type: none"> ❑ RD-04-2.0.7 In the story “Sewed Up His Heart” students will draw conclusions on information about the main character. ❑ RD-04-3.0.3 Identify the author’s purpose. ❑ RD-04-3.0.4 Identify main idea and details from story “Medicine: Past and Present”. DOK 2 ❑ RD-04-4.0.1 Compare “Coming of Age” story <u>Bridge Dancers</u> to other Coming of Age stories or <u>Toto</u>. ❑ RD-04-5.0.4 Complete a graphic organizer to identify similarities and differences between main characters. ❑ Complete a graphic organizer to distinguish fact and opinion based on information from the story <u>Emily’s Hands-On Science Experiment</u>.

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Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
			<ul style="list-style-type: none"> <input type="checkbox"/> Recognize meaning of italicized words using context clues given in the text. <input type="checkbox"/> Identify compound words in the text from <u>The New Doctor</u>. <input type="checkbox"/> Select words from the text with the suffixes and use meaning of suffixes to determine meaning of word. <input type="checkbox"/> Complete a graphic organizer to identify elements of the plot for the story: <u>Shadow of a Bull</u>; problem introduced, conflict, climax, and conclusion. <input type="checkbox"/> Explain the two author purposes of the story <u>Shadow of a Bull</u>, and also the author’s opinion about bullfighting.

Grade 4 Reading	Unit 4: Survival		Suggested Length:
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	<p><u>Core Content</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> RD-04-1.0.1 Students will apply word recognition strategies (e.g., phonetic principles, context clues, structural analysis) to determine pronunciations or meanings of words in passages. DOK 2 <input type="checkbox"/> RD-04-1.0.2 Students will apply knowledge of synonyms, antonyms, or compound words for comprehension. DOK 2 <input type="checkbox"/> RD-04-1.0.3 Know that some words have multiple meanings and identify the correct meaning as the word is used. DOK 2 <input type="checkbox"/> RD-04-1.0.4 Apply the meanings of common prefixes or suffixes to comprehend unfamiliar words. DOK 2 <input type="checkbox"/> RD-04-1.0.5 Identify the purpose of capitalization, punctuation, boldface type, italics, or indentations to make meaning of the text. DOK 1 <input type="checkbox"/> RD-04-1.0.6 Students will formulate questions 	<ul style="list-style-type: none"> <input type="checkbox"/> Predicting <input type="checkbox"/> Sequence <input type="checkbox"/> Drawing Conclusions <input type="checkbox"/> Summarizing <input type="checkbox"/> Main Idea <input type="checkbox"/> Details <input type="checkbox"/> Author’s Purpose <input type="checkbox"/> Cause <input type="checkbox"/> Effect <input type="checkbox"/> Inferences <input type="checkbox"/> Point of View <input type="checkbox"/> Character <input type="checkbox"/> Plot <input type="checkbox"/> Setting <input type="checkbox"/> Problem/Solution <input type="checkbox"/> Homophones <input type="checkbox"/> Antonyms <input type="checkbox"/> Multiple Meaning <input type="checkbox"/> Fact 	<ul style="list-style-type: none"> <input type="checkbox"/> RD-04-1.0.1 Demonstrate word recognition strategies through word knowledge activities at the beginning of every story. DOK 2 <input type="checkbox"/> RD-04-1.0.2 Apply knowledge of synonyms, antonyms and compound words by playing bingo. DOK 2 <input type="checkbox"/> RD-04-1.0.4 Apply the meanings of prefixes and suffixes by covering the bare word and stating the meaning of the prefix and suffix. DOK 3 <input type="checkbox"/> RD-04-1.0.6 Formulate questions and to concept

Grade 4 Reading	Unit 4: Survival		Suggested Length:
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	<p>to guide reading.</p> <ul style="list-style-type: none"> <input type="checkbox"/> RD-04-1.0.7 Students will scan to find key information. <input type="checkbox"/> RD-04-1.0.8 Students will skim to get the general meaning of a passage. <input type="checkbox"/> RD-04-2.0.1 Students will identify and describe the characteristics of fiction, nonfiction, poetry, or plays. DOK 2 <input type="checkbox"/> RD-04-2.0.2 Students will describe characters, plot, setting, or problem/solution of a passage. DOK 3 <input type="checkbox"/> RD-04-2.0.3 Students will locate key ideas or information in a passage. DOK 1 <input type="checkbox"/> RD-04-2.0.4 Students will interpret the meaning of specialized vocabulary (words and terms specific to understanding the content). DOK 2 <input type="checkbox"/> RD-04-2.0.5 Students will identify and explain the correct sequence of activities needed to carry out a procedure. DOK 2 <input type="checkbox"/> RD-04-2.0.6 Students will summarize information from a passage. DOK 2 <input type="checkbox"/> RD-04-3.0.1 Students will explain a character’s or speaker’s actions based on a passage. DOK 3 <input type="checkbox"/> RD-04-3.0.2 Students will explain how a conflict in a passage is resolved. DOK 3 <input type="checkbox"/> RD-04-3.0.3 Students will identify an author’s purpose in a passage. DOK 2 <input type="checkbox"/> RD-04-3.0.4 Students will identify main ideas and details that support them. DOK 3 <input type="checkbox"/> RD-04-3.0.5 Students will identify fact or opinion from a passage. DOK 2 <input type="checkbox"/> RD-04-3.0.6 Students will identify information in a passage that is supported by fact. DOK 2 <input type="checkbox"/> RD-04-3.0.7 Students will identify an author’s opinion about a subject. DOK 2 	<ul style="list-style-type: none"> <input type="checkbox"/> Opinion <input type="checkbox"/> Informative Text <input type="checkbox"/> Passage <input type="checkbox"/> Real World <input type="checkbox"/> Figurative Language <input type="checkbox"/> Charts <input type="checkbox"/> Sequence 	<p>questions board. DOK 2</p> <ul style="list-style-type: none"> <input type="checkbox"/> RD-04-2.0.2 Identify the four elements of a story by completing a graphic organizer. DOK 2 <input type="checkbox"/> RD-04-2.0.3 Discuss ideas and information from each story through comprehension strategies. DOK 2 <input type="checkbox"/> RD-04-2.0.5 Identify transition words in the story to show time and order. DOK 1 <input type="checkbox"/> RD-04-2.0.5 Locate time and order words to fill in blanks in a given time line of information given in story. DOK 2 <input type="checkbox"/> RD-04-3.0.4 Identify main idea and details from story “Medicine: Past and Present.” DOK 2 <input type="checkbox"/>

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Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	<ul style="list-style-type: none"> <input type="checkbox"/> RD-04-3.0.8 Students will identify informative or persuasive passages. <input type="checkbox"/> RD-04-4.0.1 Students will connect information from a passage to students’ lives (text-to-self), real world issues (text-to-world) or other texts (text-to-text - e.g., novel, short story, song, film, website, etc.). <input type="checkbox"/> RD-04-5.0.1 Students will evaluate what is read based on the author’s word choice, content, or use of literary elements. <input type="checkbox"/> RD-04-5.0.3 Students will identify text features (e.g., pictures, lists, charts, graphs, tables of contents, indexes, glossaries, captions, diagrams, headings) to answer questions about a passage. DOK 2 <input type="checkbox"/> RD-04-5.0.4 Students will identify the organizational pattern used (e.g., sequence, cause and effect, or comparison and contrast) to understand the passage. DOK 2 		

Grade 4 Reading	Unit 5: Communication		Suggested Length:
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	<p><u>Core Content</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> RD-04-1.0.1 Students will apply word recognition strategies (e.g., phonetic principles, context clues, structural analysis) to determine pronunciations or meanings of words in passages. DOK 2 <input type="checkbox"/> RD-04-1.0.2 Students will apply knowledge of synonyms, antonyms, or compound words for comprehension. DOK 2 <input type="checkbox"/> RD-04-1.0.3 Students will know that some words have multiple meanings and identify the correct meaning as the word is used. DOK 2 	<ul style="list-style-type: none"> <input type="checkbox"/> Classifying <input type="checkbox"/> Categorizing <input type="checkbox"/> Fact <input type="checkbox"/> Opinion <input type="checkbox"/> Author’s Purpose <input type="checkbox"/> Suffix <input type="checkbox"/> Multiple Meaning <input type="checkbox"/> Homophones <input type="checkbox"/> Fiction <input type="checkbox"/> Nonfiction <input type="checkbox"/> Prefixes <input type="checkbox"/> Suffixes 	<ul style="list-style-type: none"> <input type="checkbox"/> RD-04-1.0.1 Demonstrate word recognition strategies through word knowledge activities at the beginning of every story. DOK 2 <input type="checkbox"/> RD-04-1.0.2 Apply knowledge of synonyms, antonyms and compound words by playing bingo. DOK 2

Grade 4 Reading	Unit 5: Communication		Suggested Length:
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	<ul style="list-style-type: none"> <input type="checkbox"/> RD-04-1.0.4 Students will apply the meanings of common prefixes or suffixes to comprehend unfamiliar words. DOK 2 <input type="checkbox"/> RD-04-1.0.5 Students will identify the purpose of capitalization, punctuation, boldface type, italics, or indentations to make meaning of the text. DOK 1 <input type="checkbox"/> RD-04-1.0.6 Students will formulate questions to guide reading. <input type="checkbox"/> RD-04-1.0.7 Students will scan to find key information. <input type="checkbox"/> RD-04-1.0.8 Students will skim to get the general meaning of a passage. <input type="checkbox"/> RD-04-2.0.1 Students will identify and describe the characteristics of fiction, nonfiction, poetry, or plays. DOK 2 <input type="checkbox"/> RD-04-2.0.3 Students will locate key ideas or information in a passage. DOK 1 <input type="checkbox"/> RD-04-2.0.4 Students will interpret the meaning of specialized vocabulary (words and terms specific to understanding the content). DOK 2 <input type="checkbox"/> RD-04-2.0.5 Students will identify and explain the sequence of activities needed to carry out a procedure. DOK 2 <input type="checkbox"/> RD-04-2.0.6 Students will summarize information from a passage. DOK 2 <input type="checkbox"/> RD-04-2.0.7 Students will make inferences or draw conclusions based on what is read. DOK 3 <input type="checkbox"/> RD-04-3.0.3 Students will identify an author’s purpose in a passage. DOK 2 <input type="checkbox"/> RD-04-3.0.5 Students will identify fact or opinion from a passage. DOK 2 <input type="checkbox"/> RD-04-3.0.6 Students will identify information in a passage that is supported by fact. DOK 2 <input type="checkbox"/> RD-04-3.0.7 Students will identify an 	<ul style="list-style-type: none"> <input type="checkbox"/> Scan <input type="checkbox"/> Skim <input type="checkbox"/> Key Ideas <input type="checkbox"/> Sequencing <input type="checkbox"/> Draw Conclusions <input type="checkbox"/> Persuasive Text <input type="checkbox"/> Foreshadowing <input type="checkbox"/> Figurative Language <input type="checkbox"/> Summarizing <input type="checkbox"/> Cause <input type="checkbox"/> Effect 	<ul style="list-style-type: none"> <input type="checkbox"/> RD-04-1.0.4 Apply the meanings of prefixes and suffixes by covering the bare word and stating the meaning of the prefix and suffix. DOK 3 <input type="checkbox"/> RD-04-1.0.6 Formulate questions and to concept questions board. DOK 2 <input type="checkbox"/> RD-04-2.0.2 Identify the four elements of a story by completing a graphic organizer. DOK 2 <input type="checkbox"/> RD-04-2.0.3 Discuss ideas and information from each story through comprehension strategies. DOK 2 <input type="checkbox"/> RD-04-2.0.5 Identify transition words in the story to show time and order. DOK 1

Grade 4 Reading	Unit 5: Communication		Suggested Length:
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	<p>author’s opinion about a subject. DOK 2</p> <ul style="list-style-type: none"> ❑ RD-04-3.0.8 Students will identify informative or persuasive passages. ❑ RD-04-3.0.9 Students will identify commonly used persuasive techniques (i.e., bandwagon, emotional appeal, testimonial, expert opinion) used in a passage. DOK 2 ❑ RD-04-4.0.1 Students will connect information from a passage to students’ lives (text-to-self), real world issues (text-to-world) or other texts (text-to-text - e.g., novel, short story, song, film, website, etc.). ❑ RD-04-5.0.1 Students will evaluate what is read based on the author’s word choice, content, or use of literary elements. ❑ RD-04-5.0.2 Students will identify literary devices such as foreshadowing, imagery, or figurative language (similes, metaphors, and personification). ❑ RD-04-5.0.3 Students will identify text features (e.g., pictures, lists, charts, graphs, tables of contents, indexes, glossaries, captions, diagrams, headings) to answer questions about a passage. DOK 2 ❑ RD-04-5.0.4 Students will identify the organizational pattern used (e.g., sequence, cause and effect, or comparison and contrast) to understand the passage. DOK 2 		

Grade 4 Reading	Unit 6: A Changing America		Suggested Length:
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	<p><u>Core Content</u></p> <ul style="list-style-type: none"> ❑ RD-04-1.0.1 Students will apply word recognition strategies (e.g., phonetic 	<ul style="list-style-type: none"> ❑ Summarizing ❑ Making Inferences 	<ul style="list-style-type: none"> ❑ RD-04-1.0.1 Demonstrate word recognition strategies through word knowledge activities at the beginning of

Grade 4 Reading	Unit 6: A Changing America		Suggested Length:
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	<p>principles, context clues, structural analysis) to determine pronunciations or meanings of words in passages. DOK 2</p> <ul style="list-style-type: none"> ❑ RD-04-1.0.2 Students will apply knowledge of synonyms, antonyms, or compound words for comprehension. DOK 2 ❑ RD-04-1.0.3 Students will know that some words have multiple meanings and identify the correct meaning as the word is used. DOK 2 ❑ RD-04-1.0.4 Students will apply the meanings of common prefixes or suffixes to comprehend unfamiliar words. DOK 2 ❑ RD-04-1.0.5 Students will identify the purpose of capitalization, punctuation, boldface type, italics, or indentations to make meaning of the text. DOK 1 ❑ RD-04-1.0.6 Students will formulate questions to guide reading. ❑ RD-04-1.0.7 Students will scan to find key information. ❑ RD-04-1.0.8 Students will skim to get the general meaning of a passage. ❑ RD-04-2.0.1 Students will identify and describe the characteristics of fiction, nonfiction, poetry, or plays. DOK 2 ❑ RD-04-2.0.2 Students will describe characters, plot, setting, or problem/solution of a passage. DOK 3 ❑ RD-04-2.0.3 Students will locate key ideas or information in a passage. DOK 1 ❑ RD-04-2.0.4 Students will interpret the meaning of specialized vocabulary (words and terms specific to understanding the content). DOK 2 ❑ RD-04-2.0.5 Students will identify and explain the sequence of activities needed to carry out a procedure. DOK 2 	<ul style="list-style-type: none"> ❑ Author’s Purpose ❑ Compare ❑ Contrast ❑ Sequence ❑ Cause ❑ Effect ❑ Expository ❑ Synonyms ❑ Homographs ❑ Fact ❑ Opinion ❑ Information ❑ Characters ❑ Plot ❑ Setting ❑ Problem ❑ Solution ❑ Foreshadowing ❑ Imagery ❑ Figurative Language 	<p>every story. DOK 2</p> <ul style="list-style-type: none"> ❑ RD-04-1.0.2 Apply knowledge of synonyms, antonyms and compound words by playing bingo. DOK 2 ❑ RD-04-1.0.4 Apply the meanings of prefixes and suffixes by covering the bare word and stating the meaning of the prefix and suffix. DOK 3 ❑ RD-04-1.0.6 Formulate questions and to concept questions board. DOK 2 ❑ RD-04-2.0.2 Identify the four elements of a story by completing a graphic organizer. DOK 2 ❑ RD-04-2.0.3 Discuss ideas and information from each story through comprehension strategies. DOK 2 ❑ RD-04-2.0.5 Identify transition words in the story to show time and order. DOK 1

Grade 4 Reading	Unit 6: A Changing America		Suggested Length:
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	<ul style="list-style-type: none"> ❑ RD-04-2.0.6 Students will summarize information from a passage. DOK 2 ❑ RD-04-2.0.7 Students will make inferences or draw conclusions based on what is read. DOK 3 ❑ RD-04-3.0.1 Students will explain a character’s or speakers’ actions based on a passage. DOK 3 ❑ RD-04-3.0.5 Students will identify fact or opinion from a passage. DOK 2 ❑ RD-04-3.0.6 Students will identify information in a passage that is supported by fact. DOK 2 ❑ RD-04-3.0.7 Students will identify an author’s opinion about a subject. DOK 2 ❑ RD-04-3.0.8 Students will identify informative or persuasive passages. ❑ RD-04-4.0.1 Students will connect information from a passage to students’ lives (text-to-self), real world issues (text-to-world) or other texts (text-to-text - e.g., novel, short story, song, film, website, etc.). ❑ RD-04-5.0.1 Students will evaluate what is read based on the author’s word choice, content or use of literary elements. ❑ RD-04-5.0.2 Students will identify literary devices such as foreshadowing, imagery, or figurative language (i.e., similes, metaphors, and personification). ❑ RD-04-5.0.3 Students will identify text features (e.g., pictures, lists, charts, graphs, tables of contents, indexes, glossaries, captions, diagrams, headings) to answer questions about a passage. DOK 2 ❑ RD-04-5.0.4 Students will identify the organizational pattern used (e.g., sequence, cause and effect, or comparison and contrast) to understand the passage. DOK 2 		

