

NCSU ELA Curriculum

Topic: Reading

Unit of Study: First 20 Days: Building Habits

Grade 4

Comprehension Strategies-  **NCSU K-6 Progressions: Comprehension Strategies**

Orienting
Envisioning
Predicting
Connections
Self- Monitoring

CCSS ELA:

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.

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

RF.4.4 Read with sufficient accuracy and fluency to support comprehension.

A. Read grade-level text with purpose and understanding.

B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Essential Questions

- How do readers use strategies to monitor themselves for stamina, accuracy, fluency and meaning?
- How does my reading need to change when I read different kinds of texts?

Knows: Vocabulary

- Stamina
- Independent
- Just right book
- Procedures
- Turn and Talk
- Book Talk
- Read Aloud
- Shared Reading
- Genre
- Writing about Reading
- Reading Interest

- Strategies
- Habits of Readers(HOWLS)
- Fluency
- Accountability
- Partnerships
- Reading logs

Understands

- Readers continually practice to become strategic thinkers and learners.
- Readers use reading for all different reasons; enjoyment and knowledge.
- Readers preview to begin figuring out the characters, setting, and main storyline.
- Readers also use what they know about this kind of fiction to set them up to look for things that will probably be important (e.g., in historical fiction, they plan to learn about the time period; in mystery, they are alert to clues).
- Readers make a mental movie as they read, trying to experience the story as if it is real life. They draw on earlier parts of the text to add to the details.
- Readers use what they know from real life about what these places tend to look and feel like. They also base their predictions on their sense of how stories tend to go and can explain reasons for predictions.
- Readers expect the story to make sense, and when it does not, they use fix-up strategies such as rereading and asking questions, including the 5 Ws.
- To regain their grip on the storyline, readers recall the sequence of events, often trying to sort through what the main character really wants, the problems he or she confronts, and ways the character rises to those challenges.
- Readers read and comprehend literature, including stories, dramas, and poetry.
- Readers read and comprehend informational texts, including history/social studies, science, and technical texts,

DO: Outcome Assessment

- [Mini-lesson plan/observation template](#)
- [Engagement inventory](#)
- [Conferring record](#)
- [Student fluency rubric](#)


Resources


Fountas and Pinnell


- The Reading Minilessons Book
- Interactive Read Alouds

Teachers College Units of Study for Teaching Reading

[Oakland Schools Resource](#)

 Fourth NCSU Unit of Study First 20 Days

 Fourth NCSU Alignment Document First 20 Days

 NCSU Speaking and Listening Continuum K-6.docx