

Reading for Literature

Essential Questions	Standard	Content Focus/ Essential Skill	Academic Vocabulary	Potential Resources (Notes)	Catholic Identity
	Key Ideas and Details				
How does reading help us understand our world and our place in it?	4.RL.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	Analyze Anticipate Cause Character Characterize Compare Comparison Comprehend Conclude Conclusion Create Contrast Critical Defend Define Detail Determine Disagree Discuss Effect Event Evidence Exclude Evaluate Figurative Frequently Genre Identity Include Inference Information		Use skills to comprehend Catholic resources. Identify themes or messages in various selections and apply Catholic principles. Interpret information presented in religious/Catholic materials. Reflecting on Catholic teachings, critique text and write a response.
	4.RL.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.			
How do you recognize a character, setting, or main event?	4.RL.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).			
	Craft and Structure				
How can descriptive words make a text more interesting?	4.RL.4a	Determine the meaning of words and phrases as they are used in a text (contextual clues).			
	4.RL.4b	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.			
How does comprehension promote a greater enjoyment of reading?	4.RL.5	Explain major differences among genres such as drama, mythology, 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.			
	4.RL.6	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.			
How is poetry different from prose?	Integration of Knowledge and Ideas				
	4.RL.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.			
What has occurred in your own life to help you understand the text?	4.RL.8	Not applicable to literature.			

<p>What is theme?</p> <p>Why do characters change during the course of a story?</p> <p>How might differentiating between cause/effect improve your understanding?</p> <p>How does summarizing help you prioritize information in a story?</p> <p>How does the author’s choice of figurative language create mental images as you read?</p>	4.RL.9	Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil), patterns of events (e.g., the quest), and conflict and resolution in stories, myths, and traditional literature from different cultures.	<p>Interpret</p> <p>Investigate</p> <p>Label</p> <p>Occur</p> <p>Organize</p> <p>Perspective</p> <p>Place</p> <p>Preference</p> <p>Prior</p> <p>Process</p> <p>Question</p> <p>Reason</p> <p>Recall</p> <p>Require</p> <p>Research</p> <p>Respond</p> <p>Response</p> <p>Review</p> <p>Sequence</p> <p>Significant</p> <p>Specific</p> <p>Structure</p> <p>Summarize</p> <p>Support</p> <p>Theme</p> <p>Various</p> <p>Viewpoint</p>		
	Range of Reading and Level of Text Complexity				
	4.RL.10	By the end of the year, read and comprehend different genres of literature, including stories, dramas, mythology, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.			
	4.RL.11	Demonstrate an understanding of the personal choices and moral consequences in literature and apply these to their own life.			

Reading for Informational Text

Essential Questions	Standard	Content Focus/ Essential Skill	Academic Vocabulary	Potential Resources (Notes)	Catholic Identity
<p>How does understanding word relationships improve your vocabulary as you read?</p> <p>How does distinguishing between fact and opinion help you to separate details in a text?</p> <p>How does paraphrasing help you prioritize information in a story?</p> <p>What is a feature article?</p> <p>Why do authors write feature articles?</p>	Key Ideas and Details		Accurate Cause/Effect Fact Feature Opinion Paraphrase Problem/Solution		Use skills to comprehend Catholic resources. Interpret information presented in religious/Catholic materials. Reflect on Catholic teachings, critique text and write a response.
	4.RI.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.			
	4.RI.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.			
	4.RI.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.	See Academic Vocabulary in Reading for Literature for additional words.		
	Craft and Structure				
	4.RI.4	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i> .			
	4.RI.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.			
	4.RI.6	Compare and contrast a firsthand (primary source) and secondhand account of the same event or topic; describe the differences in focus and the information provided.			
	Integration of Knowledge and Ideas				
	4.RI.7a	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on web pages or other media sources).			
4.RI.7b	Explain how the information contributes to an understanding of the text in which it appears.				
	4.RI.8	Explain how an author uses reasons and evidence to support particular points in a text.			

	4.RI.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			
	4.RI.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grade 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range,		
	4.RI.11	Read to learn more about his/her relationship with God, their faith, and traditions.		

Reading: Foundational Skills

Essential Questions	Standard	Content Focus/ Essential Skill	Academic Vocabulary	Potential Resources (Notes)	Catholic Identity
	Phonics and Word Recognition				
	4.RF.3	Know and apply grade-level phonics and word analysis skills in decoding words.			Read aloud Catholic prayers and poems. Read Mass readings.
	4.RF.3a	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.			
	4.RF.3b	Read grade-appropriate irregularly spelled words.			
	4.RF.3c	Distinguish meanings among common homophones.			
	Fluency				
	4.RF.4	Read with sufficient accuracy and fluency to support comprehension.			

	4.RF.4a	Read on-level text with purpose and understanding.		
	4.RF.4b	Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.		
	4.RF.4c	Use context to confirm or self-correct word recognition and understanding, re-reading as necessary.		

Writing

Essential Questions	Standard	Content Focus/ Essential Skill	Academic Vocabulary	Potential Resources (Notes)	Catholic Identity
	Text Types and Purposes				
Why is writing important in life?	4.W.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	Writing process: 1. Prewriting (Brainstorming) 2. Drafting 3. Revising 4. Editing 5. Publishing 6. Reflection Analyze Audience Author Bibliography Brainstorm Characteristics Chronological Classify Comments Comparison		Write prayers or poems that focus on elements of the Catholic faith. Write petitions for use in prayer service or liturgies. Rewrite a parable with a new/current setting. Write letters to clergy or women religious. Write articles for submission to the Messenger (diocesan newspaper).
	4.W.1a	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.			
Why is it necessary to validate your key ideas with facts?	4.W.1b	Provide the reasons that are supported by facts and details.			
	4.W.1c	Link opinion and reasons using transitional words and phrases (e.g., <i>for instance, in order to, in addition</i>).			
What do you know about the writing process?	4.W.1d	Provide a concluding statement or section related to the opinion presented.			
	4.W.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.			
Why is each step in the writing process important?	4.W.2a	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.			
	4.W.2b	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic..			
How does writing differ among genres?	4.W.2c	Link ideas within categories of information using			

<p>audience affect your style of writing?</p> <p>How will conferencing with peers or adults improve your writing organization and style?</p> <p>What is the importance of sharing your writing?</p> <p>How does writing enable us to follow and live the Catholic social teachings?</p>		linking words and phrases (e.g., <i>another, for example, also, because</i>).	Conclusion Conflict Creative Description Descriptive Detail Develop Edit Evidence Example Fact Feedback Informative Introduction Narrative Note-taking Opinion Organize Outline Paragraph Paraphrase Persuade Persuasive Plan Point of View Proofread Publish Punctuation Purpose Quote Reflection Report Research Resource Revise Revision		
	4.W.2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.			
	4.W.2e	Provide a concluding statement or section related to the information or explanation presented.			
	4.W.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.			
	4.W.3a	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.			
	4.W.3b	Use dialogue and description to develop experiences and events or show the responses of character to situations.			
	4.W.3c	Use a variety of transitional words and phrases to manage the sequence of events.			
	4.W.3d	Use concrete words and phrases and sensory details to convey experiences and events precisely.			
	4.W.3e	Provide a conclusion that follows from the narrated experiences or events.			
	Production and Distribution of Writing				
	4.W.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)			
	4.W.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade.)			
	4.W.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.		
		Research to Build and Present Knowledge		
4.W.7		Conduct short research projects that build knowledge through investigation of different aspects of a topic.	Source Spellcheck Support Topic	
4.W.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 works cited.	Topic sentence Venn diagram	
4.W.9		Draw evidence from literary or informational texts to support analysis, reflection, and research.		
4.W.9a		Apply <i>grade 4 Reading standards</i> 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].”).		
4.W.9b		Apply <i>grade 4 Reading standards</i> to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).		
		Range of Writing		
4.W.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 and Listening

Essential Questions	Standard	Content Focus/ Essential Skill	Academic Vocabulary	Potential Resources (Notes)	Catholic Identity
How do listening and speaking skills help us to learn,	Comprehension and Collaboration				
	4.SL.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,			Participate in group

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<p>play, communicate, and participate fully in classroom, community, and parish life?</p>		<p>building on others’ ideas and expressing their own clearly.</p>		
	4.SL.1a	<p>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.</p>		
<p>What is the difference between listening and hearing?</p>	4. SL.1b	<p>Follow agreed-upon rules for discussions and carry out assigned roles.</p>		
	4. SL.1c	<p>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.</p>		
<p>In what ways are ideas communicated effectively?</p>	4. SL.1d	<p>Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p>		
	4. SL.2	<p>Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>		
<p>How do our words and body language help us communicate properly?</p>	4. SL.3	<p>Identify the reasons and evidence a speaker provides to support particular points.</p>		
	Presentation of Knowledge and Ideas			
<p>How do verbal and nonverbal cues affect understanding?</p>	4. SL.4	<p>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 the main ideas or themes; speak clearly at an understandable pace.</p>		
	4. SL.5	<p>Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p>		
	4. SL.6	<p>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.)</p>		
				<p>prayers.</p> <p>Participate in responses during Mass.</p> <p>Listen reverently to Scripture readings during Mass and prayers services.</p> <p>Recite prayers, poems, and speeches.</p>

Language Mechanics

Essential Questions	Standard	Content Focus/ Essential Skill	Academic Vocabulary	Potential Resources (Notes)	Catholic Identity
	Conventions of Standard English				
How will the use of English language structure and conventions help us to communicate effectively?	4.L.1	Observe conventions of English grammar and usage when writing and speaking.	Abstract noun Adjective Adverb		Use Catholic prayers and readings during grammar instruction.
	4.L.1a	Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>).	Agreement Antecedent		
	4.L.1b	Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses.	Antonym Appropriate		
Why is it important to use correct grammar?	4.L.1c	Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions.	Capitalization Colon		
	4.L.1d	Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>).	Comparative Complex Compound		
	4.L.1e	Form and use prepositional phrases.	Concrete noun		
What is the importance of knowing and using rules for writing?	4.L.1f	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.	Coordinating Dialogue		
	4.L.1g	Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>).	Dictionary Formal		
	4.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Glossary Grammar Informal Irregular		
	4.L.2a	Use correct capitalization.	Literal		
	4.L.2b	Use commas and quotation marks to mark direct speech and quotations from a text.	Modify Nonliteral		
	4.L.2c	Use a comma before a coordinating conjunction in a compound sentence.	Noun Plural		
	4.L.2d	Spell grade-appropriate words correctly, consulting references as needed.	Possessive Prefix		
	Knowledge of Language				
4.L.3	Use knowledge and its conventions when writing, speaking, reading, or listening.	Preposition Pronoun Punctuation			
4.L.3a	Choose words and phrases to convey ideas precisely.	Quotation mark			

	4.L.3b	Choose punctuation for effect.	Reference Regular Relative pronoun Root Word Semi-colon Sentence Simple Spelling Subordinating Suffix Superlative Synonym Verb Verb tense		
	4.L.3c	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).			
	4.L.3d	Compare/contrast standard/formal and informal uses of English in digital formats (e.g., texts, blogs, email, etc.).			
	Vocabulary Acquisition and Use				
	4.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 4 reading and content</i> , choosing flexibly from a range of strategies.			
	4.L.4a	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.			
	4.L.4b	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph, photograph, autograph</i>).			
	4.L.4c	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.			
	4.L.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.			
	4.L.5a	Explain the meaning of simple similes and metaphors (e.g., <i>pretty as a picture</i>) in context.			
	4.L.5b	Recognize and explain the meaning of common idioms, adages, proverbs.			
	4.L.5c	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).			
	4.L.6	Acquire and use accurately grade-appropriate words and phrases, including those that signal precise actions, emotions, or states of being (e.g., <i>quizzed, whine, stammered</i>) and that are basic to a particular			

		topic (e.g., <i>wildlife, conservations, and endangered</i> when discussing animal preservation).		
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- Qualitative evaluation of the text:** Levels of meaning, structure, language conventionality and clarity, and knowledge demands
- Quantitative evaluation of the text:** Readability measures and other scores of text complexity
- Matching reader to text and task:** Reader variables (such as motivation, knowledge, and experiences) and task variables (such as purpose and the complexity generated by the task assigned and the questions posed)

Note: For additional resources, check the Lexile measure (<https://lexile.com/>) or Accelerated Reader book levels (<http://www.arbookfind.com/default.aspx>)

Students in K-5 apply the Reading standards to the following range of text types, with texts selected from a broad range of cultures and periods.

Literature			Informational Text
Stories	Dramas	Poetry	Literary Nonfiction and Historical, Scientific, and Technical Texts
Includes children’s adventure stories, folktales, legends, fables, fantasy, realistic fiction, myths, and Bible readings.	Includes staged dialogue and brief familiar scenes.	Includes nursery rhymes and the subgenres of the narrative poem, limerick, and free verse poem as well as prayers and psalms.	Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms, and information displayed in graphs, charts, or maps; and digital sources on a range of topics. Additional readings could include the Catechism, the Pope’s writing, and diocesan newspaper.