

Brookings School District 5-1
4th Grade Reading Curriculum
July 2010

Standard:	Learning Target: <ul style="list-style-type: none"> ● = mastered ○ = introduced 	Assessment:	Resources:	Q1	Q2	Q3	Q4
Indicator 1: Students can recognize and analyze words.							
4.R.1.1 Students can analyze complex word patterns. – (Analysis)	<ul style="list-style-type: none"> ● I can find a root or root word and use it to tell what a word means.(4.R.1.1) 	Spelling lessons, Scholastic <i>240 Vocabulary Words Kids Need to Know</i> , <i>Daily Language Review (DLR)</i>	Trophies basal reading series, Spelling lessons, Scholastic <i>240 Vocabulary Words Kids Need to Know</i> ,				
	<ul style="list-style-type: none"> ● I can find a prefix and use it to tell what a word means (in, ir, il, non,over, mis, re, pre, bi, un, dis). (4.R.1.1) 	Spelling lessons, Scholastic <i>240 Vocabulary Words Kids Need to Know</i> , <i>DLR</i>	Trophies basal reading series, Spelling lessons, Scholastic <i>240 Vocabulary Words Kids Need to Know</i>				
	<ul style="list-style-type: none"> ● I can find a suffix use it to tell what a word means (ment, less, tion/sion, ing, ed, er, est). (4.R.1.1) 	Spelling lessons, Scholastic <i>240 Vocabulary Words Kids Need to Know</i> , <i>DLR</i>	Trophies basal reading series, Spelling lessons, Scholastic <i>240 Vocabulary Words Kids Need to Know</i>				
	<ul style="list-style-type: none"> ● I can explain what a contraction is. (4.R.1.1) 	Spelling lessons, Evan Moore reproducible worksheets - <i>Language Fundamentals</i> , <i>DLR</i>	Trophies basal reading series, Houghton Mifflin English, Evan Moore reproducible worksheets - <i>Language Fundamentals</i>				
	<ul style="list-style-type: none"> ● I can combine two words to form a contraction. (4.R.1.1) 	Spelling lessons, Evan Moore reproducible worksheets - <i>Language Fundamentals</i> , <i>DLR</i>	Trophies basal reading series, Houghton Mifflin English, Evan Moore reproducible worksheets - <i>Language Fundamentals</i>				
	<ul style="list-style-type: none"> ● I can separate a contraction into two words. (4.R.1.1) 	Spelling lessons, Evan Moore reproducible worksheets - <i>Language Fundamentals</i> , <i>DLR</i>	Trophies basal reading series, Houghton Mifflin English, Evan Moore reproducible worksheets - <i>Language Fundamentals</i>				
	<ul style="list-style-type: none"> ● I can explain what a possessive is. (4.R.1.1) 	Spelling lessons, Evan Moore reproducible worksheets - <i>Grammar and Punctuation</i> , <i>Language Fundamentals</i> , <i>DLR</i>	Trophies basal reading series, Houghton Mifflin English, Evan Moore reproducible worksheets - <i>Grammar and Punctuation</i> , <i>Language Fundamentals</i>				

	<ul style="list-style-type: none"> I can tell the difference between plurals and possessives. (4.R.1.1) 	Evan Moore reproducible worksheets - <i>Grammar and Punctuation, Language Fundamentals, DLR</i>	Trophies basal reading series, Houghton Mifflin English, Evan Moore reproducible worksheets - <i>Grammar and Punctuation, Language Fundamentals</i>				
	<ul style="list-style-type: none"> I can tell the difference between possessives and contractions. (4.R.1.1) 	Evan Moore reproducible worksheets - <i>Grammar and Punctuation, Language Fundamentals, DLR</i>	Trophies basal reading series, Houghton Mifflin English, Evan Moore reproducible worksheets - <i>Grammar and Punctuation, Language Fundamentals</i>				
	<ul style="list-style-type: none"> I can divide words into syllables. (4.R.1.1) 	Spelling lessons, <i>DLR</i>	Trophies basal reading series				
	<ul style="list-style-type: none"> I can understand irregular plurals to enhance comprehension. (4.R.1.1) 	Evan Moore reproducible worksheets - <i>Grammar and Punctuation, Language Fundamentals, DLR</i>	Trophies basal reading series, Houghton Mifflin English, Evan Moore reproducible worksheets - <i>Grammar and Punctuation, Language Fundamentals</i>				
4.R.1.2 Students can identify meanings of unfamiliar vocabulary. – (Comprehension)	<ul style="list-style-type: none"> I can infer what a word means from my prior knowledge. (4.R.1.2) 	Reproducible worksheets, <i>Scholastic 240 Vocabulary Words Kids Need to Know</i>	Trophies basal reading series, <i>Scholastic 240 Vocabulary Words Kids Need to Know, Time for Kids</i> , Math and Science vocabulary				
	<ul style="list-style-type: none"> I can infer what a word means from what I know about roots, prefixes and suffixes. (4.R.1.2) 	Reproducible worksheets, <i>Scholastic 240 Vocabulary Words Kids Need to Know, DLR</i>	Trophies basal reading series, <i>Scholastic 240 Vocabulary Words Kids Need to Know, Time for Kids</i> , Math and Science vocabulary				
	<ul style="list-style-type: none"> I can infer what a word means from the context of what I read.(4.R.1.2) 	Reproducible worksheets, <i>Scholastic 240 Vocabulary Words Kids Need to Know</i>	Trophies basal reading series, <i>Scholastic 240 Vocabulary Words Kids Need to Know, Time for Kids</i> , Math and Science vocabulary				
	<ul style="list-style-type: none"> I can identify and use: antonyms. (4.R.1.2) synonyms. (4.R.1.2) homophones. (4.R.1.2) homographs. (4.R.1.2) 	<i>Scholastic 240 Vocabulary Words Kids Need to Know, DLR</i>	Trophies basal reading series, Houghton Mifflin English, <i>Scholastic 240 Vocabulary Words Kids Need to Know</i> , Evan Moore reproducible worksheets - <i>Language Fundamentals</i>				

	<ul style="list-style-type: none"> I can define and use a word using a dictionary or glossary (online also). (4.R.1.2) 	Reproducible worksheets	Trophies basal reading series, Houghton Mifflin English, Textbook glossaries, dictionaries, novel studies				
	<ul style="list-style-type: none"> I can use a thesaurus to find synonyms and antonyms. (4.R.1.2) 	Reproducible worksheets	Trophies basal reading series, Houghton Mifflin English				
Indicator 2: Students can comprehend and fluently read text.							
4.R.2.1 Students can construct meaning from text by applying comprehension strategies. – (Synthesis)	<ul style="list-style-type: none"> I can ask critical thinking questions about what I read to help me understand the text (knowledge, comprehension, application, analysis, synthesis, evaluation). (4.R.2.1) 	Teacher observation, class discussion	Trophies basal reading series, <i>Time for Kids</i> , <i>Scholastic Science News</i> , novel studies				
	<ul style="list-style-type: none"> I can make mental pictures about what I read to help me understand the text. (4.R.2.1) 	Teacher observation, class discussion	Trophies basal reading series, <i>Time for Kids</i> , <i>Scholastic Science News</i> , novel studies				
	<ul style="list-style-type: none"> I can make inferences about what I read to help me understand the text. (4.R.2.1) 	Teacher observation, class discussion	Trophies basal reading series, <i>Time for Kids</i> , <i>Scholastic Science News</i> , novel studies				
	<ul style="list-style-type: none"> I can make connections to what I read to help me understand the text. (4.R.2.1) 	Teacher observation, class discussion	Trophies basal reading series, <i>Time for Kids</i> , <i>Scholastic Science News</i> , novel studies				
	<ul style="list-style-type: none"> I can decide what details are important to help me summarize the text. (4.R.2.1) 	Teacher observation, class discussion, <i>Think Book</i> , writing activities	Trophies basal reading series, <i>Time for Kids</i> , <i>Scholastic Science News</i> , novel studies				
	<ul style="list-style-type: none"> I can make predictions as I read. (4.R.2.1) 	Teacher observation, class discussion. <i>Think Book</i>	Trophies basal reading series, <i>Time for Kids</i> , <i>Scholastic Science News</i> , novel studies				
4.R.2.2 Students can develop fluency by utilizing fluency strategies independently. – (Application)	<ul style="list-style-type: none"> I can read orally with expression, accuracy, appropriate phrasing (paying attention to punctuation), and appropriate pace. (4.R.2.2) 	Teacher observation	Trophies basal reading series, <i>Time for Kids</i> , <i>Scholastic Science News</i> , novel studies				

4.R.2.3 Students can utilize fluency strategies to comprehend literature and other materials. – (Application)	<ul style="list-style-type: none"> I can skim to preview a text. (4.R.2.3) 	Teacher observation, class discussion	Trophies basal reading series, <i>Time for Kids</i> , <i>Scholastic Science News</i> , novel studies, textbooks				
	<ul style="list-style-type: none"> I can scan to find specific information in a text. (4.R.2.3) 	Teacher observation, class discussion	Trophies basal reading series, <i>Time for Kids</i> , <i>Scholastic Science News</i> , novel studies, textbooks				
	<ul style="list-style-type: none"> I can use context clues to understand what I read. (4.R.2.3) 	Teacher observation, class discussion	Trophies basal reading series, <i>Time for Kids</i> , <i>Scholastic Science News</i> , novel studies, textbooks				
	<ul style="list-style-type: none"> I can reread text to make the information more clear. (4.R.2.3) 	Teacher observation, class discussion	Trophies basal reading series, <i>Time for Kids</i> , <i>Scholastic Science News</i> , novel studies, textbooks				
	<ul style="list-style-type: none"> I can go back and try it again when I don't understand. (4.R.2.3) 	Teacher observation, class discussion	Trophies basal reading series, <i>Time for Kids</i> , <i>Scholastic Science News</i> , novel studies, textbooks				
	<ul style="list-style-type: none"> I can vary my reading pace depending on what I read. 	Teacher observation, class discussion	Trophies basal reading series, <i>Time for Kids</i> , <i>Scholastic Science News</i> , novel studies, textbooks				
	<ul style="list-style-type: none"> I can use the punctuation as it is written and use it to understand the meaning of the text. (4.R.2.3) 	Teacher observation, class discussion	Trophies basal reading series, <i>Time for Kids</i> , <i>Scholastic Science News</i> , novel studies, textbooks				

Indicator 3: Students can apply knowledge of text structures, literary devices, and literary elements to develop interpretations and form responses.

4.R.3.1 Students can identify organizational and text structures within genres. – (Knowledge)	<ul style="list-style-type: none"> I can identify description in text (fiction, nonfiction, poetry, drama, realistic fiction, historical fiction). (4.R.3.1) 	Teacher observation, class discussion	Trophies basal reading series, <i>Time for Kids</i> , <i>Scholastic Science News</i> , novel studies, textbooks				
	<ul style="list-style-type: none"> I can identify cause and effect in text (fiction, nonfiction, poetry, drama, realistic fiction, historical fiction). (4.R.3.1) 	Teacher observation, class discussion, reproducible worksheets, end-of-selection tests	Trophies basal reading series, <i>Time for Kids</i> , <i>Scholastic Science News</i> , novel studies, textbooks				
	<ul style="list-style-type: none"> I can identify comparison and contrast in text (fiction, nonfiction, poetry, drama, realistic fiction, historical fiction). (4.R.3.1) 	Teacher observation, class discussion, reproducible worksheets, end-of-selection tests	Trophies basal reading series, <i>Time for Kids</i> , <i>Scholastic Science News</i> , novel studies, textbooks				

	<ul style="list-style-type: none"> I can identify sequence in text (enumeration, chronology, fiction, nonfiction, poetry, drama, realistic fiction, historical fiction). (4.R.3.1) 	Teacher observation, class discussion, reproducible worksheets, end-of-selection tests	Trophies basal reading series, <i>Time for Kids</i> , <i>Scholastic Science News</i> , novel studies, textbooks				
	<ul style="list-style-type: none"> I can identify problem and solution in text (fiction, nonfiction, poetry, drama, realistic fiction, historical fiction). (4.R.3.1) 	Teacher observation, class discussion, reproducible worksheets, graphic organizers, end-of-selection tests	Trophies basal reading series, <i>Time for Kids</i> , <i>Scholastic Science News</i> , novel studies, textbooks				
	<ul style="list-style-type: none"> I can identify the story elements in fiction. (4.R.3.1) 	Teacher observation, class discussion, reproducible worksheets, graphic organizers, end-of-selection tests	Trophies basal reading series, novel studies, <i>Scholastic Science News</i>				
	<ul style="list-style-type: none"> I can identify verse and stanza in a poem. (4.R.3.1) 	Teacher observation, class discussion	Trophies basal reading series				
4.R.3.2 Students can identify, explain, and use text features. – (Analysis)	<ul style="list-style-type: none"> I can identify, explain and use text features in fiction (novel or basal) (table of contents, chapter headings, title page, illustrations, bold and italic print, captions, paragraphs). (4.R.3.2) 	Teacher observation, class discussion, reproducible worksheets	Trophies basal reading series, novel studies, <i>Scholastic Science News</i>				
	<ul style="list-style-type: none"> I can identify, explain, and use text features in nonfiction (titles, table of contents, headings and subheadings, captions, sidebars, photos and illustrations, charts and tables, glossary, bold and italics, index). (4.R.3.2) 	Teacher observation, class discussion, reproducible worksheets	Trophies basal reading series, <i>Time for Kids</i> , <i>Scholastic Science News</i> , novel studies, textbooks				
	<ul style="list-style-type: none"> I can identify, explain and use features in poetry (rhythm, rhyme, line length, word choice, repetition, sensory words). (4.R.3.2) 	Teacher observation, class discussion	Trophies basal reading series				
4.R.3.3 Students can determine how word choice affects meaning. – (Evaluation)	<ul style="list-style-type: none"> I can define simile and explain how it affect meaning in a story or poem. (4.R.3.3) 	Teacher observation, class discussion, reproducible worksheets, end-of-selection tests	Trophies basal reading series, novel studies				

	<ul style="list-style-type: none"> I can define metaphor and explain how it affects meaning in a story or poem. (4.R.3.3) 	Teacher observation, class discussion, reproducible worksheets, end-of-selection tests	Trophies basal reading series, novel studies				
	<ul style="list-style-type: none"> I can explain how word choice (idioms, personification) affects meaning in a story, in non-fiction or in a poem. (4.R.3.3) 	Teacher observation, class discussion	Trophies basal reading series, <i>Time for Kids</i> , <i>Scholastic Science News</i> , novel studies, textbooks				
	<ul style="list-style-type: none"> I can define imagery and explain how it affects meaning in a story or poem. (4.R.3.3) 	Teacher observation, class discussion	Trophies basal reading series, novel studies				
	<ul style="list-style-type: none"> I can define alliteration and explain how it affects meaning in a poem. (4.R.3.3) 	Teacher observation, class discussion	Trophies basal reading series, novel studies				

Indicator 4: Students can interpret and respond to diverse, multicultural, and time period texts.

4.R.4.1 Students can identify and distinguish the characteristics of multicultural texts, historical texts, and time period texts. – (Analysis)	<ul style="list-style-type: none"> I can identify the cultural background of a text. (4.R.4.1) 	Teacher observation, class discussion	Trophies basal reading series, novel studies				
	<ul style="list-style-type: none"> I can identify the time period of a text. (4.R.4.1) 	Teacher observation, class discussion	Trophies basal reading series, novel studies				

Indicator 5: Students can access, analyze, synthesize, and evaluate informational texts.

4.R.5.1 Students can use organizational features of text. – (Application)	<ul style="list-style-type: none"> I can find and mark important ideas (highlight, underline, circle, sticky note, etc). (4.R.5.1) 	Teacher observation, class discussion	Trophies basal reading series, <i>Time for Kids</i> , <i>Scholastic Science News</i> , novel studies, textbooks				
	<ul style="list-style-type: none"> I can use parts of books to locate information. (4.R.5.1) 	Teacher observation, class discussion	Trophies basal reading series, novel studies, textbooks				
	<ul style="list-style-type: none"> I can take notes on what I read (on paper, on sticky notes, etc). (4.R.5.1) 	Teacher observation, class discussion	Trophies basal reading series, <i>Time for Kids</i> , <i>Scholastic Science News</i> , novel studies, textbooks				
	<ul style="list-style-type: none"> I can rewrite headings into questions. (4.R.5.1) 	Teacher observation, class discussion	Trophies basal reading series, <i>Time for Kids</i> , <i>Scholastic Science News</i> , novel studies, textbooks				

4.R.5.2 Students can research a topic by gathering information from at least two sources. – (Synthesis)	<ul style="list-style-type: none"> I can find information from multiple sources. (4.R.5.2) 	Class projects, project-based learning activities	Library resources, Internet, etc.				
	<ul style="list-style-type: none"> I can compare information about one topic found in multiple sources. (4.R.5.2) 	Class projects, project-based learning activities	Library resources, Internet, etc.				
	<ul style="list-style-type: none"> I can use reference materials. (4.R.5.2) 	Class projects, project-based learning activities	Library resources, Internet, etc.				