

TRUMBULL PUBLIC SCHOOLS

Trumbull, Connecticut

Grade 4 Reading

2025

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Grade 4 Reading Table of Contents

Core Values & Beliefs	3
Introduction & Philosophy	3
Course Goals	4
Course Enduring Understandings	4
Course Essential Questions	4
Course Knowledge & Skills	4
Reading Year at a Glance	6
Module 1, Unit 1: Our Changing Relationships	7
Module 2, Unit 1: Change and Conflict.....	20
Module 3, Unit 1: Looking Beneath the Surface	33
Module 4, Unit 1: Understanding Each Other & Unit 2: Making a Difference	45
Current Reference	60

CORE VALUES AND BELIEFS

The Trumbull School Community engages in an environment conducive to learning which believes that all students will **read and write effectively**, therefore communicating in an articulate and coherent manner. All students will participate in activities **that present problem-solving through critical thinking**. Students will use technology as a tool applying it to decision making. We believe that by fostering self-confidence, self-directed and student-centered activities, we will promote **independent thinkers and learners**. We believe **ethical conduct** to be paramount in sustaining the welcoming school climate that we presently enjoy.

Approved 8/26/2011

INTRODUCTION & PHILOSOPHY

Our core belief is that **all** students will become readers who are curious, critical, and analytical thinkers. Our vision is to guide students in developing a love for reading through experiences with rich and diverse formats for varied purposes (ie. books, digital media, periodicals, etc.). In conjunction with Vision of the Graduate, teaching and learning will be focused on:

- ★ Teachers who provide multisensory practice for transferring reading skills across all content areas.
- ★ Readers who apply the skills and dispositions to become a proficient reader.

The Trumbull Public Schools English Language Arts curriculum is grounded in the Common Core State Standards and research by the National Reading Panel which shows that there are five key concepts at the core of effective literacy instruction.

- Phonemic Awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension

Each day, K-5 students will build these foundational literacy skills through instruction of evidence-based programming, such as:

- Building Vocabulary (3-5)
- Bookworms Shared Reading (K-5)
- Differentiated Instruction (K-5)

All together, these programs are resources that help teachers to develop and deliver comprehensive, explicit lessons which lead to the formal assessment of all standards for ELA at each grade level.

In summary, this is our vision which will empower our K-5 readers to become lifelong and inspired learners.

COURSE GOALS

To expose students to a high volume of engaging, grade-level trade books to build knowledge and drive literacy instruction, transforming them into "bookworms" by fostering a love of reading and providing them with the necessary skills and knowledge to become fluent, confident readers who can critically analyze and engage with diverse texts.

The course goals derive from the 2010 Connecticut Core Standards for Literacy. Goals specific to a unit of study are listed in this guide at the beginning of each unit. Many standards recur over the course of the year. The lessons therein encourage student engagement so that each student will see himself/herself as a reader and reflect on the processes learned.

COURSE ENDURING UNDERSTANDINGS

- Readers engage with a high volume of diverse, grade-level texts to deepen their understanding of the world and themselves.
- Strong foundational reading skills are essential for accessing, comprehending, and enjoying complex texts.
- All readers deserve equitable access to challenging and engaging texts that foster intellectual growth.
- Fluency, vocabulary, and comprehension are interconnected components that contribute to a reader's overall proficiency.
- Reading and writing are reciprocal processes that enhance and inform each other.
- Developing a love of reading transforms individuals into lifelong learners and critical thinkers.

COURSE ESSENTIAL QUESTIONS

- How does engaging with a wide variety of texts build my knowledge and understanding?
- What foundational skills are necessary to become a confident and independent reader?
- How can all readers access and succeed with challenging, grade-level texts?
- How do reading aloud and encountering new words help me understand what I read?
- How does my writing improve my understanding of texts, and how do texts improve my writing?
- What does it mean to be a "bookworm," and how can reading empower me?

COURSE KNOWLEDGE & SKILLS

Students will know:

- Strategies for building deep knowledge through extended engagement with full-length texts.
- The components of systematic foundational reading skills (e.g., phonics, phonemic awareness, word recognition).
- The importance of equitable access to challenging texts for all learners.
- The role of repeated oral reading in developing reading fluency and automaticity.
- Strategies for acquiring and using new vocabulary encountered within various contexts.

- Different comprehension strategies to understand complex texts (e.g., making inferences, identifying main idea, summarizing).
- The characteristics and purposes of various writing genres (narrative, informational, opinion).
- How to connect reading experiences to their own writing.
- That reading can be a source of joy, knowledge, and personal growth.

Students will be able to:

- Engage deeply with full-length grade-level trade books to build knowledge.
- Apply systematic foundational reading skills in shared reading and independent practice.
- Navigate and comprehend challenging, grade-level texts with support.
- Improve reading fluency through repeated oral reading and practice.
- Utilize context clues and other strategies to determine the meaning of unfamiliar words.
- Apply various comprehension strategies to understand and analyze complex texts.
- Participate in rich discussions about texts, demonstrating understanding and critical thinking.
- Produce coherent and well-structured writing in narrative, informational, and opinion genres.
- Connect ideas from texts to their own writing.
- Demonstrate a growing love for reading and an eagerness to explore diverse texts.
- Critically analyze and engage with diverse texts.

Reading Year at a Glance: Grade 4

Time	Reading	Word Study
Early September - Early November	Bookworms Shared Reading Module 1 How to Plan Differentiated Reading Instruction (small-group instruction over multi-week cycles)	Building Vocabulary Unit 1 (September-End of October)
November - End of January	Bookworms Shared Reading Module 2 How to Plan Differentiated Reading Instruction (small-group instruction over multi-week cycles)	Building Vocabulary Units 2 and 3 (Beginning November-February)
Beginning February - April	Bookworms Shared Reading Module 3 How to Plan Differentiated Reading Instruction (small-group instruction over multi-week cycles)	Building Vocabulary Unit 4 (February-April)
End of April - June	Bookworms Shared Reading Module 4 How to Plan Differentiated Reading Instruction (small-group instruction over multi-week cycles)	Building Vocabulary Unit 5 (April-May)

Module 1

Unit 1: Our Changing Relationships

Connecticut Framework: The Common Core State Standards

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.

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

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).

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.

RL.4.5.a Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.

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.

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.

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.

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.

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.

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

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.

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.

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

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.

RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.

RF.4.3.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.

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

RF.4.4.a Read on-level text with purpose and understanding.

RF.4.4.b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings

RF.4.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information

W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

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.

W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.4.9.a 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].”).

W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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.4.6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

L.4.4 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.

L.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

SUBJECT
Grade 4 Reading

MODULE 1:
Unit 1: Our Changing Relationships

Unwrapped Performance Standards

Concepts: Need to know about:

Genre/Author's Craft

- Narrative
- Story Elements: character growth and change
- Figurative Language
- Tone and Meaning

Theme

- Character Development
- Central Ideas

Historical and Cultural Context

- Gender and cultural experiences

Reader's Strategies

- Background knowledge and understanding
- Inferences
- Comparison

Skills: Need to be able to:

- Identify and explain main ideas, themes, and supporting details
- Summarize texts and describe key story elements (e.g., characters, settings, events)
- Understand the meaning of words and phrases, including figurative language
- Compare and contrast ideas, structures, and perspectives across texts
- Combine information from multiple sources to build understanding
- Explain important ideas and events in informational texts
- Use visuals and media to support text comprehension
- Read and understand texts at an appropriate grade level
- Use decoding strategies to read fluently with accuracy
- Write to express opinions, explain, or inform with supporting details
- Write stories with organized events and descriptions
- Gather, organize, and use information from sources
- Participate in group discussions and share ideas clearly
- Read aloud or perform with fluency and expression

- Choral Reading: Reading aloud in unison with a group.
- Partner Reading: Reading aloud with a peer.
- Use strategies to figure out unfamiliar, multiple-meaning words and understand figurative language
- Use precise and appropriate vocabulary in speaking and writing

SUBJECT
Grade 4 Reading

MODULE 1:
Unit 1: Our Changing Relationships

Big Ideas
Students' statements of enduring ideas

1. Readers analyze how characters grow and change over time.
2. Strong readers use text evidence to deepen understanding and communicate ideas.
3. Readers and writers build knowledge through research and informative writing.

Essential Questions
Teacher's guiding questions

1. How does understanding narrative structure help us better comprehend and connect with a story?
2. In what ways do characters grow and change, and how can we track that growth through their relationships and actions?
3. How do authors use craft, including figurative language and structure, to shape meaning and influence how we understand a character's journey or theme?

SUBJECT

Grade 4 Reading

MODULE 1:

Unit 1: Our Changing Relationships

LEARNING OBJECTIVES*The students will be able to:***Students will be able to:**

1. Refer to details and examples when explaining or inferring.
2. Determine themes and main ideas using supporting details.
3. Summarize literary and informational texts.
4. Describe characters, settings, or events in depth using text evidence.
5. Determine the meaning of words and phrases, including figurative language and allusions.
6. Explain differences in structure (poems, prose, drama).
7. Compare and contrast points of view, themes, and events across texts.
8. Make connections between written, visual, and oral versions of a text.
9. Integrate and synthesize information from multiple sources.
10. Explain events, procedures, and ideas in historical or technical texts.
11. Compare firsthand and secondhand accounts of the same topic.
12. Interpret visuals (charts, diagrams, etc.) to deepen understanding of text.
13. Read and comprehend on-grade-level literary and informational texts.

14. Decode multisyllabic and unfamiliar words using phonics and word analysis.
15. Read with accuracy, appropriate rate, and expression.
16. Use context to confirm or self-correct understanding when reading.
17. Write opinion pieces with clear reasons and evidence.
18. Write informative/explanatory texts that examine a topic.
19. Write narratives with descriptive details and clear sequence.
20. Gather and organize information from various sources.
21. Draw evidence from texts to support written responses.
22. Write routinely for varied tasks, audiences, and timeframes.
23. Engage in collaborative discussions, building on others' ideas.
24. Use appropriate language (formal or informal) based on context.
25. Determine and clarify the meaning of unknown or multiple-meaning words.
26. Demonstrate understanding of figurative language and word relationships.
27. Accurately use grade-level academic and domain-specific vocabulary.
28. Apply to the Vision of the Graduate by:
 - a. Communication, Critical Thinking, Self-Efficacy: comparing and contrasting themes, structures, and points of view while engaging in discussions with peers, reading fluently and accurately in whole-group choral reading and partner rereading, and participating in collaborative research reports.
 - b. Emotional Intelligence: participating in collaborative discussions, engaging in culturally diverse themes and discussions, and presenting clearly in formal and informal settings.

SUBJECT

Grade 4 Reading

MODULE 1:

Unit 1: Our Changing Relationships

Instructional Strategies

Based on our department philosophy for student learning, teachers will:

General:

Explicit Instruction

- Directly teaching skills and concepts, often following an "I do, we do, you do" model (teacher models, students practice with support, then independently).

Modeling

- The teacher will demonstrate strategies and skills (e.g., how to represent sounds in writing, how to read fluently with expression, how to think aloud about a text).

Gradual Release of Responsibility

- Starting with high teacher support and gradually transferring responsibility to students as they become more proficient.

Differentiation/Monitoring Progress

- Continuously observing student progress to provide individualized support for those struggling and to allow advanced learners to move ahead.

Creating a Print-Rich Environment

- Surrounding students with a variety of engaging reading materials to encourage independent exploration.

Establishing Daily Reading Routines

- Consistent and enjoyable practice with reading and comprehension activities.

For Word Study (Phonics and Spelling):

Shared Writing

- Teacher models how to represent sounds in writing during collaborative writing experiences.

Explicit Phonics Instruction

- Direct teaching of syllable types and bases, prefixes, and suffixes.

Systematic Instruction

- Moving from easier to more complex phonics concepts.

Word Building Activities

- Encouraging students to create new words by adding or changing letters.

Dictated Sentences

- Providing opportunities for students to apply their syllable and sentence structure knowledge to spell words and create sentences.

Encoding Assessments

- Regularly evaluating students' ability to represent sounds and spell words with target patterns.

Games and Interactive Activities

- Making phonics and spelling practice fun and engaging (e.g., Building Vocabulary, Super Sentences, etc.)

For Text Engagement (Fluency, Vocabulary, and Comprehension):

Repeated Readings

- Students will read the same texts multiple times to build fluency, word recognition, and comprehension. This will involve:
 - Choral Reading: Teacher and students read a section together in unison.
 - Partner Reading: Students read aloud with a peer.
- The teacher will read aloud to introduce new texts, model fluent and expressive reading, and introduce new vocabulary in context.

Interactive Discussions

- Leading whole-class and partner discussions about texts to deepen comprehension, encourage critical thinking, and allow students to share their understanding.

Vocabulary Instruction

- Introducing new words from the texts and providing context to clarify their meanings.

Building Background Knowledge

- Connecting new stories and topics to students' existing knowledge or personal experiences to enhance engagement and understanding.

Modeling Thought Processes (Think-Alouds)

- The teacher will verbalize their own thinking while reading to demonstrate comprehension strategies (e.g., making predictions, visualizing, making connections, asking questions).

Encouraging Predictions

- Prompting students to think about what might happen next based on titles, covers, and illustrations.

Asking Open-Ended Questions

- Using questions that require students to think critically and elaborate on their understanding.

Story Maps and Graphic Organizers

- Using visual tools to help students organize their thoughts about story elements (characters, setting, problem, resolution).

Retelling and Summarizing

- Encouraging students to retell stories in their own words or summarize key points. This can involve simple questioning (who, what, where, when, why, how) or specific protocols.

Comprehension Monitoring

- Teaching students to self-monitor their understanding as they read and to use strategies like re-reading or asking for help when needed.

Connecting Texts

- Helping students make text-to-self, text-to-text, and text-to-world connections.

For Written Response:

Daily Written Response Tasks

- Providing regular opportunities for students to write about what they have learned from texts.

Practicing Transcription and Sentence Writing Skills

- Integrating these skills directly into written response tasks.

Collaborative Writing

- Students will work together to write a research report, fostering shared learning and understanding of writing expectations.

Scaffolding Support

- Providing tools and strategies to help students with their writing
- Graphic Organizers to help organize ideas before writing.
- Verbalization Before Writing- Allow students to talk through their ideas before writing them down.
- Modeling Writing Process-Teacher demonstrates how to break down a question, find evidence, plan a response, and write it.
- Sentence Frames/Starters
- Providing templates to help students begin their writing.

Peer Feedback

- Encouraging students to share their writing with partners and receive feedback.

Revision Opportunities

- Encouraging students to re-read and improve their writing.

SUBJECT

Grade 4 Reading

MODULE 1:

Unit 1: Our Changing Relationships

Assessments/Common Learning Experiences

Through these assessments/experiences, students will demonstrate mastery of the learning objectives. Teachers will assess and provide feedback to students about the following:

Formative

- Informal observation of students' reading behaviors should be recorded and used to identify individual teaching points for conferring and to record student growth over the course of the unit.
- Informal running records should be conducted during small-group instruction to help drive instruction
- Observation of students' participation in the daily discussions
- Text Connections (L5, L10, L15, L20, L25, L30, L35)
- DIBELS Progress Monitoring
- IAB: Literary Texts (Assured; Check Assessment Calendar for dates)
- Suggested IAB: Reading: Informational Texts

Summative

- Unit 1 Building Vocabulary Quiz
- Bookworms Module 1 Culminating Task: Informational Writing: National Disasters Research Project

SUBJECT Grade 4 Reading	
MODULE 1: Unit 1: Our Changing Relationships	
Pacing & Resources 38 Days Time Allotment: September- mid November	
Module 1 will build literacy knowledge through the use of narrative text structure to support comprehension, explore character growth and change over time, and consider how authors craft influences our understanding of text content.	
Unit 1 Our Changing Relationships	
<i>A Strong Right Arm</i>	
Lessons 1-20	<i>A Strong Right Arm</i> is a biography with a strong narrative nonfiction text structure. It tells the story of Mamie “Peanut” Johnson and her journey from playing sandlot baseball with the boys to playing professional baseball in the Negro leagues with the men. Students will collaboratively create a timeline to organize events in Mamie’s life in the order in which they occurred.
<i>Love, Amalia</i>	
Lessons 21-38	<i>Love, Amalia</i> is a novel with a strong narrative text structure. It tells the story of a girl named Amalia and the big changes both she and her family experience. Students will collaboratively create a story map to identify the narrative elements of the text and to document important events and actions in the story.

Word Study: <i>Building Vocabulary</i> Time Allotment: September - end of October		
Unit	Topic	Time Allocation
1	<u>Latin Directional Prefixes</u> • Lesson1: Review Divide & Conquer • Lesson 2: Latin Directional Prefix <i>in-</i>, <i>im-</i> = “in, on, into” • Lesson 3: Latin Directional Prefix <i>com-</i>, <i>col-</i> = “with, together” • Lesson 4: Latin Directional Prefix <i>de-</i> = “down, off of” • Lesson 5: Latin Directional Prefix <i>pro-</i> = “ahead, forward, for” • Unit 1 Review • Unit 1 Quiz	September - end of October

Module 2
Unit 1: Change and Conflict

Connecticut Framework: The Common Core State Standards

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.

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).

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).

RL.4.5.a Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.

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.

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.

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.

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.

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

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.

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.

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.

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

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.

RF.4.3.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.

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

RF.4.4.a Read on-level text with purpose and understanding.

RF.4.4.b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings

W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information

W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

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.

W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.4.9.b 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”).

W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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.4.6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

L.4.4 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.

L.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

SUBJECT
Grade 4 Reading

MODULE 2:
Unit 1: Change and Conflict

Unwrapped Performance Standards

Concepts: Need to know about:

Genre/Author's Craft

- Narrative and Nonfiction - Primary Sources
- Story Elements: Character Growth and Change
- Figurative Language
- Tone and Meaning
- Point of View

Theme

- Character Development and Relationships
- Central Ideas

Historical and Cultural Context

- Colonial History

Reader's Strategies

- Background knowledge and understanding
- Inferences
- Comparison
- Predictions and Summarizing

Skills: Need to be able to:

- Understand and explain narrative text structure (beginning, middle, end, conflict, resolution).
- Analyze how characters change over time and in response to conflict.
- Compare and contrast characters' actions and motivations.
- Take the perspective of characters to better understand their behavior.
- Read and understand both fiction and nonfiction, including primary source texts.
- Make predictions and summarize texts.
- Analyze the author's craft (e.g., word choice, structure, perspective).
- Support ideas with relevant evidence from the text.
- Participate in whole-class and partner discussions.
- Build on others' ideas and express thoughts clearly using text evidence.
- Respond to texts in written form, showing understanding and analysis, while using text evidence.
- Combine reading and writing skills to complete a culminating task by writing a persuasive letter.

SUBJECT
Grade 4 Reading

MODULE 2:
Unit 1: Change and Conflict

Big Ideas

Student's statements of enduring ideas

1. Change and conflict shape characters and relationships in stories.
2. Understanding narrative and nonfiction texts requires analyzing structure, character behavior, and the author's choices.
3. Writers use evidence and structure to clearly express and support their opinions.

Essential Questions

Teacher's guiding questions

1. How do characters respond to change and conflict in a story?
2. How does analyzing text structure and author's craft help us understand a text better?
3. How can students use evidence from a text to support and communicate my opinion effectively?

SUBJECT

Grade 4 Reading

MODULE 2:

Unit 1: Change and Conflict

LEARNING OBJECTIVES*The students will be able to:*

1. Use details from the story to summarize and retell events.
2. Make inferences about characters or events using evidence from the text.
3. Describe a character, setting, or event using specific details from the story.
4. Determine the meaning of words and phrases in context, including allusions to mythology or famous characters.
5. Explain the meaning of simple similes and metaphors found in a story.
6. Identify whether a story is told in first-person or third-person point of view.
7. Compare how different narrators tell the same or different stories.
8. Compare and contrast themes and patterns in stories, myths, or traditional literature from various cultures.
9. Use facts and examples from nonfiction to explain what the text says and to draw inferences.
10. Identify the main idea of a fiction or nonfiction text and explain how it is supported by key details.
11. Explain events, ideas, or procedures in historical, scientific, or technical texts.
12. Determine the meaning of academic and subject-specific words using context clues.
13. Describe the structure of a nonfiction text, such as cause/effect, problem/solution, or compare/contrast.
14. Interpret information presented in visuals (charts, graphs, diagrams, etc.) and explain how it adds to the understanding of the text.
15. Explain how an author supports ideas with reasons and evidence.

16. Read and comprehend informational texts at a 4th–5th grade level, with support when needed.
17. Read unfamiliar multisyllabic words using phonics, syllabication, roots, and affixes.
18. Write opinion pieces with clear reasons and supporting evidence.
19. Write informative texts that explain a topic using facts, details, and examples.
20. Write narratives that include a clear sequence of events, descriptive details, and dialogue or action.
21. Gather, organize, and cite relevant information from personal experience, print, and digital sources.
22. Apply the Vision of the Graduate by:
 - a. Demonstrate **Critical Thinking** and **Communication** by analyzing texts and forming evidence-based conclusions, then expressing ideas in writing and during class discussion.
 - b. Show **Collaboration** and **Innovation** by working with peers to build text structure charts, share insights, and creative craft persuasive arguments.
 - c. Exhibit a **Growth Mindset** and **Self-Efficacy** by revising writing based on feedback and reflecting on personal progress with confidence and persistence.
 - d. Show **Emotional Intelligence** by taking the perspective of characters and understanding their motivations and feelings.
 - e. Demonstrate **Integrity** by using evidence honestly and respectfully considering other viewpoints in opinion writing.

SUBJECT

Grade 4 Reading

MODULE 2:

Unit 1: Change and Conflict

Instructional Strategies*Based on our department philosophy for student learning, teachers will:***General:**

Explicit Instruction

- Directly teaching skills and concepts, often following an "I do, we do, you do" model (teacher models, students practice with support, then independently).

Modeling

- The teacher will demonstrate strategies and skills (e.g., how to represent sounds in writing, how to read fluently with expression, how to think aloud about a text).

Gradual Release of Responsibility

- Starting with high teacher support and gradually transferring responsibility to students as they become more proficient.

Differentiation/Monitoring Progress

- Continuously observing student progress to provide individualized support for those struggling and to allow advanced learners to move ahead.

Creating a Print-Rich Environment

- Surrounding students with a variety of engaging reading materials to encourage independent exploration.

Establishing Daily Reading Routines

- Consistent and enjoyable practice with reading and comprehension activities.

For Word Study (Phonics and Spelling):

Shared Writing

- Teacher models for how to represent sounds in writing during collaborative writing experiences.

Explicit Phonics Instruction

- Direct teaching of syllable types and bases, prefixes, and suffixes.

Systematic Instruction

- Moving from easier to more complex phonics concepts.

Word Building Activities

- Encouraging students to create new words by adding or changing letters.

Dictated Sentences

- Providing opportunities for students to apply their syllable and sentence structure knowledge to spell words and create sentences.

Encoding Assessments

- Regularly evaluating students' ability to represent sounds and spell words with target patterns.

Games and Interactive Activities

- Making phonics and spelling practice fun and engaging (e.g., Building Vocabulary, Super Sentences, etc.)

For Text Engagement (Fluency, Vocabulary, and Comprehension):

Repeated Readings

- Students will read the same texts multiple times to build fluency, word recognition, and comprehension. This will involve:
 - Choral Reading: Teacher and students read a section together in unison.
 - Partner Reading: Students read aloud with a peer.
- The teacher will read aloud to introduce new texts, model fluent and expressive reading, and introduce new vocabulary in context.

Interactive Discussions

- Leading whole-class and partner discussions about texts to deepen comprehension, encourage critical thinking, and allow students to share their understanding.

Vocabulary Instruction

- Introducing new words from the texts and providing context to clarify their meanings.

Building Background Knowledge

- Connecting new stories and topics to students' existing knowledge or personal experiences to enhance engagement and understanding.

Modeling Thought Processes (Think-Alouds)

- The teacher will verbalize their own thinking while reading to demonstrate comprehension strategies (e.g., making predictions, visualizing, making connections, asking questions).

Encouraging Predictions

- Prompting students to think about what might happen next based on titles, covers, and illustrations.

Asking Open-Ended Questions

- Using questions that require students to think critically and elaborate on their understanding.

Story Maps and Graphic Organizers

- Using visual tools to help students organize their thoughts about story elements (characters, setting, problem, resolution).

Retelling and Summarizing

- Encouraging students to retell stories in their own words or summarize key points. This can involve simple questioning (who, what, where, when, why, how) or specific protocols.

Comprehension Monitoring

- Teaching students to self-monitor their understanding as they read and to use strategies like re-reading or asking for help when needed.

Connecting Texts

- Helping students make text-to-self, text-to-text, and text-to-world connections.

For Written Response:

Daily Written Response Tasks

- Providing regular opportunities for students to write about what they have learned from texts.

Practicing Transcription and Sentence Writing Skills

- Integrating these skills directly into written response tasks.

Collaborative Writing

- Students will work together to write a research report, fostering shared learning and understanding of writing expectations.

Scaffolding Support

- Providing tools and strategies to help students with their writing
- Graphic Organizers to help organize ideas before writing.
- Verbalization Before Writing- Allow students to talk through their ideas before writing them down.
- Modeling Writing Process-Teacher demonstrates how to break down a question, find evidence, plan a response, and write it.
- Sentence Frames/Starters
- Providing templates to help students begin their writing.

Peer Feedback

- Encouraging students to share their writing with partners and receive feedback.

Revision Opportunities

- Encouraging students to re-read and improve their writing.

SUBJECT Grade 4 Reading	
MODULE 2: Unit 1: Change and Conflict	
Assessments/Common Learning Experiences <i>Through these assessments/experiences, students will demonstrate mastery of the learning objectives. Teachers will assess and provide feedback to students about the following:</i>	
<u>Formative</u> • Informal observation of students’ reading behaviors should be recorded and used to identify individual teaching points for conferring and to record student growth over the course of the unit. • Informal running records should be conducted during small-group instruction to help drive instruction • Observation of students’ participation in the daily discussions • Text Connections (L5, L10, L15, L20, L25, L30, L35, 40) • DIBELS Progress Monitoring • IAB: Write & Revise Information (Assured; Check Assessment Calendar for dates in January) • Suggested IAB: ○ Write and Revise Opinion Text ○ Research	<u>Summative</u> • Unit 2 Building Vocabulary Quiz • Unit 3 Building Vocabulary Quiz • Bookworms Module 2 Culminating Task: Opinion Writing: Persuasive Letter

SUBJECT

Grade 4 Reading

MODULE 2:

Unit 1: Change and Conflict

Pacing & Resources

40 lessons

Time Allotment: November - End of January

Module 2 will build literacy knowledge through the use of narrative structure, change and conflict in character relationships, and character growth and change over time, all in the context of early colonial United States history. The lessons in this unit work together to reinforce narrative text structure knowledge, fiction and nonfiction text knowledge, and nonfiction primary source text knowledge.

Unit 1: Change and Conflict***Blood on the River: Jamestown, 1607***

Lessons 1- 33

Blood on the River is a novel with a strong historical fiction text structure. Each chapter begins with a quote taken from primary source historical documents. This story of James Town's beginnings is told by Samuel Collier, a real boy who sailed to James Town on one of three ships, and was Captain John Smith's page. Students will collaboratively create a timeline to organize important events in the book, and a primary source list to keep track of each document and the information each contains.

Can't You Make Them Behave, King George?

Lessons 34-40

Can't You Make Them Behave, King George? is a picture book with a biography text structure. It is written in a style similar to the Shared Reading text *Blood on the River*. It is about the life of King George III of England from the 1760s to 1770s, and includes historical facts and interesting details about his life during this time. Students will collaboratively create a list of historical facts and interesting personal details about King George III of England, to keep track of the information they learn about him. For this book, all words will be assessed at the end of the book

Word Study: Building Vocabulary**Time Allotment:**

Unit	Topic	Time Allocation
2	<u>Latin Bases</u> • Lesson 6: Latin Base <i>vid, vis</i> = “see” • Lesson 7: Latin Base <i>voc, voke, voice</i> = “voice, call” • Lesson 8: Latin Base <i>spec, spect</i> = “watch, look at” • Lesson 9: Latin Base <i>terr</i> = “land, ground, earth” • Lesson 10: Latin Base <i>trac, tract</i> = “pull, drag, draw” • Unit 2 Review • Unit 2 Quiz	Beginning November-February
3	<u>Greek and Latin Prefixes</u> • Lesson 11: Latin Prefix <i>trans-</i> = “across, change” • Lesson 12: Latin Prefix <i>inter-</i> = “between, among” • Lesson 13: Latin Prefix <i>per-</i> = “through, thorough(ly)” • Lesson 14: Greek Prefix <i>auto-</i> = “self” • Lesson 15: Greek Prefix <i>tele-</i> = “far, from afar” • Unit 3 Review • Unit 3 Quiz	Beginning November-February

Module 3
Unit 1: Looking Beneath the Surface

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.

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

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).

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.

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.

RF.4.3.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.

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

RF.4.4.a Read on-level text with purpose and understanding.

RF.4.4.b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings

W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information

W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

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.4.6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

L.4.4 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.

L.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

SUBJECT
Grade 4 Reading

MODULE 3
Unit 1: Looking Beneath the Surface

Unwrapped Performance Standards

Concepts: Need to know about:

Genre/Author's Craft

- Fiction
- Story Elements & Characterization
- Point of View & Authentic Voice

Theme

- Central Idea or message

Readers' Strategies

- Clarify Vocabulary (context & reference tools)
- Background knowledge for understanding
- Retell
- Inference

Skills: Need to be able to:

- Ask and answer questions using evidence from the text.
- Summarize a story and identify its theme or message.
- Describe characters, their traits, motivations, and how they change.
- Use context clues to determine the meaning of unfamiliar words in narrative text.
- Identify and use precise, grade-appropriate language to describe characters' thoughts, feelings, and actions.
- Use reference tools (like a dictionary or glossary) to clarify meanings—especially for culturally specific or unfamiliar verbs (e.g., Indian words in *Save Me a Seat*).
- Engage in discussions by listening, building on others' ideas, and expressing their own clearly.
- Understand how character interactions and self-reflection reveal development.
- Choral Reading: Reading aloud in unison with a group.
- Partner Reading: Reading aloud with a peer.
- Read texts smoothly, accurately, and with appropriate expression.
- Write a structured response that explains understanding of the text using text evidence, clear reasoning, and appropriate vocabulary.

SUBJECT
Grade 4 Reading

MODULE 3:
Unit 1: Looking Beneath the Surface

Big Ideas
Student's statements of enduring ideas

1. We learn about characters by paying attention to what they think, say, do, and how they treat others.
2. Writers use special tools like strong words, interesting language, and story structure to help us understand the message of the story.
3. Responding to texts through discussions and writing helps us to explain our thinking clearly and understand the story better.

Essential Questions
Teacher's guiding questions

1. How do readers use character actions, thoughts, and relationships to understand character development and growth?
2. In what ways can we guide students to recognize and analyze the author's craft to deepen their understanding of theme and meaning?
3. What strategies do readers and writers use in constructing clear, evidence-based written and oral responses to literature?

SUBJECT
Grade 4 Reading

MODULE 3:
Unit 1: Looking Beneath the Surface

LEARNING OBJECTIVES
The students will be able to:

1. Refer to details and examples in a text when explaining what the text says and when drawing inferences.
2. Determine the theme of a story and summarize the text clearly and accurately.
3. Describe characters in depth by examining their thoughts, words, actions, and how they change.
4. Interpret the meaning of words and phrases as used in a text, including figurative language.
7. Apply phonics and word analysis skills to decode unfamiliar words.
8. Read grade-level text fluently and accurately to support comprehension.
9. Demonstrate appropriate pacing, expression, and accuracy when reading aloud.
10. Participate in choral reading of text sections.
11. Participate in partner reading of text sections.
12. Engage in collaborative discussions by listening actively, staying on topic, and building on others' ideas.
13. Determine word meaning using context clues, affixes, root words, and reference materials.
14. Explain the meaning of figurative language and analyze word relationships and nuances.
15. Use grade-appropriate academic and content vocabulary in writing and speaking.
16. Demonstrate comprehension through whole-class and partner discussions about texts.
17. Apply the Vision of the Graduate by:

- a. Critical Thinking, Communication, Emotional Intelligence & Collaboration - analyzing point of view and character perspectives to engage in discussions and share ideas in a structured response. Students learn how and why a person feels the way they do.
- b. Self Efficacy in Literacy Developments - fluency, spelling, and writing mechanics are perfect for fostering a growth mindset. Students learn that consistent effort and practice lead to tangible improvements.

SUBJECT

Grade 4 Reading

MODULE 3:

Unit 1: Looking Beneath the Surface

Instructional Strategies

Based on our department philosophy for student learning, teachers will:

General:

Explicit Instruction

- Directly teaching skills and concepts, often following an "I do, we do, you do" model (teacher models, students practice with support, then independently).

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- Encouraging students to create new words by adding or changing letters.

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- Helping students make text-to-self, text-to-text, and text-to-world connections.

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Daily Written Response Tasks

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Practicing Transcription and Sentence Writing Skills

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- Sentence Frames/Starters
- Providing templates to help students begin their writing.

Peer Feedback

- Encouraging students to share their writing with partners and receive feedback.

Revision Opportunities

- Encouraging students to re-read and improve their writing.

MODULE 3:

Unit 1: Looking Beneath the Surface

Assessments/Common Learning Experiences

Through these assessments/experiences, students will demonstrate mastery of the learning objectives. Teachers will assess and provide feedback to students about the following:

Formative

- Informal observation of students' reading behaviors should be recorded and used to identify individual teaching points for conferring and to record student growth over the course of the unit.
- Informal running records should be conducted during small-group instruction to help drive instruction
- Observation of students' participation in the daily discussions
- Text Connections (L5, L10, L15, L19, L26)
- DIBELS Progress Monitoring
- IAB: Listen/Interpret (Assured; **Check Assessment Calendar for dates in March**)
- Suggested IAB:
 - Research: Interpret & Integrate
 - Write and Revise: Narrative

Summative

- Unit 4 Building Vocabulary Quiz
- Bookworms Module 3 Culminating Task: Narrative Writing: Survival Story
 - Utilizing mentor text from shared reading for fiction elements.

SUBJECT Grade 4 Reading	
MODULE 3: Unit 1: Looking Beneath the Surface	
Pacing & Resources 36 Lessons Teaching Allotment: Beginning February - April	
In Module 3, Looking Beneath the Surface, students will use narrative structure to support comprehension, explore character development through self-reflection and interactions with other characters, and analyze how the author's craft shapes and influences our text content understanding. The lessons in this unit work together to reinforce narrative text structure knowledge.	
Unit 1: Looking Beneath the Surface	
Save Me A Seat	
Lessons 1-36	<i>Save Me A Seat</i> is a heartwarming novel co-written by Sarah Weeks and Gita Varadarajan. The story centers around two fifth-grade boys, Ravi and Joe, who come from very different backgrounds but find themselves facing similar challenges as they navigate a week at Albert Einstein Elementary School. "Save Me A Seat" is a compelling narrative that tackles themes of diversity, empathy, and the importance of standing up for oneself and others. It is an insightful read that encourages readers to look beyond surface differences to find common ground.

Word Study: <i>Building Vocabulary</i> Time Allotment February-April:		
Unit	Topic	Time Allocation
4	<u>Greek and Latin Suffixes</u>	February-April
	- Lesson 16: Latin suffix <i>-ible, -able</i> = "can or able to be done" - Lesson 17: Latin suffix <i>-or, -er</i> = "person who does, thing that does" - Lesson 18: Latin suffix <i>-ify</i> = "to make" - Lesson 19: Latin suffixes <i>-arium, -orium, -ory</i> = "place,	

	room” • Lesson 20: Greek suffixes <i>-ology</i> = “study of” and <i>-ologist</i> = “studier of, expert in” • Unit 4 Review • Unit 4 Quiz	
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Module 4
Unit 1: Understanding Each Other
Unit 2: Making a Difference

Connecticut Framework: The Common Core State Standards

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.

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).

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).

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.

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.

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.

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.

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.

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

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.

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.

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.

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.

RF.4.3.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.

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

RF.4.4.a Read on-level text with purpose and understanding.

RF.4.4.b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings

W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information

W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

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.

W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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.4.6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

L.4.4 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.

L.4.4.a Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

L.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.4.5.a Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.

L.4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

SUBJECT
Grade 4 Reading

MODULE 4:
Unit 1: Understanding Each Other
Unit 2: Making a Difference

Unwrapped Performance Standards

Concepts:
Need to know about:

Genre/Author's Craft

- Narrative and informational text structures
- Story Elements: character growth, change, and motivation
- Figurative language and word choice
- Tone and meaning
- Theme development
- Author's purpose and craft techniques

Character & Content Understanding

- Character development through self-reflection and relationships
- Central ideas in literary and informational texts
- Historical and cultural context
- Gender and cultural experiences and perspectives

Reader's Strategies

- Background knowledge and understanding
- Inferences
- Comparisons
- Connections
- Summaries

Skills:
Need to be able to:

- Identify and explain main ideas, themes, and supporting details

- Summarize texts and describe key story elements (e.g., characters, settings, events)
- Understand the meaning of words and phrases, including figurative language
- Compare and contrast ideas, structures, and perspectives across texts
- Combine information from multiple sources to build understanding
- Explain important ideas and events in informational texts
- Use visuals and media to support text comprehension
- Read and understand texts at an appropriate grade level
- Use decoding strategies to read fluently with accuracy
- Write to express opinions, explain, or inform with supporting details
- Write stories with organized events and descriptions
- Gather, organize, and use information from sources
- Participate in group discussions and share ideas clearly
- Read aloud or perform with fluency and expression
- Choral Reading: Reading aloud in unison with a group.
- Partner Reading: Reading aloud with a peer.
- Use strategies to figure out unfamiliar, multiple-meaning words and understand figurative language
- Use precise and appropriate vocabulary in speaking and writing

SUBJECT
Grade 4 Reading

MODULE 4:
Unit 1: Understanding Each Other
Unit 2: Making a Difference

Big Ideas

Student's statements of enduring ideas

1. Stories help us understand ourselves and others by showing how people grow, change, and affect those around them.
2. The way a text is written — its structure, language, and features — helps us make meaning, think deeply, and learn more from what we read.
3. Our thinking becomes stronger when we reflect, ask questions, share ideas, and support our opinions with evidence.

Essential Questions

Teacher's guiding questions

1. How do the structure and features of a text help us better understand what we read?
2. How do characters' or real people's actions, reflections, and relationships show growth and influence others?
3. How does an author's craft shape the way we understand themes, ideas, and perspectives in a text?

SUBJECT Grade 4 Reading
MODULE 4: Unit 1: Understanding Each Other Unit 2: Making a Difference
LEARNING OBJECTIVES <i>The students will be able to:</i>
1. Refer to specific details and examples in a story/drama or nonfiction text to explain what the text says and draw inferences. 2. Describe characters, settings, or events in depth, using a character’s thoughts, words, or actions as evidence. 3. Summarize literary and informational texts. 4. Determine the meaning of words and phrases in a text, including those that reference mythology or cultural allusions. 5. Explain major differences between poems, drama, and prose and identify structural elements unique to each. 6. Compare and contrast first- and third-person points of view in stories. 7. Compare and contrast similar themes, topics, or patterns of events in stories, myths, or traditional literature. 8. Read and comprehend literary texts at the 4th-grade level. 9. Read and comprehend informational texts at the 4th-grade level. 10. Determine the meaning of general academic and domain-specific vocabulary in nonfiction texts. 11. Describe the overall structure of informational texts, such as chronology, comparison, or cause/effect. 12. Interpret and explain information presented visually, orally, or quantitatively (e.g., charts, graphs, timelines) and how it contributes to understanding.

13. Decode multisyllabic and unfamiliar words using phonics and word analysis.
14. Read with accuracy, appropriate rate, and expression.
15. Write informative/explanatory texts that examine a topic.
16. Write narratives with descriptive details and clear sequence.
17. Gather and organize information from various sources.
18. Draw evidence from texts to support written responses.
19. Write routinely for varied tasks, audiences, and timeframes.
20. Engage in collaborative discussions, building on others' ideas.
21. Use appropriate language (formal or informal) based on context.
22. Determine and clarify the meaning of unknown or multiple-meaning words.
23. Demonstrate understanding of figurative language and word relationships.
24. Accurately use grade-level academic and domain-specific vocabulary.
25. Apply to the Vision of the Graduate by:
 - a. Communication and Collaboration: explaining the impact of character decisions/actions in both oral and written responses, using text-based evidence to clearly express ideas and summarize, respectfully listening and responding to peers' ideas, and collaborating with partners and groups in discussions.

- b. Self-Efficacy and Growth Mindset: reflecting on characters' growth/change and connecting to personal experiences, taking ownership of daily written responses, revising written responses, and embracing feedback to strengthen written and verbal communication.
- c. Innovation and Emotional Intelligence: making original connections across texts, exploring different formats of written and visual expression, analyzing characters' emotions, and recognizing the role of empathy and perspective-taking when discussing characters, historical figures, and classmates' interpretations.

SUBJECT

Grade 4 Reading

MODULE 4:

Unit 1: Understanding Each Other

Unit 2: Making a Difference

Instructional Strategies

Based on our department philosophy for student learning, teachers will:

General:

Explicit Instruction

- Directly teaching skills and concepts, often following an "I do, we do, you do" model (teacher models, students practice with support, then independently).

Modeling

- The teacher will demonstrate strategies and skills (e.g., how to represent sounds in writing, how to read fluently with expression, how to think aloud about a text).

Gradual Release of Responsibility

- Starting with high teacher support and gradually transferring responsibility to students as they become more proficient.

Differentiation/Monitoring Progress

- Continuously observing student progress to provide individualized support for those struggling and to allow advanced learners to move ahead.

Creating a Print-Rich Environment

- Surrounding students with a variety of engaging reading materials to encourage independent exploration.

Establishing Daily Reading Routines

- Consistent and enjoyable practice with reading and comprehension activities.

For Word Study (Phonics and Spelling):

Shared Writing

- Teacher models how to represent sounds in writing during collaborative writing experiences.

Explicit Phonics Instruction

- Direct teaching of syllable types and bases, prefixes, and suffixes.

Systematic Instruction

- Moving from easier to more complex phonics concepts.

Word Building Activities

- Encouraging students to create new words by adding or changing letters.

Dictated Sentences

- Providing opportunities for students to apply their syllable and sentence structure knowledge to spell words and create sentences.

Encoding Assessments

- Regularly evaluating students' ability to represent sounds and spell words with target patterns.

Games and Interactive Activities

- Making phonics and spelling practice fun and engaging (e.g., Building Vocabulary, Super Sentences, etc.)

For Text Engagement (Fluency, Vocabulary, and Comprehension):

Repeated Readings

- Students will read the same texts multiple times to build fluency, word recognition, and comprehension. This will involve:
 - Choral Reading: Teacher and students read a section together in unison.
 - Partner Reading: Students read aloud with a peer.
- The teacher will read aloud to introduce new texts, model fluent and expressive reading, and introduce new vocabulary in context.

Interactive Discussions

- Leading whole-class and partner discussions about texts to deepen comprehension, encourage critical thinking, and allow students to share their understanding.

Vocabulary Instruction

- Introducing new words from the texts and providing context to clarify their meanings.

Building Background Knowledge

- Connecting new stories and topics to students' existing knowledge or personal experiences to enhance engagement and understanding.

Modeling Thought Processes (Think-Alouds)

- The teacher will verbalize their own thinking while reading to demonstrate comprehension strategies (e.g., making predictions, visualizing, making connections, asking questions).

Encouraging Predictions

- Prompting students to think about what might happen next based on titles, covers, and illustrations.

Asking Open-Ended Questions

- Using questions that require students to think critically and elaborate on their understanding.

Story Maps and Graphic Organizers

- Using visual tools to help students organize their thoughts about story elements (characters, setting, problem, resolution).

Retelling and Summarizing

- Encouraging students to retell stories in their own words or summarize key points. This can involve simple questioning (who, what, where, when, why, how) or specific protocols.

Comprehension Monitoring

- Teaching students to self-monitor their understanding as they read and to use strategies like re-reading or asking for help when needed.

Connecting Texts

- Helping students make text-to-self, text-to-text, and text-to-world connections.

For Written Response:

Daily Written Response Tasks

- Providing regular opportunities for students to write about what they have learned from texts.

Practicing Transcription and Sentence Writing Skills

- Integrating these skills directly into written response tasks.

Collaborative Writing

- Students will work together to write a research report, fostering shared learning and understanding of writing expectations.

Scaffolding Support

- Providing tools and strategies to help students with their writing
- Graphic Organizers to help organize ideas before writing.
- Verbalization Before Writing- Allow students to talk through their ideas before writing them down.
- Modeling Writing Process-Teacher demonstrates how to break down a question, find evidence, plan a response, and write it.
- Sentence Frames/Starters
- Providing templates to help students begin their writing.

Peer Feedback

- Encouraging students to share their writing with partners and receive feedback.

Revision Opportunities

- Encouraging students to re-read and improve their writing.

MODULE 4:**Unit 1: Understanding Each Other****Unit 2: Making a Difference****Assessments/Common Learning Experiences**

Through these assessments/experiences, students will demonstrate mastery of the learning objectives. Teachers will assess and provide feedback to students about the following:

Formative

- Informal observation of students' reading behaviors should be recorded and used to identify individual teaching points for conferring and to record student growth over the course of the unit.
- Informal running records should be conducted during small-group instruction to help drive instruction
- Observation of students' participation in the daily discussions
- Text Connections (L5, L10, L15, L20, L25, L30, L35)
- DIBELS Progress Monitoring
- Suggested IAB: Research: Interpret & Integrate

Summative

- Unit 5 Building Vocabulary Quiz
- Bookworms Module 4 Unit 4 Culminating Task: Opinion Writing: Book Advertisement
- Bookworms Module 4 Unit 4 Culminating Task: Narrative Writing: Reading & Writing Identity

SUBJECT Grade 4 Reading	
MODULE 4: Unit 1: Understanding Each Other Unit 2: Making a Difference	
Pacing & Resources	
<i>37 days; end of April-June</i>	
Unit 1: Understanding Each Other	
<i>Starry River of the Sky</i>	
Lessons 1-30	<i>Starry River of the Sky</i> is a novel with a strong narrative text structure. It begins in a small village in China long ago, and centers around a boy named Rendi. There is one main story, with three other interconnected stories woven throughout the main story. During these lessons, you will create four charts to help students keep track of each story and how they connect to one another: one for the main story of Rendi and the village, one for Rendi's stories, one for the villagers' stories, and one for Madame Chang's stories. Madame Chang's stories are the author's reinterpretation of Chinese myths and folktales. You can read more about how the author did this in the Author's Note beginning on page 291. Be sure to check out the pronunciation guide for the names of the characters. Out of respect for Chinese culture, it would be a good idea to practice pronouncing these names and teaching students to pronounce them just prior to the lessons where they first encounter them in the text.

Unit 2: Making a Difference

The Amazing Life of Benjamin Franklin

Lessons 31-37	<i>The Amazing Life of Benjamin Franklin</i> is a biography about the life and times of Benjamin Franklin, an important writer and inventor in United States history. Students will use the timeline in the text to keep track of events in Ben Franklin's life in the order in which they occurred. The list of inventions and sayings (pages 42–43) make for an unusual last day. The adages in particular are excellent for fostering inferential comprehension. Consider choosing a few of these inventions and adages to display each day as you teach these lessons.
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Word Study: *Building Vocabulary* Time Allotment:

Unit	Topic	Time Allocation
5	Greek and Latin Special Prefixes of Sum & Size • Lesson 21: Latin prefix <i>multi-</i> and Greek prefix <i>poly-</i> = “many” • Lesson 22: Greek prefix <i>micro-</i> = “small” • Lesson 23: Greek prefix <i>mega-</i>, <i>megalo-</i> = “big” • Unit 5 Review • Unit 5 Quiz	April-May

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Serravallo, Jennifer. *Reading Strategies Book*. Heinemann Educational Books, 2015.

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