

## Fourth Grade Reading Map Curriculum Map

Missouri Learning Standards

Unit 1: Reading Boot Camp	Unit 2: Text Features, Author's Purpose, & Text Structures	Unit 3: Vocabulary	Unit 4: Inference & Drawing Conclusions	Unit 5: Reading Opinion Text	Unit 6: Reading Narrative Text (Fiction)	Unit 7: Poetry/Drama
1st Quarter	1st Quarter	2nd Quarter	2nd Quarter	3rd Quarter	3rd/4th Quarter	After MAP
Recurring Standards						
<p style="text-align: center;">R.1.D.a.: Read independently for multiple purposes over sustained periods of time (assessed throughout the year)</p> <p style="text-align: center;">SL.1.A. Develop and apply effective listening skills and strategies in formal and informal settings by:</p> <p style="text-align: center;">b. posing and responding to specific questions to clarify or follow up on information, making comments that contribute to the discussion, and linking to the remarks of others</p>						
<a href="#">4.RF.3.A.</a> Develop phonics in the reading process by: a. decoding words using knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read unfamiliar multisyllabic words in context	<a href="#">4.R.3.A.</a> Read, infer, and draw conclusions to a. use multiple text features to locate information and gain an overview of the contents of text.	<a href="#">4.R.1.B.</a> Develop an understanding of vocabulary by: a. determining the meaning of academic English words derived from Latin, Greek or other linguistic root words and their prefixes and suffixes	<a href="#">4.R.1.A.</a> Develop and demonstrate reading skills in response to text by: a. Drawing conclusions and inferring by referencing textual evidence of what the text says explicitly as well as inferences drawn from the text	<a href="#">4.R.3.B.</a> Read, infer, and draw conclusions to: b. analyze, make inferences, and draw conclusions about persuasive text; use evidence from the text to explain the author's purpose, and support the analysis.	<a href="#">4.R.2.A.</a> Read, infer, analyze, and draw conclusions to a. summarize and sequence the events/plot, explain how past events impact future events, and identify the theme	<a href="#">4.R.2.B.</a> Read, infer, and draw conclusions to a. explain structural elements of poetry
<a href="#">4.RF.3.A.</a> Develop phonics in the reading process by: b. reading root words, prefixes, and suffixes and important words from specific content curricula	<a href="#">4.R.3.A.</a> Read, infer, and draw conclusions to b. to describe the sequence of events, ideas, concepts, or steps needed to carry out a procedure	<a href="#">4.R.1.B.</a> Develop an understanding of vocabulary by: b. using the context of the sentence to determine the meaning of unfamiliar words or multiple-meaning words	<a href="#">4.R.1.A.</a> Develop and demonstrate reading skills in response to text by: b. drawing conclusions by providing textual evidence of what the text says explicitly	<a href="#">4.R.3.B.</a> Read, infer, and draw conclusions to: c. explain how an author uses language to present information to influence what the reader thinks or does	<a href="#">4.R.2.A.</a> Read, infer, analyze, and draw conclusions to c. describe the interactions of characters, including relationships and how they change	<a href="#">4.R.2.C.</a> Read infer and draw conclusions to a. analyze how characters change from the beginning to the end of a play or film.
<ul style="list-style-type: none"> <li>Classroom Procedures</li> <li>R.A.C.E. to an Ace Strategy</li> <li>Reading Strategies               <ul style="list-style-type: none"> <li>DRA testing expectations</li> <li>Organizing materials</li> <li>Daily beginning work procedures</li> <li>Technology</li> <li>-Article -A-Day</li> <li>-MyPath</li> <li>-other</li> <li>Figurative Language Fridays</li> <li>Expectations for reading out of school</li> <li>No excuse words</li> </ul> </li> </ul>	<a href="#">4.R.3.A.</a> Read, infer, and draw conclusions to c. interpret and explain factual information presented graphically	<a href="#">4.R.1.B.</a> Develop an understanding of vocabulary by: d. identifying the meaning of common idioms and figurative language		<a href="#">4.R.3.C.</a> Read, infer, and draw conclusions to: b. explain explicit and implicit relationships among ideas in texts	<a href="#">4.R.2.A.</a> Read, infer, analyze, and draw conclusions to d. compare and contrast the adventures or exploits of characters and their roles	<a href="#">4.R.2.C.</a> Read infer and draw conclusions to b. explain structural elements of dramatic literature
		<a href="#">4.R.1.B.</a> Develop an understanding of vocabulary by: f. using conversational, general academic, and domain-specific words and phrase		<a href="#">4.R.3.C.</a> Read, infer, and draw conclusions to: d. to compare and contrast a firsthand and secondhand account of the same event or topic	<a href="#">4.R.2.A.</a> Read, infer, analyze, and draw conclusions to e. compare and contrast the point of view from which stories are narrated; explain whether the narrator or speaker of a story is first or third person	



Essential Questions	Essential Questions	Essential Questions	Essential Questions	Essential Questions	Essential Questions	Essential Questions
<p>How can I use my interests as a reader to help me select texts that will help me read a lot?</p> <p>How do I set goals for myself as a reader that will help me grow and inspire my passions?</p> <p>How do I share my love of reading with my classmates?</p> <p>How do I share my thoughts about reading with others?</p>	<p>In what ways do researchers closely read text to learn as much as possible about the topic?</p> <p>What is important in the text that helps them organize and hold onto their thoughts about the subject?</p>	<p>How do readers tackle complex texts?</p> <p>How do readers interpret complex texts?</p> <p>How do readers become more complex because of reading?</p>	<p>Why do characters do what they do and feel how they feel?</p> <p>What are the details that make a story seem realistic?</p> <p>Why can readers see their own life in some stories?</p>	<p>How do readers tackle complex texts?</p> <p>How do readers interpret complex texts?</p> <p>How do readers become more complex because of reading?</p>	<p>Why do characters do what they do and feel how they feel?</p> <p>What are the details that make a story seem realistic?</p> <p>Why can readers see their own life in some stories?</p>	<p>How do readers become more complex because of reading?</p> <p>Why do characters do what they do and feel how they feel?</p>
I Can Statements	I Can Statements	I Can Statements	I Can Statements	I Can Statements	I Can Statements	I Can Statements
<p>4.RF.A.a.</p> <ul style="list-style-type: none"> <li>I can use letter-sound relationships, syllables, and word parts to decode unfamiliar multisyllabic words in context.</li> </ul> <p>4.RF.A.b.</p> <ul style="list-style-type: none"> <li>I can read root words, prefixes, and suffixes from specific content curricula</li> <li>I can read important words from specific content curricula</li> </ul>	<p>4.R.3.A.a.</p> <ul style="list-style-type: none"> <li>I can use multiple text features to locate information and gain an overview of the text.</li> </ul> <p>4.R.3.A.b.</p> <ul style="list-style-type: none"> <li>I can describe the sequence of events, ideas, concepts, or steps needed to carry out a procedure.</li> </ul> <p>4.R.3.A.c.</p> <ul style="list-style-type: none"> <li>I can interpret and explain factual information presented graphically.</li> </ul>	<p>4.R.1.B.a.</p> <ul style="list-style-type: none"> <li>I can determine the meaning of English words using common Latin, Greek or other linguistic root words, prefixes and suffixes.</li> </ul> <p>4.R.1.B.b.</p> <ul style="list-style-type: none"> <li>I can use the context of the sentence to determine the meaning of a word.</li> </ul> <p>4.R.1.B.d.</p> <ul style="list-style-type: none"> <li>I can identify the meaning of common idioms.</li> <li>I can identify the meaning of figurative language.</li> </ul> <p>4.R.1.B.f.</p> <ul style="list-style-type: none"> <li>I can use general academic and domain-specific words or phrases in conversation.</li> </ul>	<p>4.R.1.A.a.</p> <ul style="list-style-type: none"> <li>I can reference textual evidence to draw conclusions about the text.</li> <li>I can make inferences by using textual evidence.</li> </ul> <p>4.R.1.A.b.</p> <ul style="list-style-type: none"> <li>I can provide text evidence to support my conclusions.</li> </ul>	<p>4.R.3.B.b.</p> <ul style="list-style-type: none"> <li>I can use evidence from the text to analyze the author's purpose and support the analysis.</li> <li>I can use evidence from the text to make inferences about the author's purpose.</li> <li>I can use evidence from the text to draw conclusions about the author's purpose</li> </ul> <p>4.R.3.B.c.</p> <ul style="list-style-type: none"> <li>I can explain how an author influences how a reader thinks or acts by his or her choice of language.</li> </ul> <p>4.R.3.C.b.</p> <ul style="list-style-type: none"> <li>I can explain the relationship between ideas of a text whether they are stated (explicit) or not (implicit).</li> </ul> <p>4.R.3.C.d.</p>	<p>4.R.2.A.a.</p> <ul style="list-style-type: none"> <li>I can summarize the plot by sequencing the events of the text.</li> <li>I can explain how past events impact future events within the text.</li> <li>I can identify the theme of the text.</li> </ul> <p>4.R.2.A.b.</p> <ul style="list-style-type: none"> <li>I can describe the personality traits of characters using their thoughts, words, and actions.</li> </ul> <p>4.R.2.A.c.</p> <ul style="list-style-type: none"> <li>I can describe how characters interact with others, their relationships, and how they change.</li> </ul> <p>4.R.2.A.d.</p> <ul style="list-style-type: none"> <li>I can compare and contrast the adventures of characters and their roles.</li> </ul> <p>4.R.2.A.e.</p> <ul style="list-style-type: none"> <li>I can compare and contrast the difference between a first</li> </ul>	<p>4.R.2.B.a.</p> <ul style="list-style-type: none"> <li>I can explain structural elements to draw conclusions from poetry.</li> </ul> <p>4.R.2.C.a.</p> <ul style="list-style-type: none"> <li>I can analyze how the characters change from the beginning to the end of a play or film.</li> </ul> <p>4.R.2.C.b.</p> <ul style="list-style-type: none"> <li>I can explain structural elements to draw conclusions from dramatic literature</li> </ul>



				<ul style="list-style-type: none"><li>I can compare and contrast a firsthand and secondhand account of the same event or topic</li></ul>	<ul style="list-style-type: none"><li>and third person point of view. I can explain whether the narrator or speaker of a story is first or third person</li></ul>	
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