Diocese of Greensburg Curriculum
Reading Grade 4

Unit	Standards	Content	Skills

Comprehension Strategies	**CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5**
	CCSS: Grade 4
	
	Reading: Literature
	Key Ideas and Details
	1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
	
	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.
	
	Integration of Knowledge and Ideas
	7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
	
	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.
	
	9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
	
	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.
		Strategies and Skills
		
		- Authors purpose
		- Drawing conclusions
		- Compare/contrast
		- Cause/effect
		- Problem/solution
		- Sequencing
		- Points of view
		- Main idea and details
		- Summarize and retell
		- Text features
		- Fact and opinion
		- Making predictions/inferences
		- Citing textual evidence
		- Theme
		- Follow directions
		  - Written
		  - Oral
		
		Literary Elements
		
		- Text structure
		  - Character
		  - Setting
		  - Plot
		  - Problem and solution
		  - Beginning, middle, end
		- Text analysis
		  - Text to self
		  - Text to text
		  - Text to world
			The students will be able to:
			
			- Make and defend predictions using information presented in the text.*
			- Identify and distinguish facts and opinions
			- State details in a text to justify an inference.
			- Cite details from the text that support the main idea.
			- Compare and contrast various texts for specific purpose.
			- Identify cause and effect relationships
			- Distinguish between cause and effect.
			- Identify and distinguish facts and opinions
			- Investigate and explain why something happened.
			- Make text to self, text to text, and text to world connections.
			- Make connections to stories and figures from the Bible.
			- Explain events in chronological order.
			- Identify and condense the key details of the text.
			- Identify and explain the various ways information, ideas, and concepts are organized.
			- Interpret information presented in various graphic features.

Unit	Standards	Content	Skills

	Reading: Informational Text
	
	3. Analyze how and why individuals, events, and ideas develop and interact over the course of a 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.
	
	5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
	
	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.
	
	6. Assess how point of view or purpose shapes the content and style of a 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.
	
	Integration of Knowledge and Ideas
	7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
	
	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.
	
	9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
		Genre
		
		- Fiction
		    o Realistic fiction
		    o Fantasy
		    o Fairytales
		    o Folktales
		    o Historical
		    o Humorous
		
		- Nonfiction
		    o Expository text
		    o Informational text
		    o Biography
		    o Autobiography
		
		- Poetry
			*Concepts are introduced in this grade level

Unit	Standards	Content	Skills
	RI.4.9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. **Range of Reading and Level of Text Complexity** **10. Read and comprehend complex literary and informational texts independently and proficiently.** 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. 		
Fluency	**CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5** **CCSS: Grade 4** **Reading: Foundational Skills** **Phonics and Word Recognition** **RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding words.** 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. **Fluency** **RF.4.4. Read with sufficient accuracy and fluency to support comprehension.**	• Reading fluency • Word analysis • Phonics • Expression and intonation	The student will be able to: • Demonstrate fluency with various types of text. • Read with accuracy and appropriate rate. • Use phonics and word analysis skills to read accurately. • Use expression and intonation when reading aloud.

Unit	Standards	Content	Skills
	b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. 		

Genres	**CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5**
	CCSS: Grade 4
	
	Reading: Literature
	5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
	
	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.
	
	Range of Reading and Level of Text Complexity
	10. Read and comprehend complex literary and informational texts independently and proficiently.
	
	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.
	
		Genre
		
		- Fiction
		  - Historical Fiction
		  - Realistic Fiction
		- Narrative
		- Poetry
		- Drama/Plays
		- Folklore/Myths/Legends/Tall Tales/Fables
		- Fantasy
		- Mystery
		- Non-Fiction
		  - Informational
		  - Speeches
		  - Autobiography/Biography/Memoirs
		  - Magazine/Newspaper Articles
		  - Online Sources
			The student will be able to:
			
			- Identify different genres of literature.
			- Read and comprehend texts from various genres.
			- Identify and explain differences between genres.

Unit	Standards	Content	Skills
Literary Elements	**CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5** **CCSS: Grade 4** **Language** **5. Demonstrate understanding of word relationships and nuances in word meanings.** L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. L.4.5a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. L.4.5b. Recognize and explain the meaning of common idioms, adages, and proverbs. L.4.5c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). © Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.	• Simile • Metaphor • Alliteration • Idioms • Personification • Onomatopoeia • Hyperbole • Synonyms and Antonyms	The student will be able to: • Distinguish between literal and figurative meaning. • Identify and classify examples of figurative language. • Explain the meaning of figurative language used in text. • Differentiate between synonyms, antonyms, and homonyms.
Story Elements	**CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5** **CCSS: Grade 4** **Reading: Literature** **3. Analyze how and why individuals, events, and ideas develop and interact over the course of a 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).	• Characters • Setting • Plot • Conflict • Climax • Falling action • Resolution	The learners will be able to: • Identify character traits. • Compare and contrast characters. • Analyze a character's actions and choices in light of Catholic moral values. • Analyze development of characters.* • Identify time and place of the story. • Create story maps.

Unit	Standards	Content	Skills
	5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. 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. © Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.		• Identify conflict and resolution.* • Identify climax and falling action.* • Organize and present events in a story in chronological order. *Concepts introduced in this grade level Suggested Reading List.docx
Theme	**CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5** **CCSS: Grade 4** **Reading: Literature** **2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.** RL.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text. **6. Assess how point of view or purpose shapes the content and style of 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. **9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.**	• Theme • Author's Purpose • Mood • Point of View • Main/Central Idea	The learners will be able to: • Determine a theme from details in the text. • Assess the text to determine the author's purpose. • Identify the point of view of a story's narrator. • Compare and contrast points of view. • Determine the main idea of a text. • Highlight Gospel values in discussion of literary text.

Unit	Standards	Content	Skills
	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. **Range of Reading and Level of Text Complexity** **10. Read and comprehend complex literary and informational texts independently and proficiently.** 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. **Reading: Informational Text** **8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.** RI.4.8. Explain how an author uses reasons and evidence to support particular points in a text. © Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.		

Unit	Standards	Content	Skills
Speaking and Listening	**CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5** **CCSS: Grade 4** **Speaking and Listening** **Comprehension and Collaboration** **1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.** 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.4.1a. 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. SL.4.1b. Follow agreed-upon rules for discussions and carry out assigned roles. SL.4.1c. 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. SL.4.1d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. **2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.** SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	• Oral presentation • Collaborative discussion • Listening comprehension • Peer review • Following directions • Formal vs Informal language • Oral reading	The student will be able to: • Speak clearly and accurately at an understandable and fluent pace. • Use visual displays when appropriate. • Speak in a manner appropriate to task and audience. • Apply knowledge of language and its conventions when speaking. • Engage in discussions with partners and groups on specific topics and texts. • Listen attentively and respond appropriately to comments posed by others. • Evaluate and communicate strengths and weaknesses of another's oral presentation. • Use peer feedback to improve oral presentation skills. • Recall and follow directions presented orally. • Distinguish between formal and informal language. • Perform a dramatic presentation. • Demonstrate fluency in oral reading, individually and in a group.

Unit	Standards	Content	Skills
	3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.		
	SL.4.3. Identify the reasons and evidence a speaker provides to support particular points.		
	Presentation of Knowledge and Ideas **4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.**		
	SL.4.4. 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.		
	5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.		
	SL.4.5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.		
	6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.		
	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.		

Unit	Standards	Content	Skills
Spelling	CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5 CCSS: Grade 3 Reading: Foundational Skills Phonics and Word Recognition RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding words. a. Identify and know the meaning of the most common prefixes and derivational suffixes. b. Decode words with common Latin suffixes. c. Decode multi-syllable words. d. Read grade-appropriate irregularly spelled words. CCSS: Grade 4 Reading: Foundational Skills Phonics and Word Recognition RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding words. 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. © Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.	• Open/Closed Syllables • R-Controlled Syllables • VCe Syllables • VCV/VCVe Syllables • Vowel Digraph/Diphthong Syllable • Consonant -le Syllable • VCCV Syllables • VCCCV Syllables • Short vowel sounds (a, e, i, o, u) • Word families • Long Vowels (a, e, i, o, u) • Common Vowel Pairs ai, ay, ee, ea • Long o Spelled oa, ow • Long i spelled i, ie, igh • Words with VCV Pattern • Three-Letter Clusters (i.e. scr-, spr-, str-, thr-) • Silent Letters (i.e. kn, wr, ph, mb, tch, gh, sc) • Vowel Diphthongs ow, ou, oi, oy • Contractions (i.e. n't, 'd, 've) • Homophones & Homographs (i.e. aunt/ant, bee/be, bow, down, etc.) • R-controlled Words o Words with ar, or, ore, er,ir, ur, or, air, ear, are • Soft/Hard Sounds (i.e. *c* as /s/, *c* as /k/, *g* as /g/, *g* as /j/) • Compound Words • Base Words and -ed, -ing • Spelling Changes: -s, -es, -ed, -ing • Less Common Plurals • Suffixes -ful, -y, -ous, -ly, -er	The students will be able to decode and spell words using knowledge of the following: • Syllables Patterns • Short vowel sounds (a, e, i, o, u) • Long Vowels (a, e, i, o, u) • Words with VCe patterns • Common Vowel Pairs ai, ay, ee, ea • Long o Spelled oa, ow • Long i spelled i, ie, igh • Words with VCV Pattern • Three-Letter Clusters (i.e. scr-, spr-, str-, thr-) • Silent Letters (i.e. kn, wr, ph, mb, tch, gh, sc) • Words with au, aw, al, o • Contractions (i.e. n't, 'd, 've) • Homophones & Homographs • R-controlled Words • Soft/Hard Sounds (i.e.*c* as /s/, *c* as /k/, *g* as /g/, *g* as /j/) • Compound Words • Prefixes, suffixes • Consonant Digraphs (i.e. sh, ch, th, wh, ph)

Unit	Standards	Content	Skills
		• Prefixes un-, pre-, re-, bi, under-, over-, non-, tri-, quad- • Suffixes -less, -ness, -able, -ion, -ation, -sion, -tion, -ment, -or • Consonant Digraphs (i.e. sh, ch, th, wh, ph)	
Vocabulary	**CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5** **CCSS: Grade 4** **Reading: Literature** **Craft and Structure** **4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.** 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). **Reading: Informational Text** **Craft and Structure** **4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.** 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. **Language** **Vocabulary Acquisition and Use** **4. Determine or clarify the meaning of**	• Vocabulary acquisition • Prefixes and suffixes • Greek and Latin roots • Synonyms, antonyms, and homonyms • Dictionary skills • Analogies	The learner will be able to: • Recognize root words. • Decode and define words using knowledge of prefixes and suffixes. • Identify multiple meaning words. • Use reference materials.(Dictionary, Thesaurus, Internet). • Construct sentences using acquired vocabulary. • Distinguish shades of meaning. • Distinguish literal from non-literal meanings. • Determine the meaning of unfamiliar words and phrases within a text using context clues. • Determine the meaning of unfamiliar words in the Bible.

Unit	Standards	Content	Skills
	unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. L.4.4b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). © Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.		