

Fayette County Schools  
Reading Language Arts Curriculum Map

Grade Level: 4th

Enduring Understanding: Reading is a message-getting, problem solving activity that increases in power and flexibility the more it is practiced. Readers have various ways to think **WITHIN THE TEXT** (getting the literal meaning by processing words and stated ideas).

Concept	Learning Target	Why we are teaching/learning this concept	B	M	E	CSO	Instructional / Academic Language - Vocabulary	Assessment Options	21 <sup>st</sup> Century Learning & Thinking Skills
<i>Readers use a range of strategies to take words apart and understand what words mean.</i>	I can notice new and interesting words and add them to my own speaking or writing vocabulary.	Readers notice new and interesting words and add them to their vocabulary.					<ul style="list-style-type: none"> <li>imply</li> <li>infer</li> <li>context clues</li> <li>multiple meaning words</li> <li><b>etymology</b></li> </ul>	<u>Performance Assessments</u> <ul style="list-style-type: none"> <li>Aim Line</li> <li>Accelerated Reader</li> <li>Acuity Benchmarks</li> <li>Anecdotal Records (in small and whole group settings during interactive read-aloud, shared reading, and guided reading)</li> <li>Behaviors to Notice &amp; Support Checklists</li> <li>Checklists</li> <li>Conference Notes</li> <li>Domine Dictation Task</li> <li>DRA2</li> <li>Phonological Awareness Literacy Screening</li> </ul>	<u>LEARNING SKILLS OBJECTIVES</u>  <u>Information &amp; Communication Skills</u> 3-4.1.LS1 3-4.1.LS2 3-4.1.LS3  <u>Thinking &amp; Reasoning Skills</u> 3-4.2.LS1  <u>Personal and Workplace Skills</u> 3-4.3.LS1 3-4.3.LS2 3-4.3.LS3 3-4.3.LS4 3-4.3.LS5 3-4.3.LS6  <u>Technology Resources</u> <ul style="list-style-type: none"> <li>Digital storytelling</li> <li>Kidspiration</li> <li>MS Excel</li> <li>MS Paint</li> </ul>
	I can understand the implied meaning of words (e.g. "That's just ducky!")	Readers understand that the meaning of words can be affected by the situations in which they are used.					<u>Figurative Language</u> <ul style="list-style-type: none"> <li>simile</li> <li>metaphor</li> <li>idioms</li> <li><b>analogies</b></li> <li><b>puns</b></li> <li>figurative</li> </ul>		
	I can understand the use of figurative words.					4.1.01 4.1.02 4.1.04 4.1.06 4.1.07			
	I can problem-solve challenging words by trying different things (sliding finger, looking for known parts, using words I know, noticing endings)	Readers try different ways to problem solve challenging words.				4.1.08 4.1.11 4.1.17	<ul style="list-style-type: none"> <li>analogy</li> <li>consonant</li> <li>vowel</li> <li>diphthong</li> <li>digraph</li> <li>consonant cluster/blend</li> <li>r-controlled vowel</li> <li>schwa</li> <li>root word/base word</li> <li>syllable</li> <li>syllable break</li> <li>multi-syllable</li> <li>endings (-s, -ed, -ing, etc.)</li> <li>prefix (re-, un-, pre-, etc.)</li> <li>suffix (-tion, -able, -ary, -ly, etc.)</li> <li><b>etymology</b></li> </ul>		
	I can solve multi-syllable words (many with three or more syllables) using vowel patterns, prefixes, suffixes, other word parts, and connecting new words to known words.	Readers notice endings and various letter combinations to help them solve longer words.				4.2.08 4.2.11			

Items in BOLD face print are introduced at this grade level.

Time Frames are shaded: B= Beginning of year; M = Middle of Year; E = End of Year

Revised: 1/7/2010

Fayette County Schools  
Reading Language Arts Curriculum Map

Grade Level: 4th

Enduring Understanding: Reading is a message-getting, problem solving activity that increases in power and flexibility the more it is practiced. Readers have various ways to think **WITHIN THE TEXT** (getting the literal meaning by processing words and stated ideas).

Concept	Learning Target	Why we are teaching/learning this concept	B	M	E	CSO	Instructional / Academic Language - Vocabulary	Assessment Options	21 <sup>st</sup> Century Learning & Thinking Skills	
	I can use the context of a sentence, paragraph, or whole text to determine the meaning of a word.	Readers use words in surrounding sentences or phrases to figure out the meaning of new words or words used in a new way.					<ul style="list-style-type: none"> <li>multiple meaning words</li> <li>context clues</li> </ul>	(PALS) <ul style="list-style-type: none"> <li>Record of Oral Reading: Miscue Analysis; Running Records</li> <li>Rubrics</li> <li>Selection tests</li> <li>STAR Reading Assessment</li> </ul>	<ul style="list-style-type: none"> <li>MS PowerPoint</li> <li>MS Word</li> <li>Odyssey</li> <li>readwritethink.org (selected lessons)</li> <li>Thinkfinity.org</li> <li>Wikipedia</li> <li>Whiteboard</li> </ul>	
	<b>I can use the meaning of words that reflect regional or historical dialects as well as words from languages other than English to determine the meaning of a word.</b>						<ul style="list-style-type: none"> <li><b>etymology</b></li> <li><b>dialect</b></li> </ul>			
	I can use my background knowledge to solve some undefined words.	Readers link what they know about words to help them figure out the meaning and come up with a reasonable pronunciation.					<ul style="list-style-type: none"> <li>contractions</li> <li>compound words</li> <li>abbreviations</li> <li>multiple-meaning</li> <li>homonyms (read, read)</li> <li>homophones (bare, bear)</li> <li>antonyms</li> <li>synonyms</li> <li><b>etymology</b></li> </ul>			<u>Product Assessments</u> <ul style="list-style-type: none"> <li>Graphic Organizers (e.g. Frayer, Story Map, 2 column notes, webs, foldables, etc.),</li> <li>Reading logs,</li> <li>Rubrics</li> <li>Writing in response to</li> </ul>
	I can solve content specific and <b>technical words</b> (e.g. photosynthesis), using graphics and definitions embedded in the text.						<u>Parts of Speech</u> <ul style="list-style-type: none"> <li>nouns</li> <li>proper nouns</li> <li>verbs</li> <li>adjectives</li> </ul>			

Items in BOLD face print are introduced at this grade level.

Time Frames are shaded: B= Beginning of year; M = Middle of Year; E = End of Year

Revised: 1/7/2010

Fayette County Schools  
Reading Language Arts Curriculum Map

Grade Level: 4th

Enduring Understanding: Reading is a message-getting, problem solving activity that increases in power and flexibility the more it is practiced. Readers have various ways to think **WITHIN THE TEXT** (getting the literal meaning by processing words and stated ideas).

Concept	Learning Target	Why we are teaching/learning this concept	B	M	E	CSO	Instructional / Academic Language - Vocabulary	Assessment Options	21 <sup>st</sup> Century Learning & Thinking Skills
	I can use tools such as glossaries, dictionaries, a thesaurus, and pronunciation guides to solve words, including proper nouns, descriptive words, and <b>technical words</b> .						<ul style="list-style-type: none"> <li>adverbs</li> </ul> <u>Text Tools</u> <ul style="list-style-type: none"> <li>pronunciation guide</li> <li>glossary</li> <li>parenthesis</li> <li>thesaurus</li> <li>references</li> </ul> <ul style="list-style-type: none"> <li><b>skim</b></li> <li><b>scan</b></li> <li><b>technical</b></li> <li><b>etymology</b></li> </ul>	reading (notebooks, journals, open-ended response sheets, etc.)	
<i>Readers check on themselves and correct errors that don't make sense, sound right, or look right.</i>	I can check on my reading for accuracy and understanding and self-correct when errors have an effect on meaning.	Readers use multiple sources of information to check on themselves. They may need to adjust their rate of reading and/or re-read to self-correct.				4.1.05 4.1.06 4.1.07 <ul style="list-style-type: none"> <li><b>accuracy</b></li> <li>self-correct</li> <li>re-read</li> </ul>			

Items in BOLD face print are introduced at this grade level.

Time Frames are shaded: B= Beginning of year; M = Middle of Year; E = End of Year

Revised: 1/7/2010

Fayette County Schools  
Reading Language Arts Curriculum Map

Grade Level: 4th

Enduring Understanding: Reading is a message-getting, problem solving activity that increases in power and flexibility the more it is practiced. Readers have various ways to think **WITHIN THE TEXT** (getting the literal meaning by processing words and stated ideas).

Concept	Learning Target	Why we are teaching/learning this concept	B	M	E	CSO	Instructional / Academic Language - Vocabulary	Assessment Options	21 <sup>st</sup> Century Learning & Thinking Skills
<i>Readers search for and use information to help them make sense of a text.</i>	I can make reasonable predictions about what might happen as I read parts of longer text.	Readers use their background knowledge and prior information from the text to make reasonable predictions. Predictions help them make sense of the text, set a purpose for reading, anticipate events, and confirm or revise their thinking.				4.1.03 4.1.06 4.1.08 4.1.09	<ul style="list-style-type: none"> <li>• <b>pre-reading strategies</b> (<i>activate background knowledge, table of contents, cover &amp; back of book, preview headings, subheadings, etc., skim, scan</i>)</li> <li>• predict</li> <li>• confirm</li> <li>• revise</li> </ul>		
	I can search for information in illustrations and graphics (simple diagrams, illustrations with labels, maps, charts, captions under pictures).	Readers use illustrations and graphics before, during, and after reading. They know that graphics often contain information that adds to their understanding.				4.1.03 4.1.06 4.1.08 4.1.14 4.1.15 4.1.16	<ul style="list-style-type: none"> <li>• infer</li> <li>• <b>visualize</b></li> <li>• <b>skim</b></li> <li>• <b>scan</b></li> </ul> <p><i>Text tools</i></p> <ul style="list-style-type: none"> <li>• graphics</li> <li>• diagram</li> <li>• cross-section</li> <li>• label</li> <li>• chart</li> <li>• caption</li> <li>• photograph</li> <li>• illustration</li> </ul>		

Items in BOLD face print are introduced at this grade level.

Time Frames are shaded: B= Beginning of year; M = Middle of Year; E = End of Year

Revised: 1/7/2010

4 of 18

Fayette County Schools  
Reading Language Arts Curriculum Map

Grade Level: 4th

Enduring Understanding: Reading is a message-getting, problem solving activity that increases in power and flexibility the more it is practiced. Readers have various ways to think **WITHIN THE TEXT** (getting the literal meaning by processing words and stated ideas).

Concept	Learning Target	Why we are teaching/learning this concept	B	M	E	CSO	Instructional / Academic Language - Vocabulary	Assessment Options	21 <sup>st</sup> Century Learning & Thinking Skills
	I can use readers' tools to help me gather information.	Readers use a range of text tools to help them gather information.				4.1.03 4.1.06 4.1.08 4.1.15 4.1.16	<u>Text Tools</u> <ul style="list-style-type: none"> <li>• table of contents</li> <li>• chapter titles</li> <li>• headings</li> <li>• <b>subheadings</b></li> <li>• glossary</li> <li>• pronunciation guide</li> <li>• index</li> <li>• references</li> </ul> <ul style="list-style-type: none"> <li>• <b>skim</b></li> <li>• <b>scan</b></li> </ul>		
	I can read long sentences ( <b>twenty or more words</b> ) that are carried over several lines or to the next page.	Readers use punctuation and text layout to help them phrase longer sentences and read with appropriate expression.				4.1.05 4.1.07	<u>Text Conventions</u> <ul style="list-style-type: none"> <li>• parenthesis</li> <li>• comma</li> <li>• colon</li> <li>• semicolon</li> <li>• ellipses</li> <li>• dash</li> <li>• <b>prepositional phrase</b></li> </ul> <ul style="list-style-type: none"> <li>• pause</li> </ul>		
	I can figure out who is talking both with and without speaker tags when reading dialogue.	Readers use punctuation and text layout to help them track dialogue.				4.1.07	<u>Text Conventions</u> <ul style="list-style-type: none"> <li>• dialogue</li> <li>• speaker tags</li> <li>• quotation marks</li> <li>• print layout for dialogue</li> </ul>		

Items in BOLD face print are introduced at this grade level.

Time Frames are shaded: B= Beginning of year; M = Middle of Year; E = End of Year

Revised: 1/7/2010

5 of 18

Fayette County Schools  
Reading Language Arts Curriculum Map

Grade Level: 4th

Enduring Understanding: Reading is a message-getting, problem solving activity that increases in power and flexibility the more it is practiced. Readers have various ways to think **WITHIN THE TEXT** (getting the literal meaning by processing words and stated ideas).

Concept	Learning Target	Why we are teaching/learning this concept	B	M	E	CSO	Instructional / Academic Language - Vocabulary	Assessment Options	21 <sup>st</sup> Century Learning & Thinking Skills	
<i>Readers put together and remember important information and disregard irrelevant information when reading.</i>	<b>I can read long stretches of descriptive language and remember important information.</b>	Readers gather information and adjust their thinking when reading longer texts.				4.1.07 4.1.08 4.1.14 4.1.17 4.2.08	<u>Features of Text</u> <ul style="list-style-type: none"> <li>• plot</li> <li>• episode</li> <li>• <b>sequel</b></li> <li>• character development/traits (actions, physical description, monologue and dialogue)</li> </ul>			
	I can read a text over several days, remember details, and revise my thinking based upon what I have read.									
	<b>I can remember the details of multiple plots with many episodes and multiple characters.</b>	Readers often stop to summarize various episodes to keep their thinking on track. They distinguish between important and irrelevant information.								<u>Text Structures</u> <ul style="list-style-type: none"> <li>• description</li> <li>• problem-solution</li> <li>• cause &amp; effect</li> <li>• compare &amp; contrast</li> <li>• time sequence</li> <li>• fiction</li> <li>• nonfiction</li> <li>• <b>literary</b>, narrative, <b>expository</b>, informational text</li> </ul>
	I can summarize a longer text with multiple episodes either orally or in writing.									
	I can summarize a text at intervals during the reading of a longer text (i.e. chapters).									

Items in BOLD face print are introduced at this grade level.

Time Frames are shaded: B= Beginning of year; M = Middle of Year; E = End of Year

Revised: 1/7/2010

6 of 18

Fayette County Schools  
Reading Language Arts Curriculum Map

Grade Level: 4th

Enduring Understanding: Reading is a message-getting, problem solving activity that increases in power and flexibility the more it is practiced. Readers have various ways to think **WITHIN THE TEXT** (getting the literal meaning by processing words and stated ideas).

Concept	Learning Target	Why we are teaching/learning this concept	B	M	E	CSO	Instructional / Academic Language - Vocabulary	Assessment Options	21 <sup>st</sup> Century Learning & Thinking Skills
	I can follow and remember a series of events <b>and the story problem and solution</b> over a longer text and understand the ending.	Readers sometimes reread to pick up where they left off when reading longer text.  Readers understand that events are related and support the ending.					<ul style="list-style-type: none"> <li>• summarize</li> <li>• paraphrase</li> <li>• analyze</li> <li>• infer</li> <li>• draw conclusions</li> <li>• identify main idea</li> <li>• identify supporting details</li> </ul>		
	I can think and talk about how the character(s) change across a longer text.	Readers gather information about characters and adjust their thinking when reading longer texts. They notice and expect characters to change.					<ul style="list-style-type: none"> <li>• skim</li> <li>• scan</li> <li>• visualize</li> </ul>		
<i>Readers maintain fluency.</i>	I can read silently and orally at an appropriate rate <ul style="list-style-type: none"> <li>• Oral: 100-120 wpm</li> <li>• Silent: 110-135 wpm</li> <li>• <b>Text Levels Q-R.</b></li> <li>• &lt; 94% accuracy = comprehension will break down</li> <li>• 95-97% accuracy = Instructional Level</li> <li>• 98 – 100% = Independent Level</li> </ul>	Fluent reading supports meaning making and problem-solving.				4.1.05 4.1.07  <b>4.3.03</b>	<u>Text Conventions</u> <ul style="list-style-type: none"> <li>• dialogue</li> <li>• speaker tags</li> <li>• quotation marks</li> <li>• print layout for dialogue</li> </ul> <ul style="list-style-type: none"> <li>• comma</li> <li>• colon</li> <li>• semicolon</li> <li>• ellipses</li> <li>• dash</li> </ul>		

Items in BOLD face print are introduced at this grade level.

Time Frames are shaded: B= Beginning of year; M = Middle of Year; E = End of Year

Revised: 1/7/2010

7 of 18

Fayette County Schools  
Reading Language Arts Curriculum Map

Grade Level: 4th

Enduring Understanding: Reading is a message-getting, problem solving activity that increases in power and flexibility the more it is practiced. Readers have various ways to think **WITHIN THE TEXT** (getting the literal meaning by processing words and stated ideas).

Concept	Learning Target	Why we are teaching/learning this concept	B	M	E	CSO	Instructional / Academic Language - Vocabulary	Assessment Options	21 <sup>st</sup> Century Learning & Thinking Skills
	I can read silently and orally at an appropriate rate <ul style="list-style-type: none"> <li>• <b>Oral: 120-145 wpm</b></li> <li>• <b>Silent: 135-165 wpm</b></li> <li>• <b>Text Levels S-T.</b></li> <li>• &lt; 94% accuracy = comprehension will break down.</li> <li>• 95-97% accuracy = Instructional Level</li> <li>• 98 – 100% = Independent Level</li> </ul>						<u>Oral Reading Features</u> <ul style="list-style-type: none"> <li>• <b>prosody</b></li> <li>• emphasis</li> <li>• intonation</li> <li>• stress</li> <li>• expression</li> <li>• pause</li> <li>• phrase</li> <li>• reading rate</li> </ul>		
	I can read dialogue with phrasing and expression that shows that I understand the characters and the events.	Readers use punctuation and text layout to help them read with appropriate phrasing and expression.							
	I can stress words, pause and phrase, use intonation and punctuation when I read orally.								
	<b>I can change the style and pace of my reading to reflect purpose.</b>	Readers adjust their pace to gather information when dealing with challenging texts or topics.							
	I can slow down to search for information and resume a normal reading pace again.								

Items in BOLD face print are introduced at this grade level.

Time Frames are shaded: B= Beginning of year; M = Middle of Year; E = End of Year

Revised: 1/7/2010

8 of 18



Fayette County Schools  
Reading Language Arts Curriculum Map

Grade Level: 4th

Enduring Understanding: Reading is a message-getting, problem solving activity that increases in power and flexibility the more it is practiced.  
Readers have various ways to think **WITHIN THE TEXT** (getting the literal meaning by processing words and stated ideas).

References/Resources:

Clay, Marie, *Becoming Literate: The Construction of Inner Control*, Portsmouth, New Hampshire, 1991.

Fountas, Irene and Pinnell, Gay Su, *The Continuum of Literacy Learning: Grades 3-8 – A Guide to Teaching*, Portsmouth, New Hampshire, Heinemann, 2007.

Items in BOLD face print are introduced at this grade level.

Time Frames are shaded: B= Beginning of year; M = Middle of Year; E = End of Year

Revised: 1/7/2010

9 of 18

Fayette County Schools  
Reading Language Arts Curriculum Map

Grade Level: 4th

Enduring Understanding: Reading is a message-getting, problem solving activity that increases in power and flexibility the more it is practiced.

Readers have various ways to think **BEYOND THE TEXT** (getting the implied meaning and synthesizing information).

Concept	Learning Target	Why we are teaching/learning this concept	B	M	E	CSO	Instructional / Academic Language - Vocabulary	Assessment Options	21 <sup>st</sup> Century Learning & Thinking Skills
<i>Readers use what is known to think about what will follow while reading continuous text.</i>	I can predict the outcome of a narrative and/or the solution to the problem of a story.	Readers make reasonable predictions and can go back into the text to support their thinking.				4.1.03 4.1.06 4.1.08 4.1.10 4.1.12  4.2.08	<ul style="list-style-type: none"> <li>• cause &amp; effect</li> <li>• infer</li> <li>• <b>pre-reading strategies</b></li> <li>• predict</li> <li>• draw conclusions</li> <li>• character analysis/traits (actions, physical description, monologue and dialogue)</li> <li>• <b>synthesis</b></li> </ul>		
	I can support my predictions with evidence from the text <b>or from knowledge of genre.</b>								
	I can predict what characters will do based on traits revealed by the writer and inferred characteristics.	Readers pay attention to the clues writers provide to make inferences about the characters.							
	<b>I can change predictions as new information is gathered from a text.</b>	Readers adjust or revise their predictions as they gather new information. ( <b>synthesis</b> )							
<i>Readers search for and use connections to knowledge gained through personal experience, learning about the world, and reading other texts.</i>	I can use my own experiences to understand a wide variety of fiction and non-fiction texts.	Readers think and talk about the texts they read. They explore how texts are like other things they've read. These connections help deepen their understanding.				4.1.03 4.1.06 4.1.08 4.1.10 4.1.12 4.1.14 4.1.17	<ul style="list-style-type: none"> <li>• poetry</li> <li>• magazine</li> <li>• newspaper</li> <li>• speech</li> <li>• textbook</li> <li>• electronic database</li> <li>• reference material</li> </ul>		
	I can think, talk, and write about connections across texts. I can make	Readers make connections to deepen their understanding of				4.2.08 4.2.13	<u>Fiction/Narrative</u> <ul style="list-style-type: none"> <li>• realistic fiction</li> <li>• historical fiction</li> </ul>		

Items in BOLD face print are introduced at this grade level.

Time Frames are shaded: B= Beginning of year; M = Middle of Year; E = End of Year

Revised: 1/7/2010

Fayette County Schools  
Reading Language Arts Curriculum Map

Grade Level: 4th

Enduring Understanding: Reading is a message-getting, problem solving activity that increases in power and flexibility the more it is practiced.

Readers have various ways to think **BEYOND THE TEXT** (getting the implied meaning and synthesizing information).

Concept	Learning Target	Why we are teaching/learning this concept	B	M	E	CSO	Instructional / Academic Language - Vocabulary	Assessment Options	21 <sup>st</sup> Century Learning & Thinking Skills
	connection across: <ul style="list-style-type: none"> <li>• Characters</li> <li>• Settings</li> <li>• Topics</li> <li>• Themes</li> <li>• Author(s)</li> <li>• Genres</li> <li>• Events</li> <li>• Cultures</li> <li>• Time Frames</li> </ul>	text.				4.3.01 4.3.03	<ul style="list-style-type: none"> <li>• fantasy</li> <li>• fairy tale</li> <li>• folk tale</li> <li>• myth</li> <li>• fable</li> <li>• short story</li> <li>• <b>novel</b></li> <li>• <b>legend</b></li> </ul>		
	I can use my own experiences to help me interpret characters and events.	Readers use their own experiences to help them understand and make inferences about characters and events.					<u>Nonfiction/Informational</u> <ul style="list-style-type: none"> <li>• biography</li> <li>• autobiography</li> <li>• <b>essay</b></li> <li>• informational</li> </ul>		
	I can make connections between my experiences and people who live in different cultures, different places, and different times.	Readers compare their experiences to learn about other cultures, places, and times. Making these connections will add to their schema.							
<i>Readers go beyond the literal meaning of a text</i>	I can make inferences in fiction and nonfiction about: <ul style="list-style-type: none"> <li>• character traits, feelings,</li> </ul>	Writers don't always clearly state everything.				4.1.08 4.1.09 4.1.10	<ul style="list-style-type: none"> <li>• infer</li> <li>• theme</li> <li>• plot</li> </ul>		

Items in BOLD face print are introduced at this grade level.

Time Frames are shaded: B= Beginning of year; M = Middle of Year; E = End of Year

Revised: 1/7/2010

11 of 18

Fayette County Schools  
Reading Language Arts Curriculum Map

Grade Level: 4th

Enduring Understanding: Reading is a message-getting, problem solving activity that increases in power and flexibility the more it is practiced.

Readers have various ways to think **BEYOND THE TEXT** (getting the implied meaning and synthesizing information).

Concept	Learning Target	Why we are teaching/learning this concept	B	M	E	CSO	Instructional / Academic Language - Vocabulary	Assessment Options	21 <sup>st</sup> Century Learning & Thinking Skills
<i>to think about what is not stated but is implied by the writer.</i>	thinking, and motives <ul style="list-style-type: none"> <li>big ideas, messages, or themes</li> <li>cause/effect influences</li> <li>causes of problems /outcomes</li> </ul>	Readers need to put together their schema with the text to infer some of the meaning.				4.1.13 4.1.17 4.2.08	<ul style="list-style-type: none"> <li>moral</li> <li>message</li> <li>cause &amp; effect</li> <li>motive</li> <li>supporting details</li> <li>character analysis</li> <li>dialogue</li> <li>monologue</li> <li>speaker tags</li> <li>quotation marks</li> </ul>		
	I can apply inferences across multiple characters and plots.	Readers use their own experiences and evidence in the text to help them understand and make inferences about characters and events.							
	I can infer the writer's stance/position on an issue.								
	I can use evidence across a text to support my inferences.							<ul style="list-style-type: none"> <li>fiction</li> <li>non-fiction</li> </ul>	
<i>Readers put together information from the text and from the reader's own background knowledge in order to create new understandings.</i>	I can talk and write about known and new information before, during, and after reading by:	Readers think about what they believe they know and compare it to new information they gather as they read.				4.1.03 4.1.06 4.1.08 4.1.10 4.1.14 4.1.17	<ul style="list-style-type: none"> <li>determining importance</li> <li>cultures</li> <li>schema</li> <li><b>perspectives</b></li> <li><b>synthesis</b></li> <li><b>pre-reading strategies</b></li> </ul>		
	<ul style="list-style-type: none"> <li>expressing what I've learned;</li> <li>expressing how my ideas have changed.</li> </ul>	Readers ask questions and <b>synthesize</b> information to arrive at new understandings.				4.2.08 4.2.13			

Items in BOLD face print are introduced at this grade level.

Time Frames are shaded: B= Beginning of year; M = Middle of Year; E = End of Year

Revised: 1/7/2010

Fayette County Schools  
Reading Language Arts Curriculum Map

Grade Level: 4th

Enduring Understanding: Reading is a message-getting, problem solving activity that increases in power and flexibility the more it is practiced. Readers have various ways to think **BEYOND THE TEXT** (getting the implied meaning and synthesizing information).

Concept	Learning Target	Why we are teaching/learning this concept	B	M	E	CSO	Instructional / Academic Language - Vocabulary	Assessment Options	21 <sup>st</sup> Century Learning & Thinking Skills
		Readers talk with others and write about what they read to help clarify and add to their thinking.				4.3.01 4.3.03			

References/Resources:

Clay, Marie, *Becoming Literate: The Construction of Inner Control*, Portsmouth, New Hampshire, 1991.

Fountas, Irene and Pinnell, Gay Su, *The Continuum of Literacy Learning: Grades 3-8 – A Guide to Teaching*, Portsmouth, New Hampshire, Heinemann, 2007.

Items in BOLD face print are introduced at this grade level.

Time Frames are shaded: B= Beginning of year; M = Middle of Year; E = End of Year

Revised: 1/7/2010

13 of 18

Fayette County Schools  
Reading Language Arts Curriculum Map

Grade Level: 4th

Enduring Understanding: Reading is a message-getting, problem solving activity that increases in power and flexibility the more it is practiced.

Readers have various ways to think **ABOUT THE TEXT** (responding to the author's craft).

Concept	Learning Target	Why we are teaching/learning this concept	B	M	E	CSO	Instructional / Academic Language - Vocabulary	Assessment Options	21 <sup>st</sup> Century Learning & Thinking Skills
<p><i>Readers can examine a text to know more about how it is constructed and aspects of the writer's craft.</i></p>	<p>I can identify and explain aspects of genres.</p>	<p>Readers use features of genres to help them anticipate the text and to develop appreciation of the crafting techniques used by the writer.</p>				<p>4.1.12 4.2.08 4.2.15 4.3.01</p>	<ul style="list-style-type: none"> <li>• Genre</li> <li>• Poetry</li> <li>• Play</li> <li>• Magazine</li> <li>• Newspaper</li> <li>• Textbook</li> <li>• Speech</li> <li>• Electronic Database</li> <li>• Reference Material</li> </ul> <p><u>Fiction/Narrative</u></p> <ul style="list-style-type: none"> <li>• historical fiction</li> <li>• realistic fiction</li> <li>• fantasy</li> <li>• fairy tale</li> <li>• folk tale</li> <li>• myth</li> <li>• fable</li> <li>• short story</li> <li>• <b>novel</b></li> <li>• <b>legend</b></li> </ul> <p><u>Nonfiction</u></p> <ul style="list-style-type: none"> <li>• biography</li> <li>• autobiography</li> <li>• <b>essay</b></li> <li>• informational</li> </ul>		

Items in BOLD face print are introduced at this grade level.

Time Frames are shaded: B= Beginning of year; M = Middle of Year; E = End of Year

Revised: 1/7/2010

14 of 18

Fayette County Schools  
Reading Language Arts Curriculum Map

Grade Level: 4th

Enduring Understanding: Reading is a message-getting, problem solving activity that increases in power and flexibility the more it is practiced.

Readers have various ways to think **ABOUT THE TEXT** (responding to the author's craft).

Concept	Learning Target	Why we are teaching/learning this concept	B	M	E	CSO	Instructional / Academic Language - Vocabulary	Assessment Options	21 <sup>st</sup> Century Learning & Thinking Skills
	I can identify and diagram how fiction and non-fiction text is organized.	When readers understand the organizational structure, it helps them anticipate the text.				<b>4.1.03</b> 4.1.06 4.1.08 4.1.12 4.4.15 4.1.16  4.2.08  4.3.01 4.3.03	<u>Text Structures</u> <ul style="list-style-type: none"> <li>• description</li> <li>• compare/contrast</li> <li>• time sequence</li> <li>• problem/solution</li> <li>• cause/effect</li> <li>• category</li> <li>• story structure</li> <li>• rise in tension</li> <li>• turning point</li> <li>• resolution</li> </ul>		
	<b>I can notice and talk about aspects of a writer's craft after reading several texts by the same author.</b>	Readers can look at the text through the eyes of the writer to appreciate crafting techniques used.					<u>Crafting techniques</u> <ul style="list-style-type: none"> <li>• text structure</li> <li>• idea development,</li> <li>• word choice</li> <li>• voice</li> </ul>		

Items in BOLD face print are introduced at this grade level.

Time Frames are shaded: B= Beginning of year; M = Middle of Year; E = End of Year

Revised: 1/7/2010

Fayette County Schools  
Reading Language Arts Curriculum Map

Grade Level: 4th

Enduring Understanding: Reading is a message-getting, problem solving activity that increases in power and flexibility the more it is practiced. Readers have various ways to think **ABOUT THE TEXT** (responding to the author's craft).

Concept	Learning Target	Why we are teaching/learning this concept	B	M	E	CSO	Instructional / Academic Language - Vocabulary	Assessment Options	21 <sup>st</sup> Century Learning & Thinking Skills
	I can talk about and notice descriptive and figurative language ( <b>or special types of language such as puns</b> ) and discuss how it adds to enjoyment or understanding.					4.1.02 4.1.04 4.1.08 4.1.11 4.1.15  4.3.01 4.3.03	<u>Figurative Language</u> <ul style="list-style-type: none"> <li>• simile</li> <li>• metaphor</li> <li>• idiom</li> <li>• <b>puns</b></li> </ul> <u>Parts of Speech</u> <ul style="list-style-type: none"> <li>• noun</li> <li>• proper noun</li> <li>• verb</li> <li>• adjective <ul style="list-style-type: none"> <li>• adverb</li> </ul> </li> <li>• <b>etymology</b></li> <li>• <b>visualization</b></li> </ul>		
	I can understand the relationship between the setting and the plot of a story.	Readers understand the setting is often related to and impacts the plot.				4.1.08	<ul style="list-style-type: none"> <li>• Setting</li> <li>• plot</li> <li>• relationship</li> </ul>		

Items in BOLD face print are introduced at this grade level.

Time Frames are shaded: B= Beginning of year; M = Middle of Year; E = End of Year

Revised: 1/7/2010

16 of 18



Fayette County Schools  
Reading Language Arts Curriculum Map

Grade Level: 4th

Enduring Understanding: Reading is a message-getting, problem solving activity that increases in power and flexibility the more it is practiced.

Readers have various ways to think **ABOUT THE TEXT** (responding to the author's craft).

Concept	Learning Target	Why we are teaching/learning this concept	B	M	E	CSO	Instructional / Academic Language - Vocabulary	Assessment Options	21 <sup>st</sup> Century Learning & Thinking Skills
<i>Readers can evaluate a text based on the reader's personal preferences, knowledge of the world, or text knowledge and think critically about the ideas in the text.</i>	I can tell my opinions of a text and show evidence to support them <b>with specific descriptions of text features (plots, use of language, kinds of characters, genres).</b>	Readers express their opinions about things they read and support their thinking with evidence from the text.  Readers have unique and individualized responses to texts. (It's the reader who makes the text.)  Readers develop preferences in the authors and kinds of texts they read.				4.1.08 4.1.12 4.1.15 4.1.16  4.3.01 4.3.03	<ul style="list-style-type: none"> <li>• reading purpose</li> <li>• viewpoint</li> <li>• opinion</li> <li>• fact</li> <li>• plot</li> <li>• genre</li> <li>• <b>evaluate</b></li> </ul>		
	<b>I can evaluate the reliability or logic of informational texts.</b>	<b>Readers need to be able to tell the difference between fact and opinion</b> and be able to judge the <b>reliability</b> of a text.				4.1.06 4.1.08 <b>4.1.13</b> 4.1.14  4.2.12 4.2.13 4.2.14	<ul style="list-style-type: none"> <li>• <b>fact</b></li> <li>• <b>opinion</b></li> <li>• <b>reliability</b></li> <li>• <b>logic</b></li> </ul>		
	I can talk about the quality of illustrations or graphics.	Readers express their opinions about the illustrations or graphics in a text and how these support or detract from their appreciation and understanding.				4.1.06 4.1.15 4.1.16  4.3.03	<ul style="list-style-type: none"> <li>• Illustration</li> <li>• graphics</li> </ul>		

References/Resources:

Items in BOLD face print are introduced at this grade level.

Time Frames are shaded: B= Beginning of year; M = Middle of Year; E = End of Year

Revised: 1/7/2010

Fayette County Schools  
Reading Language Arts Curriculum Map

Grade Level: 4th

Enduring Understanding: Reading is a message-getting, problem solving activity that increases in power and flexibility the more it is practiced.  
Readers have various ways to think **ABOUT THE TEXT** (responding to the author's craft).

Clay, Marie, *Becoming Literate: The Construction of Inner Control*, Portsmouth, New Hampshire, 1991.

Fountas, Irene and Pinnell, Gay Su, *The Continuum of Literacy Learning: Grades 3-8 – A Guide to Teaching*, Portsmouth, New Hampshire, Heinemann, 2007.