

Huron School District

Core Curriculum Guide

Grade Level: 4th

Content Area: Reading

Unit Title:

Month(s): Aug.-Sept.

Content Standards:

- 4.R.1.1 Students can analyze complex word patterns(RF.4.3)
- 4.R.1.2 Students can identify meanings of unfamiliar vocabulary(RL.4.4)
- 4.R.2.1 Students can construct meaning from text by applying comprehension strategies(RI.4.1, RI.4.2, RI.4.3)
- 4.R.2.2 Students can develop fluency by utilizing fluency strategies independently(RR.4.4)
- 4.R.2.3 Students can utilize fluency strategies to comprehend literature and other materials(RL.4.10)
- 4.R.3.1 Students can identify organizational and text structures within genres(RL.4.2)
- 4.R.3.2 Students can identify, explain, and use text features(RI. 4.8, RI. 4.8, RI.4.9)
- 4.R.3.3 Students can determine how word choice affects meaning
- 4.R.4.1 Students can identify and distinguish the characteristics of multicultural texts, historical texts, and time period texts
- 4.R.5.1 Students can use organizational features of text
- 4.R.5.2 students can **research** a topic by gathering information from at least two sources

Essential Questions:

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Skills Students Will Be Able To...	Essential Vocabulary	Assessment How will you know if students have learned?
<ul style="list-style-type: none">• I can match and/or relate the parts to the whole (analyze) complex word patterns (root words, prefixes, suffixes, syllables, contractions, and possessives):• <i>Prefixes, suffixes, and root words</i>	Prefixes Suffixes Root word Whole word Relate	Teacher made assessments Observations Reading series assessments Independent work Projects Teachers Annotated Notes NWEA Dibels

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Core Curriculum Guide

Grade Level: 4th

Content Area: Reading

<ul style="list-style-type: none"> I can tell or explain in writing, speaking, and drawing (identify) meanings of unknown words (unfamiliar vocabulary): <i>Infer meaning with background knowledge</i> 	<p>Infer Background knowledge Connections Vocabulary</p>	<p>Teacher made assessments Observations Reading series assessments Independent work Projects Teachers Annotated Notes NWEA Dibels</p>
<ul style="list-style-type: none"> I can build (construct) meaning from text by using what I know by reading, writing, and/or speaking (applying) using methods to understand text (comprehension strategies): <i>Asking question, predicting</i> 	<p>Comprehend Meaning Predicting</p>	<p>Teacher made assessments Observations Reading series assessments Independent work Projects Teachers Annotated Notes NWEA Dibels</p>
<ul style="list-style-type: none"> I can improve (develop) reading a text with accuracy, phrasing, and pace by utilizing methods used to improve accuracy, phrasing and pace: <i>Self-monitoring</i> I can use methods used to improve accuracy, phrasing and pace to help me understand what I read in literature and other materials: <i>skimming, rereading, determine purpose of reading</i> 	<p>Self-monitoring Accuracy } fluency Phrasing } Pace } Skimming Rereading Purpose</p>	<p>Teacher made assessments Observations Reading series assessments Independent work Projects Teachers Annotated Notes NWEA Dibels</p>

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Core Curriculum Guide

Grade Level: 4th

Content Area: Reading

<ul style="list-style-type: none"> I can show what I know through writing and/or speaking (identify) arrangement of text(text organizational structures) and patterns an author uses to organize ideas in text(text structure) within genres: Genre: <i>nonfiction (historical, biography, autobiography, informational, documentary), fiction (historical, realistic, mystery, folktale, fantasy, science fiction, comedy, action)</i> Text Structure: <i>cause/effect, compare/contrast, description, sequential, concept/definition, proposition/support</i> Literary elements: <i>character, setting, plot, problems/solution, theme, goal/action/outcomes</i> 	<p>Genre Text arrangement Author’s organizational patterns Nonfiction Fiction</p> <ul style="list-style-type: none"> cause/effect, compare/contrast, description, sequential, concept/definition, proposition/support character, setting, plot, problems/solution, theme, goal/action/outcomes 	<p>Teacher made assessments Observations Reading series assessments Independent work Projects Teachers Annotated Notes NWEA Dibels</p>
<ul style="list-style-type: none"> I can show (identify), describe (explain), and use what I know through writing and or speaking the different ways of drawing attention to important points on a page (text features): <i>bold text, bulleting</i> 	<p>Paragraph Bold text Bulleting</p>	<p>Teacher made assessments Observations Reading series assessments Independent work Projects Teachers Annotated Notes NWEA Dibels</p>
<ul style="list-style-type: none"> I can explain by writing and/or speaking (determine) how author’s choice of words (word choice) affects meaning: Figures of speech, alliteration, personification, simile, metaphor, imagery 	<p>Word choice Figures of speech Alliteration Personification Simile Metaphor Imagery</p>	<p>Teacher made assessments Observations Reading series assessments Independent work Projects Teachers Annotated Notes NWEA Dibels</p>

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Grade Level: 4th

Content Area: Reading

<ul style="list-style-type: none">• I can use ways to organize or emphasize text (organizational features):• <i>title page, table of contents</i>	Organize Title page Table of contents	Teacher made assessments Observations Reading series assessments Independent work Projects Teachers Annotated Notes NWEA Dibels
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Working document

Huron School District

Core Curriculum Guide

Grade Level: 4th

Content Area: Reading

Unit Title:

Month(s): Sept.- Oct.

Content Standards:

- **4.R.1.1 Students can analyze complex word patterns(RF.4.3)**
- **4.R.1.2 Students can identify meanings of unfamiliar vocabulary(RL.4.4)**
- **4.R.2.1 Students can construct meaning from text by applying comprehension strategies(RI.4.1, RI.4.2, RI.4.3)**
- **4.R.2.2 Students can develop fluency by utilizing fluency strategies independently(RR.4.4)**
- **4.R.2.3 Students can utilize fluency strategies to comprehend literature and other materials(RL.4.10)**
- **4.R.3.1 Students can identify organizational and text structures within genres(RL.4.2)**
- **4.R.3.2 Students can identify, explain, and use text features(RI. 4.8, RI. 4.8, RI.4.9)**
- **4.R.3.3 Students can determine how word choice affects meaning**
- **4.R.4.1 Students can identify and distinguish the characteristics of multicultural texts, historical texts, and time period texts**
- **4.R.5.1 Students can use organizational features of text**
- **4.R.5.2 students can research a topic by gathering information from at least two sources**

Essential Questions:

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<p style="text-align: center;">Skills Students Will Be Able To...</p>	<p style="text-align: center;">Essential Vocabulary</p>	<p style="text-align: center;">Assessment How will you know if students have learned?</p>
<ul style="list-style-type: none"> • I can match and/or relate the parts to the whole (analyze) complex word patters (root words, prefixes, suffixes, syllables, contractions, and possessives) • <i>Possessives and contractions</i> 	<p>Whole word Relate Possessives Contractions Apostrophe</p>	<p>Teacher made assessments Observations Reading series assessments Independent work Projects Teachers Annotated Notes NWEA Dibels</p>

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Grade Level: 4th

Content Area: Reading

<ul style="list-style-type: none"> I can tell or explain in writing, speaking, and drawing (identify) meanings of unknown words (unfamiliar vocabulary): <i>Infer word meaning from roots, prefixes, suffixes</i> 	Infer Meaning Roots Prefixes Suffixes	Teacher made assessments Observations Reading series assessments Independent work Projects Teachers Annotated Notes NWEA Dibels
<ul style="list-style-type: none"> I can build (construct) meaning from text by using what I know by reading, writing, and/or speaking (applying) using methods to understand text (comprehension strategies): <i>Comparing and contrasting, making connections</i> 	Building meaning Comparing Contrasting Connections Self-text Text-text World-text	Teacher made assessments Observations Reading series assessments Independent work Projects Teachers Annotated Notes NWEA Dibels
<ul style="list-style-type: none"> I can improve (develop) reading a text with accuracy, phrasing, and pace by utilizing methods used to improve accuracy, phrasing and pace: <i>Repeated readings</i> I can use methods used to improve accuracy, phrasing and pace to help me understand what I read in literature and other materials: <i>Scanning, contextual clue, determine purpose for reading</i> 	Repeated readings Accuracy Phrasing Pace Scanning Contextual clue Purpose <div style="display: inline-block; vertical-align: middle; margin-left: 10px;"> } fluency </div>	Teacher made assessments Observations Reading series assessments Independent work Projects Teachers Annotated Notes NWEA Dibels

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Core Curriculum Guide

Grade Level: 4th

Content Area: Reading

<ul style="list-style-type: none"> I can show what I know through writing and/or speaking (identify) arrangement of text(text organizational structures) and patterns an author uses to organize ideas in text(text structure) within genres: Genre: Genre: <i>nonfiction (historical, biography, autobiography, informational, documentary), fiction (historical, realistic, mystery, folktale, fantasy, science fiction, comedy, action)</i> Text Structure: <i>cause/effect, compare/contrast, description, sequential, concept/definition, proposition/support</i> Literary elements: <i>character, setting, plot, problems/solution, theme, goal/action/outcomes</i> 	<p>Genre Text arrangement Author’s organizational patterns Nonfiction Fiction</p> <ul style="list-style-type: none"> cause/effect, compare/contrast, description, sequential, concept/definition, proposition/support character, setting, plot, problems/solution, theme, goal/action/outcomes 	<p>Teacher made assessments Observations Reading series assessments Independent work Projects Teachers Annotated Notes NWEA Dibels</p>
<ul style="list-style-type: none"> I can show (identify), describe (explain), and use what I know through writing and or speaking the different ways of drawing attention to important points on a page (text features): <i>Italicizing, numbering</i> 	<p>Paragraph Italicizing Numbering</p>	<p>Teacher made assessments Observations Reading series assessments Independent work Projects Teachers Annotated Notes NWEA Dibels</p>
<ul style="list-style-type: none"> I can explain by writing and/or speaking (determine) how author’s choice of words (word choice) affects meaning: Figures of speech, alliteration, personification, simile, metaphor, imagery 	<p>Word choice Figures of speech Alliteration Personification Simile Metaphor Imagery</p>	<p>Teacher made assessments Observations Reading series assessments Independent work Projects Teachers Annotated Notes NWEA Dibels</p>

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Content Area: Reading

<ul style="list-style-type: none">• I can use ways to organize or emphasize text (organizational features):• <i>Title page, index</i>	Organize Emphasize Title page Index	Teacher made assessments Observations Reading series assessments Independent work Projects Teachers Annotated Notes NWEA Dibels
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Working document

Huron School District

Core Curriculum Guide

Grade Level: 4th

Content Area: Reading

Unit Title:

Month(s): Sept.- Oct.

Content Standards:

- **4.R.1.1** Students can analyze complex word patterns(RF.4.3)
- **4.R.1.2** Students can identify meanings of unfamiliar vocabulary(RL.4.4)
- **4.R.2.1** Students can construct meaning from text by applying comprehension strategies(RI.4.1, RI.4.2, RI.4.3)
- **4.R.2.2** Students can develop fluency by utilizing fluency strategies independently(RR.4.4)
- **4.R.2.3** Students can utilize fluency strategies to comprehend literature and other materials(RL.4.10)
- **4.R.3.1** Students can identify organizational and text structures within genres(RL.4.2)
- **4.R.3.2** Students can identify, explain, and use text features(RI. 4.8, RI. 4.8, RI.4.9)
- **4.R.3.3** Students can determine how word choice affects meaning
- **4.R.4.1** Students can identify and distinguish the characteristics of multicultural texts, historical texts, and time period texts
- **4.R.5.1** Students can use organizational features of text
- 4.R.5.2 students can **research** a topic by gathering information from at least two sources

Essential Questions:

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Skills Students Will Be Able To...	Essential Vocabulary	Assessment How will you know if students have learned?
<ul style="list-style-type: none"> • I can match and/or relate the parts to the whole (analyze) complex word patters (root words, prefixes, suffixes, syllables, contractions, and possessives): • <i>Divide two and three syllable words using VCCV and VCV pattern</i> 	Whole word Relate Syllables Vowel Consonant patterns	Teacher made assessments Observations Reading series assessments Independent work Projects Teachers Annotated Notes NWEA Dibels

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Content Area: Reading

<ul style="list-style-type: none"> I can tell or explain in writing, speaking, and drawing (identify) meanings of unknown words (unfamiliar vocabulary): <i>Infer specific word meanings in the context of reading passages</i> 	Unknown words Infer Reading passages Context	Teacher made assessments Observations Reading series assessments Independent work Projects Teachers Annotated Notes NWEA Dibels
<ul style="list-style-type: none"> I can build (construct) meaning from text by using what I know by reading, writing, and/or speaking (applying) using methods to understand text (comprehension strategies): <i>Using context clues, inferring</i> 	Comprehension Context clues Inferring Paragraph	Teacher made assessments Observations Reading series assessments Independent work Projects Teachers Annotated Notes NWEA Dibels
<ul style="list-style-type: none"> I can improve (develop) reading a text with accuracy, phrasing, and pace by utilizing methods used to improve accuracy, phrasing and pace: <i>Contextual clues</i> I can use methods used to improve accuracy, phrasing and pace to help me understand what I read in literature and other materials: <i>Using contextual clues</i> 	Contextual clues Accuracy } Phrasing } fluency Pace }	Teacher made assessments Observations Reading series assessments Independent work Projects Teachers Annotated Notes NWEA Dibels

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Grade Level: 4th

Content Area: Reading

<ul style="list-style-type: none"> I can show what I know through writing and/or speaking (identify) arrangement of text(text organizational structures) and patters an author uses to organize ideas in text (text structure) within genres: Genre: <i>nonfiction (historical, biography, autobiography, informational, documentary), fiction (historical, realistic, mystery, folktale, fantasy, science fiction, comedy, action)</i> Text Structure: <i>cause/effect, compare/contrast, description, sequential, concept/definition, proposition/support</i> Literary elements: <i>character, setting, plot, problems/solution, theme, goal/action/outcomes</i> 	<p>Genre Text arrangement Author’s organizational patterns Nonfiction Fiction</p> <ul style="list-style-type: none"> cause/effect, compare/contrast, description, sequential, concept/definition, proposition/support character, setting, plot, problems/solution, theme, goal/action/outcomes 	<p>Teacher made assessments Observations Reading series assessments Independent work Projects Teachers Annotated Notes NWEA Dibels</p>
<ul style="list-style-type: none"> I can show (identify), describe (explain), and use what I know through writing and or speaking the different ways of drawing attention to important points on a page (text features): <i>Boxing, listing</i> 	<p>Boxing within text Listing within text</p>	<p>Teacher made assessments Observations Reading series assessments Independent work Projects Teachers Annotated Notes NWEA Dibels</p>
<ul style="list-style-type: none"> I can explain by writing and/or speaking (determine) how author’s choice of words (word choice) affects meaning: Figures of speech, alliteration, personification, simile, metaphor, imagery 	<p>Word choice Figures of speech Alliteration Personification Simile Metaphor Imagery</p>	<p>Teacher made assessments Observations Reading series assessments Independent work Projects Teachers Annotated Notes NWEA Dibels</p>

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Grade Level: 4th

Content Area: Reading

<ul style="list-style-type: none">• I can use ways to organize or emphasize text (organizational features):• <i>Illustrations/photos/captions</i>• Taught within Social Studies and Science	Organize Emphasize Illustrations Photos Captions	Teacher made assessments Observations Reading series assessments Independent work Projects Teachers Annotated Notes NWEA Dibels
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Working document

Huron School District

Core Curriculum Guide

Grade Level: 4th

Content Area: Reading

Unit Title:

Month(s): Oct.-Nov.

Content Standards:

- **4.R.1.1** Students can analyze complex word patterns(RF.4.3)
- **4.R.1.2** Students can identify meanings of unfamiliar vocabulary(RL.4.4)
- **4.R.2.1** Students can construct meaning from text by applying comprehension strategies(RI.4.1, RI.4.2, RI.4.3)
- **4.R.2.2** Students can develop fluency by utilizing fluency strategies independently(RR.4.4)
- **4.R.2.3** Students can utilize fluency strategies to comprehend literature and other materials(RL.4.10)
- **4.R.3.1** Students can identify organizational and text structures within genres(RL.4.2)
- **4.R.3.2** Students can identify, explain, and use text features(RI. 4.8, RI. 4.8, RI.4.9)
- **4.R.3.3** Students can determine how word choice affects meaning
- **4.R.4.1** Students can identify and distinguish the characteristics of multicultural texts, historical texts, and time period texts
- **4.R.5.1** Students can use organizational features of text
- 4.R.5.2 students can **research** a topic by gathering information from at least two sources

Essential Questions:

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Skills Students Will Be Able To...	Essential Vocabulary	Assessment How will you know if students have learned?
<ul style="list-style-type: none">• I can match and/or relate the parts to the whole (analyze) complex word patterns (root words, prefixes, suffixes, syllables, contractions, and possessives):• <i>Combine two appropriate words to form contractions</i>	Whole word Relate Combine Appropriate Contractions Form	Teacher made assessments Observations Reading series assessments Independent work Projects Teachers Annotated Notes NWEA Dibels

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Content Area: Reading

<ul style="list-style-type: none"> I can tell or explain in writing, speaking, and drawing (identify) meanings of unknown words (unfamiliar vocabulary): <i>Identify and correctly use antonyms, synonyms, homophones, and homographs</i> 	Identify Antonyms Synonyms Homophones Homographs	Teacher made assessments Observations Reading series assessments Independent work Projects Teachers Annotated Notes NWEA Dibels
<ul style="list-style-type: none"> I can build (construct) meaning from text by using what I know by reading, writing, and/or speaking (applying) using methods to understand text (comprehension strategies): <i>Sequencing, following directions</i> 	Comprehension Paragraph Meaning Methods Text Sequencing Following directions	Teacher made assessments Observations Reading series assessments Independent work Projects Teachers Annotated Notes NWEA Dibels
<ul style="list-style-type: none"> I can improve (develop) reading a text with accuracy, phrasing, and pace by utilizing methods used to improve accuracy, phrasing and pace: <i>Review previously taught strategies</i> I can use methods used to improve accuracy, phrasing and pace to help me understand what I read in literature and other materials: <i>Review previously taught strategies</i> 	Accuracy Phrasing Pace } fluency	Teacher made assessments Observations Reading series assessments Independent work Projects Teachers Annotated Notes NWEA Dibels

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Grade Level: 4th

Content Area: Reading

<ul style="list-style-type: none"> I can show what I know through writing and/or speaking (identify) arrangement of text (text organizational structures) and patterns an author uses to organize ideas in text(text structure) within genres: Genre: <i>nonfiction (historical, biography, autobiography, informational, documentary), fiction(historical, realistic, mystery, folktale, fantasy, science fiction, comedy, action)</i> Text Structure: cause/effect, compare/contrast, description, sequential, concept/definition, proposition/support Literary elements: <i>character, setting, plot, problems/solution, theme, goal/action/outcomes</i> 	<p>Genre Text arrangement Author’s organizational patterns Nonfiction Fiction</p> <ul style="list-style-type: none"> cause/effect, compare/contrast, description, sequential, concept/definition, proposition/support character, setting, plot, problems/solution, theme, goal/action/outcomes 	<p>Teacher made assessments Observations Reading series assessments Independent work Projects Teachers Annotated Notes NWEA Dibels</p>
<ul style="list-style-type: none"> I can show (identify), describe (explain), and use what I know through writing and or speaking the different ways of drawing attention to important points on a page (text features): <i>Continue reviewing all text features</i> 	<p>Bold text Bulleting Italicizing Numbering Boxing Listing</p>	<p>Teacher made assessments Observations Reading series assessments Independent work Projects Teachers Annotated Notes NWEA Dibels</p>
<ul style="list-style-type: none"> I can explain by writing and/or speaking (determine) how author’s choice of words (word choice) affects meaning: Figures of speech, alliteration, personification, simile, metaphor, imagery 	<p>Word choice Figures of speech Alliteration Personification Simile Metaphor Imagery</p>	<p>Teacher made assessments Observations Reading series assessments Independent work Projects Teachers Annotated Notes NWEA Dibels</p>

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Core Curriculum Guide

Grade Level: 4th

Content Area: Reading

<ul style="list-style-type: none">• I can use ways to organize or emphasize text (organizational features):• <i>Continue reviewing previously taught organizational features</i>	Organize Emphasize Illustrations Photos Captions Title page Table of contents	Teacher made assessments Observations Reading series assessments Independent work Projects Teachers Annotated Notes NWEA Dibels
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Working document

Huron School District

Core Curriculum Guide

Grade Level: 4th

Content Area: Reading

Unit Title:

Month(s): Dec.- Jan.

Content Standards:

- **4.R.1.1 Students can analyze complex word patterns(RF.4.3)**
- **4.R.1.2 Students can identify meanings of unfamiliar vocabulary(RL.4.4)**
- **4.R.2.1 Students can construct meaning from text by applying comprehension strategies(RI.4.1, RI.4.2, RI.4.3)**
- **4.R.2.2 Students can develop fluency by utilizing fluency strategies independently(RR.4.4)**
- **4.R.2.3 Students can utilize fluency strategies to comprehend literature and other materials(RL.4.10)**
- **4.R.3.1 Students can identify organizational and text structures within genres(RL.4.2)**
- **4.R.3.2 Students can identify, explain, and use text features(RI. 4.8, RI. 4.8, RI.4.9)**
- **4.R.3.3 Students can determine how word choice affects meaning**
- **4.R.4.1 Students can identify and distinguish the characteristics of multicultural texts, historical texts, and time period texts**
- **4.R.5.1 Students can use organizational features of text**
- **4.R.5.2 students can research a topic by gathering information from at least two sources**

Essential Questions:

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<p style="text-align: center;">Skills Students Will Be Able To...</p>	<p style="text-align: center;">Essential Vocabulary</p>	<p style="text-align: center;">Assessment How will you know if students have learned?</p>
<ul style="list-style-type: none"> • I can match and/or relate the parts to the whole (analyze) complex word patters (root words, prefixes, suffixes, syllables, contractions, and possessives): • <i>Separate all contractions, use plurals</i> 	<p>Whole word Relate Separate Contractions Plurals</p>	<p>Teacher made assessments Observations Reading series assessments Independent work Projects Teachers Annotated Notes NWEA Dibels</p>

Huron School District

Core Curriculum Guide

Grade Level: 4th

Content Area: Reading

<ul style="list-style-type: none"> I can tell or explain in writing, speaking, and drawing (identify) meanings of unknown words (unfamiliar vocabulary): <i>Use a grade-appropriate dictionary to define unknown words</i> 	Meanings Dictionary Electronic dictionary Definition	Teacher made assessments Observations Reading series assessments Independent work Projects Teachers Annotated Notes NWEA Dibels
<ul style="list-style-type: none"> I can build (construct) meaning from text by using what I know by reading, writing, and/or speaking (applying) using methods to understand text (comprehension strategies): <i>Synthesizing</i> 	Meaning Comprehension Methods Synthesizing	Teacher made assessments Observations Reading series assessments Independent work Projects Teachers Annotated Notes NWEA Dibels
<ul style="list-style-type: none"> I can improve (develop) reading a text with accuracy, phrasing, and pace by utilizing methods used to improve accuracy, phrasing and pace: <i>Utilize phrasing to verbalize author's style and text features</i> I can use methods used to improve accuracy, phrasing and pace to help me understand what I read in literature and other materials: <i>Review previously taught strategies</i> 	Accuracy Phrasing Pace } fluency	Teacher made assessments Observations Reading series assessments Independent work Projects Teachers Annotated Notes NWEA Dibels

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Grade Level: 4th

Content Area: Reading

<ul style="list-style-type: none"> I can show what I know through writing and/or speaking (identify) arrangement of text(text organizational structures) and patterns an author uses to organize ideas in text (text structure) within genres: Genre: <i>nonfiction(historical, biography, autobiography, informational, documentary), fiction (historical, realistic, mystery, folktale, fantasy, science fiction, comedy, action)</i> Text Structure: <i>cause/effect, compare/contrast, description, sequential, concept/definition, proposition/support</i> Literary elements: <i>character, setting, plot, problems/solution, theme, goal/action/outcomes</i> 	<p>Genre Text arrangement Author’s organizational patterns Nonfiction Fiction</p> <ul style="list-style-type: none"> cause/effect, compare/contrast, description, sequential, concept/definition, proposition/support character, setting, plot, problems/solution, theme, goal/action/outcomes 	<p>Teacher made assessments Observations Reading series assessments Independent work Projects Teachers Annotated Notes NWEA Dibels</p>
<ul style="list-style-type: none"> I can show (identify), describe (explain), and use what I know through writing and or speaking the different ways of drawing attention to important points on a page (text features): <i>Continue reviewing all text features</i> 	<p>Bold text Bulleting Italicizing Numbering Boxing Listing</p>	<p>Teacher made assessments Observations Reading series assessments Independent work Projects Teachers Annotated Notes NWEA Dibels</p>
<ul style="list-style-type: none"> I can explain by writing and/or speaking (determine) how author’s choice of words (word choice) affects meaning: Figures of speech, alliteration, personification, simile, metaphor, imagery 	<p>Word choice Figures of speech Alliteration Personification Simile Metaphor Imagery</p>	<p>Teacher made assessments Observations Reading series assessments Independent work Projects Teachers Annotated Notes NWEA Dibels</p>

Huron School District

Core Curriculum Guide

Grade Level: 4th

Content Area: Reading

<ul style="list-style-type: none">• I can use ways to organize or emphasize text (organizational features):• <i>Continue reviewing previously taught organizational features</i>	Title page Table of contents Glossary Index Diagrams/graphs/charts Illustrations/photos/captions	Teacher made assessments Observations Reading series assessments Independent work Projects Teachers Annotated Notes NWEA Dibels
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Working document

Huron School District

Core Curriculum Guide

Grade Level: 4th

Content Area: Reading

Unit Title:

Month(s): Jan.- Feb.

Content Standards:

- **4.R.1.1 Students can analyze complex word patterns(RF.4.3)**
- **4.R.1.2 Students can identify meanings of unfamiliar vocabulary(RL.4.4)**
- **4.R.2.1 Students can construct meaning from text by applying comprehension strategies(RI.4.1, RI.4.2, RI.4.3)**
- **4.R.2.2 Students can develop fluency by utilizing fluency strategies independently(RR.4.4)**
- **4.R.2.3 Students can utilize fluency strategies to comprehend literature and other materials(RL.4.10)**
- **4.R.3.1 Students can identify organizational and text structures within genres(RL.4.2)**
- **4.R.3.2 Students can identify, explain, and use text features(RI. 4.8, RI. 4.8, RI.4.9)**
- **4.R.3.3 Students can determine how word choice affects meaning**
- **4.R.4.1 Students can identify and distinguish the characteristics of multicultural texts, historical texts, and time period texts**
- **4.R.5.1 Students can use organizational features of text**
- **4.R.5.2 students can research a topic by gathering information from at least two sources**

Essential Questions:

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Skills Students Will Be Able To...	Essential Vocabulary	Assessment How will you know if students have learned?
<ul style="list-style-type: none"> • I can match and/or relate the parts to the whole (analyze) complex word patterns (root words, prefixes, suffixes, syllables, contractions, and possessives): • <i>Prefixes, suffixes, and root words</i> 	Prefixes Suffixes Root word Whole word Relate	Teacher made assessments Observations Reading series assessments Independent work Projects Teachers Annotated Notes NWEA Dibels

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Grade Level: 4th

Content Area: Reading

<ul style="list-style-type: none"> I can tell or explain in writing, speaking, and drawing (identify) meanings of unknown words (unfamiliar vocabulary): <i>Infer meaning with background knowledge</i> 	<p>Meaning Infer Background knowledge Connections Vocabulary</p>	<p>Teacher made assessments Observations Reading series assessments Independent work Projects Teachers Annotated Notes NWEA Dibels</p>
<ul style="list-style-type: none"> I can build (construct) meaning from text by using what I know by reading, writing, and/or speaking (applying) using methods to understand text (comprehension strategies): <i>Asking question, predicting</i> 	<p>Comprehend Meaning Predicting</p>	<p>Teacher made assessments Observations Reading series assessments Independent work Projects Teachers Annotated Notes NWEA Dibels</p>
<ul style="list-style-type: none"> I can improve (develop) reading a text with accuracy, phrasing, and pace by utilizing methods used to improve accuracy, phrasing and pace: <i>Self-monitoring</i> I can use methods used to improve accuracy, phrasing and pace to help me understand what I read in literature and other materials: <i>skimming, rereading, determine purpose of reading</i> 	<p>Self-monitoring Accuracy Phrasing Pace Skimming Rereading Purpose</p> <p>} fluency</p>	<p>Teacher made assessments Observations Reading series assessments Independent work Projects Teachers Annotated Notes NWEA Dibels</p>

Huron School District

Core Curriculum Guide

Grade Level: 4th

Content Area: Reading

<ul style="list-style-type: none"> I can show what I know through writing and/or speaking (identify) arrangement of text(text organizational structures) and patterns an author uses to organize ideas in text (text structure) within genres: Genre: <i>nonfiction(historical, biography, autobiography, informational, documentary), fiction(historical, realistic, mystery, folktale, fantasy, science fiction, comedy, action)</i> Text Structure: cause/effect, compare/contrast, description, sequential, concept/definition, proposition/support Literary elements: <i>character, setting, plot, problems/solution, theme, goal/action/outcomes</i> 	<p>Genre Text arrangement Author’s organizational patterns Nonfiction, fiction, poetry, drama</p> <ul style="list-style-type: none"> cause/effect, compare/contrast, description, sequential, concept/definition, proposition/support character, setting, plot, problems/solution, theme, goal/action/outcomes 	<p>Teacher made assessments Observations Reading series assessments Independent work Projects Teachers Annotated Notes NWEA Dibels</p>
<ul style="list-style-type: none"> I can show (identify), describe (explain), and use what I know through writing and or speaking the different ways of drawing attention to important points on a page (text features): <i>bold text, bulleting</i> 	<p>Paragraph Bold text Bulleting</p>	<p>Teacher made assessments Observations Reading series assessments Independent work Projects Teachers Annotated Notes NWEA Dibels</p>
<ul style="list-style-type: none"> I can explain by writing and/or speaking (determine) how author’s choice of words (word choice) affects meaning: Figures of speech, alliteration, personification, simile, metaphor, imagery 	<p>Word choice Figures of speech Alliteration Personification Simile Metaphor Imagery</p>	<p>Teacher made assessments Observations Reading series assessments Independent work Projects Teachers Annotated Notes NWEA Dibels</p>

Huron School District

Core Curriculum Guide

Grade Level: 4th

Content Area: Reading

<ul style="list-style-type: none">• I can use ways to organize or emphasize text (organizational features):• <i>title page, table of contents</i>	Organize Title page Table of contents	Teacher made assessments Observations Reading series assessments Independent work Projects Teachers Annotated Notes NWEA Dibels
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Working document

Huron School District

Core Curriculum Guide

Grade Level: 4th

Content Area: Reading

Unit Title:

Month(s): Feb.- March

Content Standards:

- **4.R.1.1 Students can analyze complex word patterns(RF.4.3)**
- **4.R.1.2 Students can identify meanings of unfamiliar vocabulary(RL.4.4)**
- **4.R.2.1 Students can construct meaning from text by applying comprehension strategies(RI.4.1, RI.4.2, RI.4.3)**
- **4.R.2.2 Students can develop fluency by utilizing fluency strategies independently(RR.4.4)**
- **4.R.2.3 Students can utilize fluency strategies to comprehend literature and other materials(RL.4.10)**
- **4.R.3.1 Students can identify organizational and text structures within genres(RL.4.2)**
- **4.R.3.2 Students can identify, explain, and use text features(RI. 4.8, RI. 4.8, RI.4.9)**
- **4.R.3.3 Students can determine how word choice affects meaning**
- **4.R.4.1 Students can identify and distinguish the characteristics of multicultural texts, historical texts, and time period texts**
- **4.R.5.1 Students can use organizational features of text**
- **4.R.5.2 students can research a topic by gathering information from at least two sources**

Essential Questions:

-

<p style="text-align: center;">Skills Students Will Be Able To...</p>	<p style="text-align: center;">Essential Vocabulary</p>	<p style="text-align: center;">Assessment How will you know if students have learned?</p>
<ul style="list-style-type: none"> • I can match and/or relate the parts to the whole (analyze) complex word patters (root words, prefixes, suffixes, syllables, contractions, and possessives) • <i>Possessives and contractions</i> 	<p>Whole word Relate Possessives Contractions Apostrophe</p>	<p>Teacher made assessments Observations Reading series assessments Independent work Projects Teachers Annotated Notes NWEA Dibels</p>

Huron School District

Core Curriculum Guide

Grade Level: 4th

Content Area: Reading

<ul style="list-style-type: none"> I can tell or explain in writing, speaking, and drawing (identify) meanings of unknown words (unfamiliar vocabulary): <i>Infer word meaning from roots, prefixes, suffixes</i> 	<p>Infer Meaning Roots Prefixes Suffixes</p>	<p>Teacher made assessments Observations Reading series assessments Independent work Projects Teachers Annotated Notes NWEA Dibels</p>
<ul style="list-style-type: none"> I can build (construct) meaning from text by using what I know by reading, writing, and/or speaking (applying) using methods to understand text (comprehension strategies): <i>Comparing and contrasting, making connections</i> 	<p>Building meaning Comparing Contrasting Connections Self-text Text-text World-text</p>	<p>Teacher made assessments Observations Reading series assessments Independent work Projects Teachers Annotated Notes NWEA Dibels</p>
<ul style="list-style-type: none"> I can improve (develop) reading a text with accuracy, phrasing, and pace by utilizing methods used to improve accuracy, phrasing and pace: <i>Repeated readings</i> I can use methods used to improve accuracy, phrasing and pace to help me understand what I read in literature and other materials: <i>Scanning, contextual clue, determine purpose for reading</i> 	<p>Repeated readings Accuracy } fluency Phrasing } Pace } Scanning Contextual clue Purpose</p>	<p>Teacher made assessments Observations Reading series assessments Independent work Projects Teachers Annotated Notes NWEA Dibels</p>

Huron School District

Core Curriculum Guide

Grade Level: 4th

Content Area: Reading

<ul style="list-style-type: none"> I can show what I know through writing and/or speaking (identify) arrangement of text(text organizational structures) and patterns an author uses to organize ideas in text (text structure) within genres: Genre: <i>nonfiction(historical, biography, autobiography, informational, documentary), fiction(historical, realistic, mystery, folktale, fantasy, science fiction, comedy, action) poetry, drama</i> Text Structure: <i>cause/effect, compare/contrast, description, sequential, concept/definition, proposition/support</i> Literary elements: <i>character, setting, plot, problems/solution, theme, goal/action/outcomes</i> 	<p>Genre Text arrangement Author’s organizational patterns Nonfiction, fiction, poetry, drama</p> <ul style="list-style-type: none"> cause/effect, compare/contrast, description, sequential, concept/definition, proposition/support character, setting, plot, problems/solution, theme, goal/action/outcomes 	<p>Teacher made assessments Observations Reading series assessments Independent work Projects Teachers Annotated Notes NWEA Dibels</p>
<ul style="list-style-type: none"> I can show (identify), describe (explain), and use what I know through writing and or speaking the different ways of drawing attention to important points on a page (text features): <i>Italicizing, numbering</i> 	<p>Paragraph Italicizing Numbering</p>	<p>Teacher made assessments Observations Reading series assessments Independent work Projects Teachers Annotated Notes NWEA Dibels</p>

Huron School District

Core Curriculum Guide

Grade Level: 4th

Content Area: Reading

<ul style="list-style-type: none">• I can explain by writing and/or speaking (determine) how author's choice of words (word choice) affects meaning:• Figures of speech, alliteration, personification, simile, metaphor, imagery	Word choice Figures of speech Alliteration Personification Simile Metaphor Imagery	Teacher made assessments Observations Reading series assessments Independent work Projects Teachers Annotated Notes NWEA Dibels
<ul style="list-style-type: none">• I can use ways to organize or emphasize text (organizational features):• <i>Title page, index</i>	Organize Emphasize Title page Index	Teacher made assessments Observations Reading series assessments Independent work Projects Teachers Annotated Notes NWEA Dibels

Huron School District

Core Curriculum Guide

Grade Level: 4th

Content Area: Reading

Unit Title:

Month(s): March- April

Content Standards:

- **4.R.1.1 Students can analyze complex word patterns(RF.4.3)**
- **4.R.1.2 Students can identify meanings of unfamiliar vocabulary(RL.4.4)**
- **4.R.2.1 Students can construct meaning from text by applying comprehension strategies(RI.4.1, RI.4.2, RI.4.3)**
- **4.R.2.2 Students can develop fluency by utilizing fluency strategies independently(RR.4.4)**
- **4.R.2.3 Students can utilize fluency strategies to comprehend literature and other materials(RL.4.10)**
- **4.R.3.1 Students can identify organizational and text structures within genres(RL.4.2)**
- **4.R.3.2 Students can identify, explain, and use text features(RI. 4.8, RI. 4.8, RI.4.9)**
- **4.R.3.3 Students can determine how word choice affects meaning**
- **4.R.4.1 Students can identify and distinguish the characteristics of multicultural texts, historical texts, and time period texts**
- **4.R.5.1 Students can use organizational features of text**
- **4.R.5.2 students can research a topic by gathering information from at least two sources**

Essential Questions:

<p style="text-align: center;">Skills Students Will Be Able To...</p>	<p style="text-align: center;">Essential Vocabulary</p>	<p style="text-align: center;">Assessment How will you know if students have learned?</p>
<ul style="list-style-type: none"> • I can match and/or relate the parts to the whole (analyze) complex word patters (root words, prefixes, suffixes, syllables, contractions, and possessives): • <i>Divide two and three syllable words using VCCV and VCV pattern</i> 	<p>Whole word Relate Syllables Vowel Consonant patterns</p>	<p>Teacher made assessments Observations Reading series assessments Independent work Projects Teachers Annotated Notes NWEA Dibels</p>

Huron School District

Core Curriculum Guide

Grade Level: 4th

Content Area: Reading

<ul style="list-style-type: none"> I can tell or explain in writing, speaking, and drawing (identify) meanings of unknown words (unfamiliar vocabulary): <i>Infer specific word meanings in the context of reading passages</i> 	Unknown words Infer Word meaning Reading passages Context	Teacher made assessments Observations Reading series assessments Independent work Projects Teachers Annotated Notes NWEA Dibels
<ul style="list-style-type: none"> I can build (construct) meaning from text by using what I know by reading, writing, and/or speaking (applying) using methods to understand text (comprehension strategies): <i>Using context clues, inferring</i> 	Comprehension Context clues Inferring Paragraph	Teacher made assessments Observations Reading series assessments Independent work Projects Teachers Annotated Notes NWEA Dibels
<ul style="list-style-type: none"> I can improve (develop) reading a text with accuracy, phrasing, and pace by utilizing methods used to improve accuracy, phrasing and pace: <i>Contextual clues</i> I can use methods used to improve accuracy, phrasing and pace to help me understand what I read in literature and other materials: <i>Using contextual clues</i> 	Contextual clues Accuracy } fluency Phrasing } Pace }	Teacher made assessments Observations Reading series assessments Independent work Projects Teachers Annotated Notes NWEA Dibels
<ul style="list-style-type: none"> I can find out about (research) a topic to collect information. 	Research Sources Citation	Teacher made assessments Observations Independent word Projects Teachers annotated notes

Huron School District

Core Curriculum Guide

Grade Level: 4th

Content Area: Reading

<ul style="list-style-type: none"> I can show what I know through writing and/or speaking (identify) arrangement of text (text organizational structures) and patters an author uses to organize ideas in text(text structure) within genres: Genre: <i>nonfiction(historical, biography, autobiography, informational, documentary), fiction(historical, realistic, mystery, folktale, fantasy, science fiction, comedy, action) poetry, drama</i> Text Structure: <i>cause/effect, compare/contrast, description, sequential, concept/definition, proposition/support</i> Literary elements: <i>character, setting, plot, problems/solution, theme, goal/action/outcomes</i> 	<p>Genre Text arrangement Author’s organizational patterns Nonfiction, fiction, poetry, drama</p> <ul style="list-style-type: none"> cause/effect, compare/contrast, description, sequential, concept/definition, proposition/support character, setting, plot, problems/solution, theme, goal/action/outcomes 	<p>Teacher made assessments Observations Reading series assessments Independent work Projects Teachers Annotated Notes NWEA Dibels</p>
<ul style="list-style-type: none"> I can show (identify), describe (explain), and use what I know through writing and or speaking the different ways of drawing attention to important points on a page (text features): <i>Boxing, listing</i> 	<p>Boxing within text Listing within text</p>	<p>Teacher made assessments Observations Reading series assessments Independent work Projects Teachers Annotated Notes NWEA Dibels</p>

Huron School District

Core Curriculum Guide

Grade Level: 4th

Content Area: Reading

<ul style="list-style-type: none">• I can explain by writing and/or speaking (determine) how author's choice of words (word choice) affects meaning:• Figures of speech, alliteration, personification, simile, metaphor, imagery	Word choice Figures of speech Alliteration Personification Simile Metaphor Imagery	Teacher made assessments Observations Reading series assessments Independent work Projects Teachers Annotated Notes NWEA Dibels
<ul style="list-style-type: none">• I can use ways to organize or emphasize text (organizational features):• <i>Illustrations/photos/captions</i>	Organize Emphasize Illustrations Photos Captions	Teacher made assessments Observations Reading series assessments Independent work Projects Teachers Annotated Notes NWEA Dibels

Huron School District

Core Curriculum Guide

Grade Level: 4th

Content Area: Reading

Unit Title:

Month(s): April- May

Content Standards:

- **4.R.1.1 Students can analyze complex word patterns(RF.4.3)**
- **4.R.1.2 Students can identify meanings of unfamiliar vocabulary(RL.4.4)**
- **4.R.2.1 Students can construct meaning from text by applying comprehension strategies(RI.4.1, RI.4.2, RI.4.3)**
- **4.R.2.2 Students can develop fluency by utilizing fluency strategies independently(RR.4.4)**
- **4.R.2.3 Students can utilize fluency strategies to comprehend literature and other materials(RL.4.10)**
- **4.R.3.1 Students can identify organizational and text structures within genres(RL.4.2)**
- **4.R.3.2 Students can identify, explain, and use text features(RI. 4.8, RI. 4.8, RI.4.9)**
- **4.R.3.3 Students can determine how word choice affects meaning**
- **4.R.4.1 Students can identify and distinguish the characteristics of multicultural texts, historical texts, and time period texts**
- **4.R.5.1 Students can use organizational features of text**
- **4.R.5.2 students can research a topic by gathering information from at least two sources**

Essential Questions:

-

<p style="text-align: center;">Skills Students Will Be Able To...</p>	<p style="text-align: center;">Essential Vocabulary</p>	<p style="text-align: center;">Assessment How will you know if students have learned?</p>
<ul style="list-style-type: none"> • I can match and/or relate the parts to the whole (analyze) complex word patters (root words, prefixes, suffixes, syllables, contractions, and possessives): • <i>Combine two appropriate words to form contractions</i> 	<p>Whole word Relate Combine Appropriate Contractions Form</p>	<p>Teacher made assessments Observations Reading series assessments Independent work Projects Teachers Annotated Notes NWEA Dibels</p>

Huron School District

Core Curriculum Guide

Grade Level: 4th

Content Area: Reading

<ul style="list-style-type: none"> I can tell or explain in writing, speaking, and drawing (identify) meanings of unknown words (unfamiliar vocabulary): <i>Identify and correctly use antonyms, synonyms, homophones, and homographs</i> 	Identify Antonyms Synonyms Homophones Homographs	Teacher made assessments Observations Reading series assessments Independent work Projects Teachers Annotated Notes NWEA Dibels
<ul style="list-style-type: none"> I can build (construct) meaning from text by using what I know by reading, writing, and/or speaking (applying) using methods to understand text (comprehension strategies): <i>Sequencing, following directions</i> 	Comprehension Paragraph Meaning Methods Text Sequencing Following directions	Teacher made assessments Observations Reading series assessments Independent work Projects Teachers Annotated Notes NWEA Dibels
<ul style="list-style-type: none"> I can improve (develop) reading a text with accuracy, phrasing, and pace by utilizing methods used to improve accuracy, phrasing and pace: <i>Review previously taught strategies</i> I can use methods used to improve accuracy, phrasing and pace to help me understand what I read in literature and other materials: <i>Review previously taught strategies</i> 	Accuracy Phrasing Pace } fluency	Teacher made assessments Observations Reading series assessments Independent work Projects Teachers Annotated Notes NWEA Dibels
<ul style="list-style-type: none"> I can find out about (research) a topic to collect information. 	Research Sources Citation	Teacher made assessments Observations Independent word Projects Teachers annotated notes

Huron School District

Core Curriculum Guide

Grade Level: 4th

Content Area: Reading

<ul style="list-style-type: none"> I can show what I know through writing and/or speaking(identify) arrangement of text(text organizational structures) and patterns an author uses to organize ideas in text (text structure) within genres: Genre: <i>nonfiction(historical, biography, autobiography, informational, documentary), fiction(historical, realistic, mystery, folktale, fantasy, science fiction, comedy, action) poetry, drama</i> Text Structure: <i>cause/effect, compare/contrast, description, sequential, concept/definition, proposition/support</i> Literary elements: <i>character, setting, plot, problems/solution, theme, goal/action/outcomes</i> 	<p>Genre Text arrangement Author’s organizational patterns Nonfiction, fiction, poetry, drama</p> <ul style="list-style-type: none"> cause/effect, compare/contrast, description, sequential, concept/definition, proposition/support character, setting, plot, problems/solution, theme, goal/action/outcomes 	<p>Teacher made assessments Observations Reading series assessments Independent work Projects Teachers Annotated Notes NWEA Dibels</p>
<ul style="list-style-type: none"> I can show (identify), describe (explain), and use what I know through writing and or speaking the different ways of drawing attention to important points on a page (text features): <i>Continue reviewing all text features</i> 	<p>Bold text Bulleting Italicizing Numbering Boxing Listing</p>	<p>Teacher made assessments Observations Reading series assessments Independent work Projects Teachers Annotated Notes NWEA Dibels</p>

Huron School District

Core Curriculum Guide

Grade Level: 4th

Content Area: Reading

<ul style="list-style-type: none">• I can explain by writing and/or speaking (determine) how author's choice of words (word choice) affects meaning:• Figures of speech, alliteration, personification, simile, metaphor, imagery	Word choice Figures of speech Alliteration Personification Simile Metaphor Imagery	Teacher made assessments Observations Reading series assessments Independent work Projects Teachers Annotated Notes NWEA Dibels
<ul style="list-style-type: none">• I can use ways to organize or emphasize text (organizational features):• <i>Continue reviewing previously taught organizational features</i>	Organize Emphasize Illustrations Photos Captions Title page Table of contents	Teacher made assessments Observations Reading series assessments Independent work Projects Teachers Annotated Notes NWEA Dibels

Huron School District

Core Curriculum Guide

Grade Level: 4th

Content Area: Reading

Unit Title:

Month(s): May

Content Standards:

- **4.R.1.1 Students can analyze complex word patterns(RF.4.3)**
- **4.R.1.2 Students can identify meanings of unfamiliar vocabulary(RL.4.4)**
- **4.R.2.1 Students can construct meaning from text by applying comprehension strategies(RI.4.1, RI.4.2, RI.4.3)**
- **4.R.2.2 Students can develop fluency by utilizing fluency strategies independently(RR.4.4)**
- **4.R.2.3 Students can utilize fluency strategies to comprehend literature and other materials(RL.4.10)**
- **4.R.3.1 Students can identify organizational and text structures within genres(RL.4.2)**
- **4.R.3.2 Students can identify, explain, and use text features(RI. 4.8, RI. 4.8, RI.4.9)**
- **4.R.3.3 Students can determine how word choice affects meaning**
- **4.R.4.1 Students can identify and distinguish the characteristics of multicultural texts, historical texts, and time period texts**
- **4.R.5.1 Students can use organizational features of text**
- **4.R.5.2 students can research a topic by gathering information from at least two sources**

Essential Questions:

-

<p style="text-align: center;">Skills Students Will Be Able To...</p>	<p style="text-align: center;">Essential Vocabulary</p>	<p style="text-align: center;">Assessment How will you know if students have learned?</p>
<ul style="list-style-type: none"> • I can match and/or relate the parts to the whole (analyze) complex word patters (root words, prefixes, suffixes, syllables, contractions, and possessives): • <i>Separate all contractions, use plurals</i> 	<p>Whole word Relate Separate Contractions Plurals</p>	<p>Teacher made assessments Observations Reading series assessments Independent work Projects Teachers Annotated Notes NWEA Dibels</p>

Huron School District

Core Curriculum Guide

Grade Level: 4th

Content Area: Reading

<ul style="list-style-type: none"> I can tell or explain in writing, speaking, and drawing (identify) meanings of unknown words (unfamiliar vocabulary): <i>Use a grade-appropriate dictionary to define unknown words</i> 	Dictionary Electronic dictionary Definition	Teacher made assessments Observations Reading series assessments Independent work Projects Teachers Annotated Notes NWEA Dibels
<ul style="list-style-type: none"> I can build (construct) meaning from text by using what I know by reading, writing, and/or speaking (applying) using methods to understand text (comprehension strategies): <i>Synthesizing</i> 	Comprehension Methods Synthesizing	Teacher made assessments Observations Reading series assessments Independent work Projects Teachers Annotated Notes NWEA Dibels
<ul style="list-style-type: none"> I can improve (develop) reading a text with accuracy, phrasing, and pace by utilizing methods used to improve accuracy, phrasing and pace: <i>Utilize phrasing to verbalize author's style and text features</i> I can use methods used to improve accuracy, phrasing and pace to help me understand what I read in literature and other materials: <i>Review previously taught strategies</i> 	Accuracy Phrasing Pace } fluency	Teacher made assessments Observations Reading series assessments Independent work Projects Teachers Annotated Notes NWEA Dibels

Huron School District

Core Curriculum Guide

Grade Level: 4th

Content Area: Reading

<ul style="list-style-type: none"> I can show what I know through writing and/or speaking (identify) arrangement of text (text organizational structures) and patterns an author uses to organize ideas in text(text structure) within genres: Genre: <i>nonfiction(historical, biography, autobiography, informational, documentary), fiction(historical, realistic, mystery, folktale, fantasy, science fiction, comedy, action) poetry, drama</i> Text Structure: <i>cause/effect, compare/contrast, description, sequential, concept/definition, proposition/support</i> Literary elements: <i>character, setting, plot, problems/solution, theme, goal/action/outcomes</i> 	<p>Genre Text arrangement Author’s organizational patterns Nonfiction, fiction, poetry, drama</p> <ul style="list-style-type: none"> cause/effect, compare/contrast, description, sequential, concept/definition, proposition/support character, setting, plot, problems/solution, theme, goal/action/outcomes 	<p>Teacher made assessments Observations Reading series assessments Independent work Projects Teachers Annotated Notes NWEA Dibels</p>
<ul style="list-style-type: none"> I can show (identify), describe (explain), and use what I know through writing and or speaking the different ways of drawing attention to important points on a page (text features): <i>Continue reviewing all text features</i> 	<p>Bold text Bulleting Italicizing Numbering Boxing Listing</p>	<p>Teacher made assessments Observations Reading series assessments Independent work Projects Teachers Annotated Notes NWEA Dibels</p>

Huron School District

Core Curriculum Guide

Grade Level: 4th

Content Area: Reading

<ul style="list-style-type: none">• I can explain by writing and/or speaking (determine) how author’s choice of words (word choice) affects meaning:• Figures of speech, alliteration, personification, simile, metaphor, imagery	Word choice Figures of speech Alliteration Personification Simile Metaphor Imagery	Teacher made assessments Observations Reading series assessments Independent work Projects Teachers Annotated Notes NWEA Dibels
<ul style="list-style-type: none">• I can use ways to organize or emphasize text (organizational features):• <i>Continue review previously taught organizational features</i>	Organize Emphasize Illustrations Photos Captions Title page Table of contents	Teacher made assessments Observations Reading series assessments Independent work Projects Teachers Annotated Notes NWEA Dibels

- The **bolded** standards are the standards being taught for that individual month
- The **highlighted** standards are the essential skills 4th graders are expected to master by the end of the year
 - SIOP strategies are used throughout all instruction (Echevarria, Vogt, Short. Making Content Comprehensible to English Learners The SIOP Model. Boston: Pearson Education Inc. 2008.)
Some examples are as follows:
 - Content objectives and language objectives are clearly defined, displayed, and reviewed
 - Supplementary materials are used to a high degree
 - Meaningful activities that integrate lesson concepts with language practice opportunities
 - Key vocabulary is emphasized
 - Speech is appropriate for students' proficiency levels
 - Clear explanation of academic tasks
 - Scaffolding techniques consistently used, assisting and supporting student understanding
 - A variety of questions or tasks that promote higher-order thinking skills
 - Frequent opportunities for interaction and discussion
 - Grouping configurations support language and context objectives of the lesson
 - Sufficient wait time for student responses consistently provided
 - Hands-on materials and/or manipulatives provided for students to practice using new content knowledge
 - Activities provided for students to apply content and language knowledge
 - Activities that integrate all language skills
 - Pacing of the lesson appropriate to students' ability levels
 - Comprehensive review of key vocabulary
 - Comprehensive review of content concepts
 - Building background and allowing for practice/application of skills
- Reading standards are also taught within science, social studies, and math when applicable
- Teachers may use STAR reading, Accelerated Reader, and/or DRA's to determine an overall reading level for each student

Huron School District

Core Curriculum Guide

Grade Level: 4th

Content Area: Reading

Working document

4th grade books used in lessons

Aunt Chip and the Great Triple Creek Dam

Bad Case of Stripes

Because of Winn-Dixie

Blubber

Brave Irene

Charlotte's Web

Circle of Gold

Dad, Are You the Tooth Fairy?

Dandelions

Enemy Pie

Fourth Grade Rats

Frindle

Guji Guji

Harry the Dirty Dog

Knots on a Counting Rope

Little House on the Prairie

Me and My Cat

Molly's Pilgrim

My Rotten Red-Headed Older Brother

No Mirrors in My Nana's House

One Grain of Rice

Pink and Say

Polar Express

Private I. Guana

Roll of Thunder, Hear My Cry

Romeow and Drooliette

Sarah Plain and Tall

Sebastian's Rollerskates

Somebody Loves You, Mr. Hatch

Sophie's Masterpiece

Stellaluna

Thank You, Mr. Falker

The Long Winter

The Night I Followed the Dog

The Rainbow Fish

The Well

There's a Boy in the Girls' Bathroom

To Be a Drum

When Pigasso Met Mootisse

White Socks Only

Wilfred Gordon McDonald Partridge