

SWALLOW SCHOOL DISTRICT CURRICULUM GUIDE

Curriculum Area: Reading/Language Arts

Course Length: Full Year

Grade: 4th

Date Last Approved: June 2015; **Reviewed** Spring 2021

Stage 1: Desired Results

Course Description and Purpose:

In fourth grade, students will develop and grow their skills in reading. They will continue to learn about the fundamentals of reading fiction and nonfiction. Students will dig deeper into understanding the nature of literature as well as how to analyze nonfiction text. They will engage in many activities exposing them to a variety of genres and will examine the unique features of each. How to use schema to help in comprehension, as well as continued work with visualizing, questioning, using text features, inferring, determining important ideas, analyzing text structure and summarizing text will be the focus of strategy lessons. Students will be encouraged to use monitoring strategies as well in order to allow for the deepest level of comprehension. Written work in reading will be in response to both literature and expository texts.

Swallow School Reading and Language Art Curriculum across all grade levels includes: Reader's Workshop, Spelling/Word Study, Disciplinary Literacy, Vocabulary, Keyboarding, Handwriting, and Writing

Enduring Understanding(s):

1. Reading expands understanding of the world, people and oneself.
2. Effective readers use strategies to construct and extend meaning.
3. Various types of texts and media are used to communicate ideas.
4. Knowledge and ideas are developed by evaluating multiple sources of text to gain information and create perspectives.
5. Effective written communication relies on choosing the proper form of writing to clearly communicate ideas.
6. Control of mechanics and proper grammar promote effective spoken and written communication.
7. Listening and speaking skills are critical for learning and communicating.

Essential Question(s):

1. How does reading benefit my life?
2. How does text carry meaning and what strategies are used to access it effectively.
3. What is the relationship between reading and writing?
4. How and why is information organized in different ways?
4. How does the audience and purpose influence the format of writing?
5. What is the purpose of applying correct grammar and mechanics to writing?
6. How are ideas uniquely communicated to others?

Learning Targets:

1. Students can evaluate fiction text including a variety of genres and formats. (Reasoning) (R)
2. Students can evaluate nonfiction text including a variety of genres and formats. (Reasoning) (R)
3. Students can produce written work for a variety of tasks, purposes and audiences. (Product) (W)
4. Students can produce written and oral language that demonstrates knowledge of conventions, grammar and the basic foundations of language. (product) (W/S/L)
5. Students can organize and communicate ideas to others. (Product) (R/W/S/L)

R=Reading
W=Writing
S=Speaking
L=Listening

Stage 2: Learning Plan

I. Visualizing strategy for reading

- A. Definition: recall or form mental images or pictures
- B. How to visualize:
 - a. teacher modeling
 - b. movie in your head
 - c. classroom discussions
- C. What tools can help visualize:
 - a. graphic organizers
 - b. written responses
 - c. story maps
 - d. concept mapping
- D. Student application and reflection

Standards:

CCSS: RL. 4.3, RL. 4.7, RI. 4.2

CCRA: R.2, R.6, R.10, SL.2

Learning Targets Addressed: Target 1, Target 2, Target 3

Key Unit Resources

- Making Meaning implemented via the workshop model

Assessment Map:

Type	Level	Assessment Detail
Practice	knowledge	<ul style="list-style-type: none"> • revisit visualizing • whole group modeling • partner talk • classroom discussions
Formative	knowledge reasoning product	<ul style="list-style-type: none"> • graphic organizers • written responses • comprehension questions
Summative	knowledge reasoning	<ul style="list-style-type: none"> • select and use a tool to demonstrate how it helps visualize the story content

II. Questioning Strategy for Reading

- A. Definition: think deeply and display intellectual curiosity before, during, and after reading.
- B. How to question:
 - a. teacher modeling
 - b. written responses
 - c. oral responses
 - d. classroom discussions
- C. What tools can help question:
 - a. stop and jots
 - b. graphic organizers
- D. Student application and reflection

Standards:

CCSS: RL 4.1, RL 4.3, RI 4.6, RI 4.8, SL 4.1, SL 4.3

CCRA: R.3, R.7, R.10, SL.2, SL.3, W.7, W.9

Learning Targets Addressed: Target 1, Target 2

Key Unit Resources

- Making Meaning implemented via the workshop model

Assessment Map:

Type	Level	Assessment Detail
Practice	knowledge	<ul style="list-style-type: none"> • revisit levels of questioning • whole group modeling • partner talk • classroom discussions
Formative	knowledge reasoning product	<ul style="list-style-type: none"> • graphic organizers • written responses • comprehension questions • informal conference

		<ul style="list-style-type: none"> • stop and jots • classroom discussions/literature circles
Summative	knowledge reasoning	<ul style="list-style-type: none"> • written responses • formal conference

III. Using Text Features

A. Definition: look at unique components that distinguish texts

B. How to use text features:

- teacher modeling
- classroom discussions
- oral responses

C. What tools can help use text features:

- various texts
- graphic organizers
- multimedia

D. Student application and reflection

Standards:
CCSS: RL 4.2, RL 4.3, RL 4.5, RI 4.4, RI 4.10
CCRA: R.1, R.10, W.9

Learning Targets Addressed: Target 1, Target 2

Key Unit Resources
<ul style="list-style-type: none"> • Making Meaning implemented via the workshop model

Assessment Map:

Type	Level	Assessment Detail
Practice	knowledge	<ul style="list-style-type: none"> • develop understanding of text features • whole group modeling • partner talk • classroom discussions
Formative	knowledge reasoning product	<ul style="list-style-type: none"> • graphic organizers • written responses • comprehension questions • informal conference
Summative	knowledge reasoning	<ul style="list-style-type: none"> • written responses • comprehension questions

IV. Making Inferences

- A. Definition: make a logical assumption based on evidence presented in a text
- B. How to make inferences:
- teacher modeling
 - written responses
 - oral responses
 - classroom discussions
- C. What tools can help us make inferences:
- various texts
 - graphic organizers
 - multimedia
- D. Student application and reflection

Standards:

CCSS: RL 4.1, RL4.2, RL4.6, RL4.7, RL 4.9, RI 4.1, RI 4.4, RI 4.10

CCRA: R.1, R.6, R.8, R.9, R.10, SL.3, W.9

Learning Targets Addressed: Target 1, Target 2

Key Unit Resources

- Making Meaning implemented via the workshop model

Assessment Map:

Type	Level	Assessment Detail
Practice	knowledge	<ul style="list-style-type: none">develop understanding of how to make inferenceswhole group modelingpartner talkclassroom discussions
Formative	knowledge reasoning product	<ul style="list-style-type: none">graphic organizerswritten responsescomprehension questionsinformal conferencestop and jotsclassroom discussions/literature circles
Summative	knowledge reasoning	<ul style="list-style-type: none">written responsesformal conference

V. Determining Important Ideas

- A. Definition: identify key points within a text.
- B. How to determine important ideas:
- teacher modeling
 - written responses
 - oral responses
- C. What tools can help us determine important ideas:
- various texts
 - graphic organizers
 - multimedia
- D. Student application and reflection

Standards:

CCSS: RL 4.1, RL 4.2, RL 4.3, RL 4.10, RI 4.2, RI 4.10, SL 4.2, SL 4.3

CCRA: R.1, R.2, R.6, R.8, R.9, R.10, SL.5, W.8, W.9

Learning Targets Addressed: Target 1, Target 2

Key Unit Resources

- Making Meaning implemented via the workshop model

Assessment Map:

Type	Level	Assessment Detail
Practice	knowledge	<ul style="list-style-type: none">develop understanding of determining important ideaswhole group modelingpartner talkclassroom discussions
Formative	knowledge reasoning product	<ul style="list-style-type: none">graphic organizerswritten responsescomprehension questionsinformal conferencestop and jotsclassroom discussions/literature circles
Summative	reasoning	<ul style="list-style-type: none">written responses

VI. Analyzing Text Structure

- A. Definition: use organization of information and style within a text
- B. How to determine important ideas:
- teacher modeling
 - written responses
 - oral responses
- C. What tools can help us determine important ideas:
- various texts
 - graphic organizers
 - multimedia
- D. Student application and reflection

Standards:

CCSS: RL 4.3, RL 4.5, RL 4.7, RI 4.1, RI 4.5, RI 4.7, RI 4.8

CCRA: R.1, R.4, R.5, R.6, R.10

Learning Targets Addressed: Target 1, Target 2

Key Unit Resources

- Making Meaning implemented via the workshop model

Assessment Map:

Type	Level	Assessment Detail
Practice	knowledge	<ul style="list-style-type: none">develop understanding of how to analyze text structurewhole group modelingpartner talkclassroom discussions
Formative	knowledge reasoning product	<ul style="list-style-type: none">graphic organizerswritten responsescomprehension questionsinformal conference

Summative	knowledge reasoning	<ul style="list-style-type: none"> written responses formal conference
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VII. Summarizing

A. Definition: extract the most important information and put it in own words.

B. How to determine important ideas:

- teacher modeling
- written responses
- oral responses

C. What tools can help us determine important ideas:

- various texts
- graphic organizers
- multimedia

D. Student application and reflection

Standards:
CCSS: SL4.1, SL 4.2, RI 4.3
CCRA: R.2, R.5, R.7, R.10, SL.1, SL.2, W.8, W.9

Learning Targets Addressed: Target 1, Target 2

Key Unit Resources
<ul style="list-style-type: none"> Making Meaning implemented via the workshop model

Assessment Map:

Type	Level	Assessment Detail
Practice	knowledge	<ul style="list-style-type: none"> introduce summarizing whole group modeling partner talk classroom discussions
Formative	knowledge reasoning product	<ul style="list-style-type: none"> graphic organizers written responses comprehension questions informal conference stop and jots classroom discussions/literature circles
Summative	knowledge reasoning	<ul style="list-style-type: none"> written responses formal conference

VIII. Fluency

A. Definition: communicate easily and accurately

B. How to be a fluent reader:

- teacher modeling

C. What tools can help us be a fluent reader:

- various texts
- repeated reading
- teacher feedback

D. Student application and reflection

Standards:
CCSS: SL 4.1, SL 4.2, SL 4.1, SL 4.5, SL 4.6, RF.4.3, RF.4.4
CCRA: R.4, SL.1, SL.2 SL.6

Learning Targets Addressed: Target 5

Key Unit Resources
<ul style="list-style-type: none"> Making Meaning implemented via the workshop model

Assessment Map:

Type	Level	Assessment Detail
Practice	knowledge	<ul style="list-style-type: none"> develop understanding of fluency whole group modeling partner talk

		<ul style="list-style-type: none"> classroom discussions
Formative	knowledge reasoning product	<ul style="list-style-type: none"> informal conference classroom discussions/literature circles
Summative	knowledge reasoning	<ul style="list-style-type: none"> formal conference presentations

IX. Word Study

A. Definition: knowledge of words that shape understanding of text and language

B. How to understand words and vocabulary:

- teacher modeling
- classroom discussions
- word banks
- using words in authentic writing

C. What tools can help us understand language and vocabulary:

- various texts
- word work
- graphic organizers

D. Student application and reflection

Standards
CCSS: RL 4.4, RI 4.4,SL 4.6, L 4.4, L 4.6
CCRA: R.4, SL.4, SL.6, W.3, W.4, W.5

Learning Targets Addressed: Target 4, Target 5

Key Unit Resources
<ul style="list-style-type: none"> Words Their Way

Assessment Map:

Type	Level	Assessment Detail
Practice	knowledge	<ul style="list-style-type: none"> develop understanding of word study and vocabulary whole group modeling partner talk classroom discussions
Formative	knowledge reasoning product	<ul style="list-style-type: none"> graphic organizers written responses comprehension questions stop and jots classroom discussions/literature circles
Summative	knowledge reasoning	<ul style="list-style-type: none"> written responses graphic organizer