

Grade Curriculum Map
Instructional Plan for 4th Grade Reading
Steve Lehman
St. Paul's Lutheran School
Revised: June 2021

Grade 4 Curriculum
Instructional Plan for Classical Language Arts: Reading
Submitted by Steve Lehman
Written: June 2020

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 St. Paul's Lutheran School
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	Content Type	Objectives	Standards	Assessment	Materials
A U G U S T & S E P T E M B E R	<ul style="list-style-type: none"> Reading: 24 	<ul style="list-style-type: none"> Demonstrate accuracy in pronouncing words and reading sentences. Use correct enunciation. Identify moral of a selection. Determine structure of a text Show a good understanding of the selection Organize events in proper sequence. Compare similar stories by different authors. Strive for increased: <ul style="list-style-type: none"> Accuracy, fluency, phrasing Good expression, comprehension Improvement of flow Ability to follow along and comprehend as others read orally Vocabulary development through words and definitions included in readers Pace and comprehension while reading silently Comparing similar works from different authors Predicting endings Discerning fact from opinion 	<ul style="list-style-type: none"> Reading: 1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. Fluency: 4. Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Conventions of Standard English: 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> b. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses. c. Use modal auxiliaries (e.g., can, may, must) to convey various conditions. 	<ul style="list-style-type: none"> Daily homework from Language book Daily homework for spelling Weekly pre-test and final test for spelling 3x weekly phonics homework for grades 3 & 4 Daily Reading assignments in class writing and composition with monthly writing for revision and rubric grading Handwriting assigned for independent seatwork weekly Comprehension quizzes for reading weekly 	<p>Novel: Kon-Tiki Lessons 1-22</p> <p><u>Reading 3</u> From Shore to Shore- Lessons 1-19 My New Song- L21-34</p> <p>Reading Comp on Fridays</p> <p><u>Language</u> Use Handbook for Reading Phonics Textbook.</p>
O C T O B E R	<ul style="list-style-type: none"> 20 	<ul style="list-style-type: none"> Develop a love for Reading and Literature Demonstrate comprehension through expression. Journal events from the main character's perspective. Show alertness to punctuation. Demonstrate smoothness while reading sentences and phrases. Recognize similes. Analyze setting. 	<ul style="list-style-type: none"> Reading: <ul style="list-style-type: none"> 2. Determine the main idea of a text and explain how it is supported by key details; summarize the text 6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. 4. Read with sufficient accuracy and fluency to support comprehension. 	<ul style="list-style-type: none"> Daily homework from Language book Daily homework for spelling Weekly pre-test and final test for spelling 3x weekly phonics homework for grades 3 & 4 Daily Reading assignments 	<p>Novel: Call It Courage</p> <p><u>Reading 3</u> My New Song- L21-34 Through the Seasons-L36-49</p>

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		<ul style="list-style-type: none"> • Differentiate words with similar meanings. • Strive for increased: <ul style="list-style-type: none"> o Accuracy, fluency, phrasing o Good expression, comprehension o Improvement of flow o Ability to follow along and comprehend as others read orally o Vocabulary development through words and definitions included in readers o Pace and comprehension • Comparing similar works from different authors • Predicting endings • Discerning fact from opinion 	<ul style="list-style-type: none"> o a. Read on-level text with purpose and understanding. o b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. o c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. • Writing: 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. • Conventions of Standard English: 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> o a. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). 	<ul style="list-style-type: none"> • in class writing and composition with monthly writing for revision and rubric grading • Handwriting assigned for independent seatwork weekly • Comprehension quizzes for reading weekly 	
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<p>N O V E M B E R</p>	<ul style="list-style-type: none"> 19 	<ul style="list-style-type: none"> Analyzing, making inferences and drawing conclusions from descriptive and persuasive text Providing evidence from text to support analysis Distinguish fantasy from reality. Predict an outcome based on textual evidence. Gather information through silent reading. Compare different stories by the same author. Develop good vocal inflection. Summarize the plot. Create figurative language. Strive for increased: <ul style="list-style-type: none"> Accuracy, fluency, phrasing Good expression, comprehension Improvement of flow Ability to follow along and comprehend as others read orally Vocabulary development through words and definitions included in readers Pace and comprehension while reading silently Introducing and utilizing literary concepts (spiraling concepts for 3 months): <ul style="list-style-type: none"> dialogue, excerpt, inference, point of view, idiom, narrator, rhyme scheme, meter, repetition, dialect, metaphor, drama, cast, and stage directions 	<ul style="list-style-type: none"> Reading: <ul style="list-style-type: none"> 1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. Writing: 3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. <ul style="list-style-type: none"> a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and description to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words and phrases to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events. Writing: 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. Speaking & Listening: 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. (See grade 4 Language standards 1 on pages 28 and 29 for specific expectations.) Conventions of Standard English: 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag) 	<ul style="list-style-type: none"> Daily homework from Language book Daily homework for spelling Weekly pre-test and final test for spelling 3x weekly phonics homework for grades 3 & 4 Daily Reading assignments in class writing and composition with monthly writing for revision and rubric grading Handwriting assigned for independent seatwork weekly Comprehension quizzes for reading weekly 	<p>Novel: Matilda Lessons 43-60</p> <p><u>Reading</u> Through the Seasons-L36-49 Among the Animals-L51-64</p>
<p>D E C E M B E R</p>	<ul style="list-style-type: none"> 15 	<ul style="list-style-type: none"> Analyzing, making inferences and drawing conclusions from descriptive and persuasive text Providing evidence from text to support analysis 	<ul style="list-style-type: none"> Phonics: 3. Know and apply grade-level phonics and word analysis skills in decoding words. <ul style="list-style-type: none"> a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read 	<ul style="list-style-type: none"> Daily homework from Language book Daily homework for spelling 	<p>Novel: The Secret Garden</p> <p><u>Reading</u></p>

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B E R		<ul style="list-style-type: none"> • Reading and Literature • Oral reading Reading comprehension • Organize information on a graph. • Break down given information to solve a puzzle. • Summarize the main idea of a chapter. • Analyze the main character. • Determine the meaning of unfamiliar words based on context. • Demonstrate comprehension/creativity by writing a concluding sentence. • Demonstrate comprehension by writing • Strive for increased: <ul style="list-style-type: none"> o Accuracy, fluency, phrasing o Good expression, comprehension o Improvement of flow o Ability to follow along and comprehend as others read orally o Vocabulary development through words and definitions included in readers o Pace and comprehension • Introducing and utilizing literary concepts (spiraling concepts for 3 months): <ul style="list-style-type: none"> o dialogue, excerpt, inference, point of view, idiom, narrator, rhyme scheme, meter, repetition, dialect, metaphor, drama, cast, and stage directions • 	<p>accurately unfamiliar multisyllabic words in context and out of context.</p> <ul style="list-style-type: none"> • Writing: 6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. • Speaking & Listening: <ul style="list-style-type: none"> o 2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. o 4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. • Conventions of Standard English: <ul style="list-style-type: none"> o 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> ▪ g. Correctly use frequently confused words (e.g., to, too, two; there, their).* o 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> ▪ a. Use correct capitalization. ▪ b. Use commas and quotation marks to mark direct speech and quotations from a text. ▪ c. Use a comma before a coordinating conjunction in a compound sentence. ▪ d. Spell grade-appropriate words correctly, consulting references as needed 	<ul style="list-style-type: none"> • Weekly pre-test and final test for spelling • 3x weekly phonics homework for grades 3 & 4 • Daily Reading assignments • in class writing and composition with monthly writing for revision and rubric grading • Handwriting assigned for independent seatwork weekly • Comprehension quizzes for reading weekly 	<p>Among the Animals- L51-64 Pilgrim Boy-L66-78</p>
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J A N U A R Y	<ul style="list-style-type: none"> 21 	<ul style="list-style-type: none"> Perceive a problem needing a solution. Analyze setting. Compare the plots from two different stories. Identify incoherence in a selection. Predict a possible outcome. Identify the moral of a story. Recognize poetic rhythm and rhyme. Understand symbolism. Differentiate words with similar meanings. Apply definition to identify subject/predicate parts of a sentence. Analyze words to identify action verbs. Recognize present tense verbs. Recognize/form past tense verbs. Demonstrate comprehension by writing book reports. Analyzing, making inferences and drawing conclusions from descriptive and persuasive text Providing evidence from text to support analysis Introducing and utilizing literary concepts (spiraling concepts for 3 months): <ul style="list-style-type: none"> dialogue, excerpt, inference, point of view, idiom, narrator, rhyme scheme, meter, repetition, dialect, metaphor, drama, cast, and stage directions 	<ul style="list-style-type: none"> Reading: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. Writing: 1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. <ul style="list-style-type: none"> Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. Provide reasons that are supported by facts and details. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). Provide a concluding statement or section related to the opinion presented. Conventions of Standard English: <ul style="list-style-type: none"> 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 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. <ul style="list-style-type: none"> Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. 	<ul style="list-style-type: none"> Daily homework from Language book Daily homework for spelling Weekly pre-test and final test for spelling 3x weekly phonics homework for grades 3 & 4 Daily Reading assignments in class writing and composition with monthly writing for revision and rubric grading Handwriting assigned for independent seatwork weekly Comprehension quizzes for reading weekly 	<p>Novel: Black Beauty Lessons 74-94</p> <p><u>Reading Basal Reader</u> Pilgrim Boy-L66-78 Treats and Treasures-L79-97</p>

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F E B R U A R Y	<ul style="list-style-type: none"> 18 	<ul style="list-style-type: none"> Perceive cause and effect. Analyze the author's intent. Identify climax. Compare information about two similar subjects. Infer meaning based on context. Differentiate biography from autobiography. Strive for increased: <ul style="list-style-type: none"> Accuracy, fluency, phrasing Good expression, comprehension Improvement of flow Ability to follow along and comprehend as others read orally Vocabulary development through words and definitions included in readers Pace and comprehension Recognizing and analyzing text structures—narrative, informative, sequential, descriptive, problem/solution, compare/contrast, cause/ effect Determining point of view—first and third person 	<ul style="list-style-type: none"> Reading: 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. 9. Draw evidence from literary or informational texts to support analysis, reflection, and research. <ul style="list-style-type: none"> 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"). Conventions of Standard English: <ul style="list-style-type: none"> 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases to convey ideas precisely.* b. Choose punctuation for effect.* c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). 	<ul style="list-style-type: none"> Daily homework from Language book Daily homework for spelling Weekly pre-test and final test for spelling 3x weekly phonics homework for grades 3 & 4 Daily Reading assignments in class writing and composition with monthly writing for revision and rubric grading Handwriting assigned for independent seatwork weekly Comprehension quizzes for reading weekly 	<p>Novel: Sarah, Plain and Tall</p> <p>Selected Readings from the basal reader</p>
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M A R C H	<ul style="list-style-type: none"> 17 	<ul style="list-style-type: none"> Recognizing themes in literature Analyzing, making inferences and drawing conclusions from descriptive and persuasive text Discern point of view. Determine the main idea to select a story title. Compare fiction and nonfiction. Distinguish reality and imagination. Identify the genre of a selection. Identify point of view. Understand the purpose of titles. Interpret figurative language. Strive for increased: <ul style="list-style-type: none"> Accuracy, fluency, phrasing Good expression, comprehension Improvement of flow Ability to follow along and comprehend as others read orally Vocabulary development through words and definitions included in readers Pace and comprehension Recognizing genres: realistic fiction, historical fiction, fantasy, biographical stories including autobiographies, folktales, fables, legends, fairy tales, parables, Scripture 	<ul style="list-style-type: none"> Reading: 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. 9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. 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. Writing: 2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. <ul style="list-style-type: none"> Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). Use precise language and domain-specific vocabulary to inform about or explain the topic. Provide a concluding statement or section related to the information or explanation presented. Writing: 7. Conduct short research projects that build knowledge through investigation of different aspects of a topic. 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. Conventions of Standard English: 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ul style="list-style-type: none"> Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. Recognize and explain the meaning of common idioms, adages, and proverbs. Demonstrate understanding of words by relating them to their 	<ul style="list-style-type: none"> Daily homework from Language book Daily homework for spelling Weekly pre-test and final test for spelling 3x weekly phonics homework for grades 3 & 4 Daily Reading assignments in class writing and composition with monthly writing for revision and rubric grading Handwriting assigned for independent seatwork weekly Comprehension quizzes for reading weekly 	<p>Novel: Stuart Little</p> <p>Selected Readings from the basal reader</p>

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			<p>opposites(antonyms) and to words with similar but not identical meanings (synonyms).</p> <ul style="list-style-type: none"> 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). 		
A P R I L	<ul style="list-style-type: none"> 20 	<ul style="list-style-type: none"> Discerning author's intent Writing narrative, descriptive, compare/contrast, problem/solution, cause/effect informative selections Analyze main character. Recognize act/scene changes. Recognize stanzas within a poem. Recall details of a selection. Infer answers based on context. Strive for increased: <ul style="list-style-type: none"> Accuracy, fluency, phrasing Good expression, comprehension Improvement of flow Ability to follow along and comprehend as others read orally Vocabulary development through words and definitions included in readers Pace and comprehension Distinguishing fantasy from reality Charting information: word webs, Venn diagrams, compare/contrast, predict possible outcomes 	<ul style="list-style-type: none"> Vocabulary: Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area Writing: 4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. 5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. Writing: 9. Draw evidence from literary or informational texts to support analysis, reflection, and research. 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]."). Conventions of Standard English: 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> e. Form and use prepositional phrases 	<ul style="list-style-type: none"> Daily homework from Language book Daily homework for spelling Weekly pre-test and final test for spelling 3x weekly phonics homework for grades 3 & 4 Daily Reading assignments in class writing and composition with monthly writing for revision and rubric grading Handwriting assigned for independent seatwork weekly Comprehension quizzes for reading weekly 	<p>Novel:Charlotte's Web ons 130-150</p> <p><u>Reading</u> On the Bright Side- L119-138 Swiss Family Robinson- L139-154</p>

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M A Y	<ul style="list-style-type: none"> 24 	<ul style="list-style-type: none"> Summarize the plot. Understanding acts/scenes within a play Comparing biography/autobiography Identify moral of a story. Interpret symbolism within a selection. Journal events from the main character's perspective. Compare two fiction stories with similar plots. Perceive the cause of a certain effect. Organize details into categories. Demonstrate comprehension through expression and ability to answer questions. Strive for increased: <ul style="list-style-type: none"> Accuracy, fluency, phrasing Good expression, comprehension Improvement of flow Ability to follow along and comprehend as others read orally Vocabulary development through words and definitions included in readers Pace and comprehension Creative collaboration activities for developing critical thinking Analyzing illustration and photo Interpreting figurative language 	<ul style="list-style-type: none"> Reading: 8. Explain how an author uses reasons and evidence to support particular points in a text. Speaking & Listening: 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. <ul style="list-style-type: none"> a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. 5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. Conventions of Standard English: 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.* 	<ul style="list-style-type: none"> Daily homework from Language book Daily homework for spelling Weekly pre-test and final test for spelling 3x weekly phonics homework for grades 3 & 4 Daily Reading assignments in class writing and composition with monthly writing for revision and rubric grading Handwriting assigned for independent seatwork weekly Comprehension quizzes for reading weekly 	<p><u>Reading</u> Swiss Family Robinson- L139-154 Pilgrim's Progress- Christian's Journey- L156-169</p>