

HADDONFIELD PUBLIC SCHOOLS
Curriculum Map for Reading – Grade 4

First Trimester—September/October/November

Targeted Standard(s): NJCCCS

3.1: All students will understand and apply the knowledge of sounds, letters and words in written English to become independent and fluent readers and will read a variety of materials and texts with fluency and comprehension.

Enduring Understandings (The big ideas):

1. Students will make meaning of the text through their understanding of a text’s features, structures, and characteristics.
2. Readers use language structure and context clues to identify the intended meaning of words and phrases as they are used in text.
3. Fluent readers group words quickly to help them gain meaning from what they read.
4. Good readers employ strategies to help them understand text.
5. Words have a powerful affect on meaning
6. Good readers compare, infer, synthesize, and make connections (text to text, text to self, text to world) to make text personally relevant and useful).
7. Strategic readers can develop, select, and apply strategies to enhance their comprehension.
8. Readers act as researchers as they gather and critique information on a topic from a variety of sources for specific purposes.

Essential Questions:

1. How does the understanding of a text’s features, structure, and characteristics help the reader make meaning of the text?
2. How does a reader figure out an unknown word?
3. How does fluency affect comprehension?
4. What do readers do to create meaning from text?
5. Why do readers need to pay attention to writers’ word choices?
6. How do readers construct meaning from text?
7. Why does a reader conduct research?

Core Content/Objectives	Instructional Actions	
Concepts and Skills <i>What students will know/What students will be able to do</i>	Activities/Strategies <i>Learning Activities/ Differentiation Interdisciplinary Connections</i>	Assessment <i>How learning will be assessed</i>
<p>1A. Students will know and understand that different types of print formats have different features and characteristics.</p> <p>a. Students will be able to identify features and characteristics of fiction texts and informational texts.</p> <p>1B. Students will know that conventions are part of print features. These include paragraphs, end punctuation, and bold print</p> <p>b. Students will be able to recognize and use these print conventions to make meaning from text.</p>	<p>1. Teacher modeling using read alouds</p> <p>1. Guided reading lessons</p> <p>1. Reading and Writing Minilessons</p>	<p>1. Students will identify that the narrative is imagined rather than real and includes elements such as characters, a problem or conflict, setting, a plot with events or episodes, and problem resolution</p>
<p>2. Students will know letter-sound correspondence and structural analysis, such as roots and affixes, to apply to the decoding of words.</p> <p>a. Students will be able to apply knowledge of structural analysis, such as roots and affixes, to the decoding of unknown words.</p>	<p>2. Connect with writing, word study, and vocabulary</p>	<p>2. Oral reading assessments</p> <p>2. Writing samples that correspond to the use of the structural analysis.</p> <p>2. Informal reading inventory to assess accuracy and reading rate (pg. 489 of <i>Guiding Readers and Writers</i>)</p>

<p>3. Students will be able to use rhythm, flow, meter, and pronunciation to demonstrate understanding of punctuation marks and their use in fluent reading.</p>	<p>3. Guided reading mini-lessons 3. Teacher Modeling 3. Reader's Theater 3. Tape Recordings 3. Writing samples emphasizing punctuation use for fluent writing</p>	<p>3. Oral reading 3. Individual conferences 3. Reader's Theater demonstrations 3. Writing samples demonstrate appropriate punctuation for fluent reading and writing.</p>
<p>4A. Students will know that knowledge of word meaning, language structure, and sound-symbol relationships when reading. 4a. Students will be able to use knowledge of word meaning, language structure, and sound-symbol relationships to check understanding when reading 4B. Students will know that visual organizers assist in organizing information before, during, and after reading. 4b. Students will be able to use visual organizers to organize information before, during, and after reading.</p>	<p>4. Teacher Modeling 4. Guided Reading 4. Minilessons-both reading and Writing 4. Graphic organizers-explicit instruction</p>	<p>4. Reading response journals 4. Individual conferences 4. Guided reading group discussions 4. Use of graphic organizers to demonstrate comprehension skills.</p>
<p>5A. Students will know that a grade-level appropriate dictionary can be used to define unknown words. 5a. Students will know how to independently use a grade-level appropriate dictionary to define unknown words. 5B. Students will know the identity and use of antonyms, synonyms, homophones, and homographs 5b. Students will know how to identify and correctly use antonyms, synonyms, homophones, and homographs.</p>	<p>5. Minilessons 5. Practice with all content areas</p>	<p>5. Do your students: Actively search for meaning when they meet a new word? Understand and search for new meanings for words that they meet in context? Consider alternative definitions of words in the search for meaning while reading? Try to use more interesting works in their writing even if they are unsure of the meaning?</p>
<p>6/7A. Students will know how to discuss the underlying themes across cultures occurring in various texts. 6/7B. Students will know how to distinguish cause and effect, main idea, and supporting details in informational texts. 6/7C. Students will know how to cite evidence from text to support conclusions. 6/7D. Students will know how to interpret author's opinions as the author addresses culture, ethnicity, gender, and historical periods.</p>	<p>6/7. Prepare background knowledge information. 6/7. Identify common threads or repeated ideas across cultures 6/7. Compare and contrast folktales such as Cinderella, Yen-Shen, the Chinese version, and The Hidden One, a Native American version http://artsedge.kennedy-center.org/content/2304 6/7. Minilessons-the structure of informational text 6/7. Teacher modeling 6/7. Minilessons to demonstrate supporting conclusions by referencing the text when making inferences and generalizations. 6/7. Minilessons to demonstrate how to analyze the impact of an author's attitude and beliefs</p>	<p>6/7. Graphic organizers to identify themes Performance-based assessment comparing/contrasting the themes in a text. 6/7. <i>Voyager's Amazing Journey</i> http://www.doe.mass.edu/mcas/search/vi-ewreadingselection.asp?ReadingSelecionid=290 6/7. <i>Jane on Her Own</i> by Ursula K. LeGuin http://www.doe.mass.edu/mcas/search/vi-ewreadingselection.asp?readingSelectionid=2936/7d d. Guided reading lessons to practice and discuss analysis. 6/7. Discussion of time periods and social climate during which pieces are written to highlight societal issues that influenced the author's perspective.</p>

8. Students will know how to use the library classifications system, either print or electronic, to locate information.	8. Library lessons	8. Assessment by Librarian and during research projects
--	--------------------	---

HADDONFIELD PUBLIC SCHOOLS
Grade 4 Curriculum Map/Reading

Second Trimester—December/January/February

Targeted Standard(s): NJCCCS

3.1: All students will understand and apply the knowledge of sounds, letters and words in written English to become independent and fluent readers and will read a variety of materials and texts with fluency and comprehension.

Enduring Understandings (The big ideas):

9. Students will make meaning of the text through their understanding of a text's features, structures, and characteristics.
10. Readers use language structure and context clues to identify the intended meaning of words and phrases as they are used in text.
11. Fluent readers group words quickly to help them gain meaning from what they read.
12. Good readers employ strategies to help them understand text.
13. Words have a powerful affect on meaning
14. Good readers compare, infer, synthesize, and make connections (text to text, text to self, text to world) to make text personally relevant and useful).
15. Strategic readers can develop, select, and apply strategies to enhance their comprehension.
16. Readers act as researchers as they gather and critique information on a topic from a variety of sources for specific purposes.

Essential Questions:

8. How does the understanding of a text's features, structure, and characteristics help the reader make meaning of the text?
9. How does a reader figure out an unknown word?
10. How does fluency affect comprehension?
11. What do readers do to create meaning from text?
12. Why do readers need to pay attention to writers' word choices?
13. How do readers construct meaning from text?
14. Why does a reader conduct research?

Core Content/Objectives		Instructional Actions	
Concepts and Skills		Activities/Strategies	Assessment
<i>What students will know/What students will be able to do</i>		<i>Learning Activities/ Differentiation Interdisciplinary Connections</i>	<i>How learning will be assessed</i>
1.	Students will know how to use informational text features, such as maps, globes, charts, and illustrations to support text meaning.	1. Guided reading lessons 1. Minilessons demonstrating text features in order to comprehend print formats; use of globes, maps, and Internet sources to clarify reading of text.	1. Guided reading discussions 2. Reading response journals 3. Individual reading conferences 4. <i>Rocket Balloon</i> by Laura Buller and Ron Tyler http://www.nj.gov/education/assessments/es/sample/NJ-LAL_sample.pdf . Pgs. 36-41.
2.	Students will be able to use common word families to decode unfamiliar words.	2. Connect with writing, word study, and vocabulary	2. Oral reading assessments 2. Writing samples that correspond to the use of common word families.
3.	Students will be able to adjust reading speeds for scanning, skimming, and careful reading.	3. Teacher Modeling 3. Reader's Theater 3. Tape Recordings	3. Oral reading 3. Individual conferences 3. Reader's Theater demonstrations

<p>4. Students will know how to seek clarification for specific words or passages causing comprehension difficulties.</p>	<p>4. Monitoring and correcting: Have students check on whether reading sounds right, looks right, and makes sense.</p>	<p>4. Reading response journals 4. Individual conferences 4. Guided reading group discussions 4. Observe if students stop, think, and search back or forward in the text to ensure correct understanding</p>
<p>5. Students will know how to infer word meanings from learned roots, prefixes, and suffixes.</p>	<p>5. Have students use a range of strategies to take words apart and understand what words mean while reading continuous text. 5. Increase the amount of text that students encounter through read-aloud 5. While rereading a familiar text, mask a word and have students predict it, talking about its meaning in the sentence</p>	<p>5. Observe if students use meaningful parts of words (e.g., roots, inflectional endings) to understanding individual words 5. Develop a list of nonsense words that include actual roots, prefixes, and suffixes and have students invent definitions to determine if the words “make sense”</p>
<p>6/7a. Students will know how to read and follow multiple-step written directions. 6/7b. Students will know how to recognize an author’s point of view. 6/7c. Students will know how to identify and summarize the central ideas in informational texts. 6/7d. Students will know how to identify the differences among literature, including poetry, drama, fiction and informational texts.</p>	<p>6/7. Read-aloud How-to books 6/7. Practice following multi-step directions from a variety of situations. 6/7. Write “how-to” essays 6/7. Teacher modeling 6/7. Shared writing 6/7. Teacher modeling and minilessons to demonstrate identifying and summarizing central ideas. 6/7. Pair work to practice identifying and summarizing central ideas in informational text. 6/7d. Minilessons to identify various text and literary features. 6/7. Graphic organizers to show text and literary features.</p>	<p>6/7. Guided reading discussions, Reading response journals Writing from the author’s point of view. 6/7. http://www.readwritethink.org/lessons/lesson_view.asp?id=957</p>
<p>8. Students will know how to investigate a favorite author and produce evidence of research.</p>	<p>8. Library lessons 8. Website instruction for obtaining information 8. Graphic organizers to collect information</p>	<p>8. Author study report or project-teacher to give choices for students to produce evidence of research.</p>

HADDONFIELD PUBLIC SCHOOLS
Grade 4 Curriculum Map/Reading

Third Trimester – March, April, May, June

Targeted Standard(s): NJCCCS

3.1: All students will understand and apply the knowledge of sounds, letters and words in written English to become independent and fluent readers and will read a variety of materials and texts with fluency and comprehension.

Enduring Understandings (*The big ideas*):

17. Students will make meaning of the text through their understanding of a text’s features, structures, and characteristics.
18. Readers use language structure and context clues to identify the intended meaning of words and phrases as they are used in text.
19. Fluent readers group words quickly to help them gain meaning from what they read.
20. Good readers employ strategies to help them understand text.
21. Words have a powerful affect on meaning
22. Good readers compare, infer, synthesize, and make connections (text to text, text to self, text to world) to make text personally relevant and useful).
23. Strategic readers can develop, select, and apply strategies to enhance their comprehension.
24. Readers act as researchers as they gather and critique information on a topic from a variety of sources for specific purposes.

Essential Questions:

15. How does the understanding of a text’s features, structure, and characteristics help the reader make meaning of the text?
16. How does a reader figure out an unknown word?
17. How does fluency affect comprehension?
18. What do readers do to create meaning from text?
19. Why do readers need to pay attention to writers’ word choices?
20. How do readers construct meaning from text?
21. Why does a reader conduct research?

Core Content/Objectives	Instructional Actions	
Concepts and Skills <i>What students will know/What students will be able to do</i>	Activities/Strategies <i>Learning Activities/ Differentiation Interdisciplinary Connections</i>	Assessment <i>How learning will be assessed</i>
1. No additional indicators for this enduring understanding. All previous enduring understandings should be reinforced and maintained throughout reading instruction for the third trimester.		
2. Students will know that compound words, contractions, and common abbreviations can be used to assist with decoding unknown words.	2. Connect with writing, word study, and vocabulary	2. Oral reading assessments 2. Writing samples that correspond to the use of compound words, contractions, and common abbreviations.
3. No additional indicators for this enduring understanding. All previous enduring understandings should be reinforced and maintained throughout reading instruction for the third trimester.		
4. No additional indicators for this enduring understanding.		

<p>All previous enduring understandings should be reinforced and maintained throughout reading instruction for the third trimester.</p>		
<p>5. Students will know that the specific word meanings can be inferred from the context of reading passages.</p>	<p>5. Minilessons 5. Practice within all content areas 5. Word study</p>	<p>5. Guided reading discussions 5. Vocabulary use in writing samples</p>
<p>6/7a. Students will know that there are literary elements in stories, including setting, characters, plot, and mood. 6/7b. Students will identify literary elements in stories. 6/7c. Students will know that there are differences in structures in poetry as opposed to narratives 6/7d. Students will know that there are differences in structures in drama as opposed to narratives and poetry 6/7e Students will know that it is necessary to read regularly in materials appropriate for their independent reading level.</p>	<p>6/7. Classroom library organized for a variety of levels. 6/7. Book talks by students and teachers to promote interest in books. 6/7. Library lessons 6/7. Minilessons on book choice, etc.</p>	<p>6/7. Guided reading discussions 6/7. Reading response journals 6/7. Graphic organizers for identifying literary elements 6/7. Writing samples that indicate use of literary elements http://www.readwritethink.org/lessons/lesson_view.asp?id115 6/7c. Published piece of poetry in which students identify poetry structures. 6/7. Writing samples using poetry structure</p>
<p>8. Students will know that reading independently and researching topics using a variety of materials satisfies personal, academic, and social needs. It also produces evidence of reading.</p>	<p>8. Library lessons 8. Website instruction for obtaining information 8. Graphic organizers to collect information</p>	<p>8. Research report or project-teacher to give choices for students to produce evidence of research.</p>