Grade level: 4 | **Course Title: Reading** | **Topic/Concept: Networks**

Time Allotment: 3 Weeks | **Unit Sequence: 1**

Major Concepts to be learned:

- Theme 1 Selections: Reaching for the Moon, Rare Treasure, Barbed Wire Baseball
- Genres: Autobiography, Biography, Biography
- Focus Skills: Author's Purpose, Main Idea and Details, Analyze Text Structure
- Focus Strategy: Story Structure, Answer Questions
- Fluency: Accuracy, Reading Rate

Expected Skills to be demonstrated:

- Use vocabulary to convey the meaning of specific words as well as word-learning strategies.
- Use comprehension strategies that are designed to help students understand, remember, and communicate with others about what they read.
- Use selection to provide opportunities to improve reading fluency through repeated and oral reading.
- Use focus skill/strategy components thoughout each selection.
- Improve reading fluency through repeated and monitored oral reading.

PA Standards/Anchors:

E04.B-K.1.1
E04.B-C.2.1
E04.B-C.3.1
E04.B-V.4.1

Eligible Content:

E04.B-K.1.1.1
E04.B-K.1.1.2
E04.B-K.1.1.3
E04.B-C.2.1.1
E04.B-C.2.1.2
E04.B-C.3.1.3
E04.B-C.3.1.1
E04.B-C.3.1.2
E04.B-V.4.1.1
E04.B-V.4.1.2

Instructional Strategies:

Robust Vocabulary
Direct instruction
Prediction/Monitor Comprehension/Story Structure/Summarize
Read-Aloud
Oral/Written/Guided Practice
Modeling/Demonstrating
Computer individual review
Graphic Organizers
Guided Reading
Group discussion
Cooperative learning
Individual/group practice

Assessments:

- Teacher observation
- Authentic tasks
- Practice/skill pages
- Practice/skill quiz
- Selection Tests
- Theme Tests
- Conferencing

Grade level: 4 | **Course Title: Reading** | **Topic/Concept: Adaptations**

Time Allotment: 3 Weeks | **Unit Sequence: 2**

Major Concepts to be learned:

- Theme 2 Selections: Feathers Not Just For Flying, Animal Mimics, The Weird and Wonderful Echidna, The Very Peculiar Platypus
- Genres: Informational Text
- Focus Skill: Analyze Main Idea and Details, Analyze Text Structure, Synthesize Information
- Focus Strategy: Monitor Comprehension: Reread, Summarize
- Fluency: Intonation, Phrasing

Expected Skills to be demonstrated:

- Use vocabulary to convey the meaning of specific words as well as word-learning strategies.
- Use comprehension strategies that are designed to help students understand, remember, and communicate with others about what they read.
- Use selection to provide opportunities to improve reading fluency through repeated and oral reading.
- Use focus skill/strategy components thoughout each selection.
- Improve reading fluency through repeated and monitored oral reading.

PA Standards/Anchors:

E04.B-K.1.1	E04.B-V.4.1
E04.B-C.2.1	
E04.B-C.3.1	

Eligible Content:

E04.B-K.1.1.1	E04.B-C.2.1.1	E04.B-C.3.1.1	E04.B-V.4.1.1
E04.B-K.1.1.2	E04.B-C.2.1.2	E04.B-C.3.1.2	E04.B-V.4.1.2
E04.B-K.1.1.3	E04.B-C.3.1.3		

Instructional Strategies:

Robust Vocabulary	Graphic Organizers
Direct instruction	Guided Reading
Prediction/Monitor Comprehension/Story Structure/Summarize	
Read-Aloud	Group discussion
Oral/Written/Guided Practice	Cooperative learning
Modeling/Demonstrating	Individual/group practice
Computer individual review	

Assessments:

- Teacher observation
- Authentic tasks
- Practice/skill pages
- Practice/skill quiz
- Selection Tests
- Theme Tests
- Conferencing

Grade level: 4 | **Course Title: Reading** | **Topic/Concept: Diversity**

Time Allotment: 2 Weeks | **Unit Sequence: 3**

Major Concepts to be learned:

- Theme 3 Selections: Out of My Mind, Trombone Shorty
- Genres: Realistic Fiction, Autobiography
- Focus Skill: Analyze Characters, Explain Author's Purpose
- Focus Strategy: Use Graphic Organizers, Monitor Comprehension: Read Aloud
- Fluency: Pace, Expression

Expected Skills to be demonstrated:

- Use vocabulary to convey the meaning of specific words as well as word-learning strategies.
- Use comprehension strategies that are designed to help students understand, remember, and communicate with others about what they read.
- Use selection to provide opportunities to improve reading fluency through repeated and oral reading.
- Use focus skill/strategy components thoughout each selection.
- Improve reading fluency through repeated and monitored oral reading.

PA Standards/Anchors:

E04.A-K.1.1 E04.A-V.4.1
E04.A-C.2.1
E04.A-C.3.1

Eligible Content:

E04.A-K.1.1.1 E04.A-C.2.1.1 E04.A-V.4.1.1
E04.A-K.1.1.2 E04.A-C.3.1.1 E04.A-K.1.1.3
E04.A-V.4.1.2

Instructional Strategies:

Robust Vocabulary
Direct instruction
Prediction/Monitor Comprehension/Story Structure/Summarize
Read-Aloud
Oral/Written/Guided Practice
Modeling/Demonstrating
Computer individual review
Graphic Organizers
Guided Reading
Group discussion
Cooperative learning
Individual/group practice

Assessments:

- Teacher observation
- Authentic tasks
- Practice/skill pages
- Practice/skill quiz
- Selection Tests
- Theme Tests
- Conferencing

Grade level: 4 **Course Title: Reading** **Topic/Concept: Impacts**

Time Allotment: 3 Weeks **Unit Sequence: 4**

Major Concepts to be learned:

- Theme 4 Selections: Thunder Rose, Poetry Collection
- Genres: Tall Tale, Poetry (2)
- Focus Skill: Infer Theme, Examine Poetic Elements
- Focus Strategy: Monitor Comprehesion: Adjust Reading Rate/Self-Correction
- Fluency: Pace, Phrasing

Expected Skills to be demonstrated:

- Use vocabulary to convey the meaning of specific words as well as word-learning strategies.
- Use comprehension strategies that are designed to help students understand, remember, and communicate with others about what they read.
- Use selection to provide opportunities to improve reading fluency through repeated and oral reading.
- Use focus skill/strategy components thoughout each selection.
- Improve reading fluency through repeated and monitored oral reading.

PA Standards/Anchors:

E04.A-K.1.1 E04.A-V.4.1
E04.A-C.2.1
E04.A-C.3.1

Eligible Content:

E04.A-K.1.1.1 E04.A-C.2.1.1 E04.A-C.3.1.1
E04.A-K.1.1.2 E04.A-V.4.1.2 E04.A-V.4.1.1
E04.A-K.1.1.3

Instructional Strategies:

Robust Vocabulary Graphic Organizers
Direct instruction Guided Reading
Prediction/Monitor Comprehension/Story Structure/Summarize
Read-Aloud Group discussion
Oral/Written/Guided Practice Cooperative learning
Modeling/Demonstrating Individual/group practice
Computer individual review

Assessments:

- Teacher observation
- Authentic tasks
- Practice/skill pages
- Practice/skill quiz
- Selection Tests
- Theme Tests
- Conferencing

Grade level: 4 | **Course Title: Reading** | **Topic/Concept: Novel Studies**

Time Allotment: 14-16 Weeks | **Unit Sequence: Throughout**

Major Concepts to be learned:

- Novel Selections: Punished, The Best Halloween Ever, The Best Christmas Pageant Ever, Tales of a Fourth Grade Nothing, Double Fudge, Because of Winn-Dixie, The Best School Year Ever
- Genres: Realistic Fiction, Fantasy
- Focus Skill: Character, Setting, Plot, Sequence: Story Events
- Focus Strategy: Use Story Structure, Ask Questions
- Fluency: Intonation, Reading Rate

Expected Skills to be demonstrated:

- Use vocabulary to convey the meaning of specific words as well as word-learning strategies.
- Use comprehension strategies that are designed to help students understand, remember, and communicate with others about what they read.
- Use selection to provide opportunities to improve reading fluency through repeated and oral reading.
- Use focus skill/strategy components thoughout each selection.
- Improve reading fluency through repeated and monitored oral reading.

PA Standards/Anchors:

E04.A-K.1.1	E04.A-V.4.1
E04.A-C.2.1	E04.E.1.1
E04.A-C.3.1	

Eligible Content:

E04.A-K.1.1.1	E04.A-C.2.1.1	E04.A-C.3.1.1
E04.E.1.1.1	E04.E.1.1.4	E04.A-V.4.1.1
E04.A-K.1.1.2	E04.A-V.4.1.2	

Instructional Strategies:

Robust Vocabulary	Graphic Organizers
Direct instruction	Guided Reading
Prediction/Monitor Comprehension/Story Structure/Summarize	
Read-Aloud	Group discussion
Oral/Written/Guided Practice	Cooperative learning
Modeling/Demonstrating	Individual/group practice
Computer individual review	

Assessments:

- Teacher observation
- Authentic tasks
- Practice/skill pages
- Practice/skill quiz
- Selection Tests
- Theme Tests
- Conferencing