

## 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						
R.1.D.a: Read independently for multiple purposes over sustained periods of time (assessed throughout the year)						
SL1.A. Develop and apply effective listening skills and strategies in formal and informal settings by: 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						
<u>4.RF.3.A.</u> 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	<u>4.R.3.A.</u> Read, infer, and draw conclusions to a. use multiple text features to locate information and gain an overview of the contents of text.	<u>4.R.1.B.</u> 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	<u>4.R.1.A.</u> 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	<u>4.R.3.B.</u> 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.	<u>4.R.2.A.</u> 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	<u>4.R.2.B.</u> Read, infer, and draw conclusions to a. explain structural elements of poetry
<u>4.RF.3.A.</u> Develop phonics in the reading process by: b. reading root words, prefixes, and suffixes and important words from specific content curricula	<u>4.R.3.A.</u> Read, infer, and draw conclusions to b. to describe the sequence of events, ideas, concepts, or steps needed to carry out a procedure	<u>4.R.1.B.</u> Develop an understanding of vocabulary by: b. using the context of the sentence to determine the meaning of unfamiliar words or multiple-meaning words	<u>4.R.1.A.</u> Develop and demonstrate reading skills in response to text by: b. drawing conclusions by providing textual evidence of what the text says explicitly	<u>4.R.3.B.</u> Read, infer, and draw conclusions to: c. explain how an author uses language to present information to influence what the reader thinks or does	<u>4.R.2.A.</u> Read, infer, analyze, and draw conclusions to c. describe the interactions of characters, including relationships and how they change	<u>4.R.2.C.</u> 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> </ul> </li> <li>• Figurative Language Fridays</li> <li>• Expectations for reading out of school</li> <li>• No excuse words</li> </ul>	<u>4.R.3.A.</u> Read, infer, and draw conclusions to c. interpret and explain factual information presented graphically	<u>4.R.1.B.</u> Develop an understanding of vocabulary by: d. identifying the meaning of common idioms and figurative language		<u>4.R.3.C.</u> Read, infer, and draw conclusions to: b. explain explicit and implicit relationships among ideas in texts	<u>4.R.2.A.</u> Read, infer, analyze, and draw conclusions to d. compare and contrast the adventures or exploits of characters and their roles	<u>4.R.2.C.</u> Read infer and draw conclusions to b. explain structural elements of dramatic literature
		<u>4.R.1.B.</u> Develop an understanding of vocabulary by: f. using conversational, general academic, and domain-specific words and phrase		<u>4.R.3.C.</u> Read, infer, and draw conclusions to: d. to compare and contrast a firsthand and secondhand account of the same event or topic	<u>4.R.2.A.</u> 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
How can I use my interests as a reader to help me select texts that will help me read a lot?  How do I set goals for myself as a reader that will help me grow and inspire my passions?  How do I share my love of reading with my classmates?  How do I share my thoughts about reading with others?	In what ways do researchers closely read text to learn as much as possible about the topic?  What is important in the text that helps them organize and hold onto their thoughts about the subject?	How do readers tackle complex texts?  How do readers interpret complex texts?  How do readers become more complex because of reading?	Why do characters do what they do and feel how they feel?  What are the details that make a story seem realistic?  Why can readers see their own life in some stories?	How do readers tackle complex texts?  How do readers interpret complex texts?  How do readers become more complex because of reading?	Why do characters do what they do and feel how they feel?  What are the details that make a story seem realistic?  Why can readers see their own life in some stories?	How do readers become more complex because of reading?  Why do characters do what they do and feel how they feel?
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> </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><li>• and third person point of view.</li><li>• I can explain whether the narrator or speaker of a story is first or third person</li></ul>	
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