

FOURTH GRADE ELA CURRICULUM MAP

Performance Standard	Pearson Skill	NYS Literacy Competency
<p>Performance Standard E1a By the end of the year, we expect 4th grade students to be able to...</p> <p>The student reads at least twenty-five books or book equivalents each year. The quality and complexity of the materials to be read are illustrated in the sample reading list. The materials should include traditional and contemporary literature (both fiction and non-fiction) as well as magazines, newspapers, textbooks, and on-line materials. Such reading should represent a diverse collection of material from at least three different literary forms and from at least five different writers.</p> <p>E1b By the end of the year, we expect 4th grade students to be able to...</p> <p>The student reads and comprehends at least four books (or book equivalents) about one issue or subject, or four books by a single writer, or four books in one genre, and produces evidence of reading that:</p> <ul style="list-style-type: none"> • Makes and supports warranted and responsible assertions about the texts; • Supports assertions with elaborated and convincing evidence; • Draws the texts together to compare and contrast themes, characters, and ideas; • Makes perceptive and well developed connections; • Evaluates writing strategies and elements of the author's craft 	<p>Phonics</p> <ul style="list-style-type: none"> • Self-correct miscues <p>Structural Analysis</p> <ul style="list-style-type: none"> • Understand Plurals • Understand Possessives • Understand Verb tenses • Use structural clues to: read compound words, read contractions, recognize base words and/or roots, recognize prefixes and suffixes • Locate meanings, pronunciations, derivations of unfamiliar words using dictionaries, glossaries and other sources • Identify poly-syllabic words by using common syllable patterns. <p>Vocabulary/Word Study</p> <ul style="list-style-type: none"> • Understand plurals, possessives and verb tenses • Use structural clues to: read compound words, to read contractions, to recognize base words and/or word roots, to recognize prefixes and suffixes • Locate meaning, pronunciations and derivations of unfamiliar words using dictionaries, glossaries and other sources • Demonstrate knowledge of: rhyme, synonyms, antonyms, homographs, homophones, multiple meaning words, idioms • Use word structure to determine meaning of unfamiliar words: picture clues, knowledge of a topic, context clues, compound words, inflectional endings, content-area words, root words, prefixes, suffixes, reference sources (dictionary, glossary, thesaurus), comparatives, superlatives, Greek and Latin roots, figurative and idiomatic language, analogies, contractions, word origins, borrowed words, related words 	<p>Decoding Including Phonics and Structural Analysis</p> <ul style="list-style-type: none"> • Use knowledge of letter-sound correspondence to blend sounds when reading unfamiliar but decodable words • Use decoding strategies (e.g., knowledge of syllable patterns, decoding by analogy and word structure) to read unfamiliar words • Identify unfamiliar words using syntactic (grammar) cues • Identify unfamiliar words using semantic (meaning) cues • Integrate sources of information when word reading to decode and cross-check <p>Fluency</p> <ul style="list-style-type: none"> • Sight-read automatically high-frequency words and irregularly spelled content words • Read with confidence from a variety of grade-level texts with appropriate speed, accuracy, and expression <p>Background Knowledge and Vocabulary Development</p> <ul style="list-style-type: none"> • Learn grade-level vocabulary through a variety of means • Use word structure such as roots, prefixes, and suffixes to determine meaning • Use prior knowledge and experience in order to understand ideas and vocabulary found in books • Acquire new vocabulary by reading books and other print sources • Use self-monitoring strategies to identify specific vocabulary that cause comprehension difficulties • Determine the meaning of unfamiliar words by using context clues, dictionaries, and other resources • Use a thesaurus to identify synonyms and antonyms

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<p>E1c By the end of the year, we expect 4th grade students to be able to...</p> <p>The student reads and comprehends informational materials to develop understanding and expertise and produces written or oral work that:</p> <ul style="list-style-type: none"> • Restates or summarizes information; • Relates new information to prior knowledge and experience; • Extends ideas; • Makes connections to related topics or information. <p>E1d By the end of the year, we expect 4th grade students to be able to...</p> <p>The student reads aloud, accurately (in the range of 85%-90%), familiar material of the quality and complexity illustrated in the sample reading list, and in a way that makes meaning clear to listeners by:</p> <ul style="list-style-type: none"> • Self correcting when subsequent reading indicates an earlier miscue; • Using a range of cueing systems, e.g., phonics and context to determine pronunciation and meanings; • Reading with a rhythm, flow, and meter that sounds like everyday speech 	<p>Comprehension</p> <p>Activate Background Knowledge</p> <ul style="list-style-type: none"> • Use and activate background/prior knowledge • Set and monitor purpose for reading <p>Make Connections</p> <ul style="list-style-type: none"> • Link the new to the known • Use multiple connections: text-to-self, text-to-text, text-to-world <p>Self-monitor Comprehension</p> <ul style="list-style-type: none"> • Make, confirm, and revise predictions • Clarify by rereading and reading ahead • Ask and answer questions (self-question) • Self-correct when word does not make sense • Represent information through graphic organizers • Take notes • Summarize during reading <p>Retell and Summarize</p> <ul style="list-style-type: none"> • Use character names in retelling • Retell story events in sequence • Use a story map to aid retelling • Use key language/vocabulary in retellings and summaries • Retell ideas and facts from expository text • Summarize most important ideas and events • Summarize the main idea and important details in expository text • Summarize using own words • Use a graphic organizer to aid in creating a summary <p>Make Inference</p> <ul style="list-style-type: none"> • Create mental images; visualize • Use context clues • Revise inferences with new information • Determine cause and effects • Draw conclusion 	<p>Comprehension Strategies</p> <ul style="list-style-type: none"> • Read a variety of grade-level texts with understanding • Use self-monitoring strategies, such as rereading, attending to vocabulary, and cross-checking, to determine meaning of text • Work cooperatively with others to determine meaning • Use text structure to recognize differences among a variety of texts • Ask questions to clarify understanding of grade-level texts • Read grade-level texts and answer literal, inferential, and evaluative questions • State a main idea and support it with details from the text • State a point of view and support it with details from the text • Participate in discussions about grade-level texts • Demonstrate comprehension of grade-level texts through a variety of responses, such as writing, drama, and oral presentations • Recognize the theme or message of a text <p>Motivation to Read</p> <ul style="list-style-type: none"> • Show interest in a wide range of grade-level texts, both literary and informational • Read voluntarily for differing purposes • Be familiar with titles and authors of well-known grade-level texts • Engage in independent silent reading

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	<ul style="list-style-type: none"> • Support inferences with evidence from the text • Use inferences to clarify words and concepts • Ask and answer Who? What? When? Where? Why? and How? Questions • Generalize <p>Accuracy</p> <ul style="list-style-type: none"> • Recognize patterns in words • Self-correct miscues <p>Fluency</p> <p>Phrasing and Rate</p> <ul style="list-style-type: none"> • Recognize and respond to punctuation • Read at appropriate rate • Read in phrases • Participate in choral reading and/or readers theater • Read with appropriate intonation and expression • Emphasize key words and phrases when reading informational texts 	
<p>Performance Standard E5 Literature E5a</p> <p>By the end of the year, we expect 4th grade students to be able to...</p> <p>The student responds to non-fiction, fiction, poetry, and drama using interpretive, critical, and evaluative processes; that is, the student:</p> <ul style="list-style-type: none"> • Identifies recurring themes across works; • Analyzes the impact of authors' decisions regarding word choice and content; • Considers the differences among genres; • Evaluates literacy merit; • Considers the function of point of view or persona; 	<p>Literary Response, Analysis, and Appreciation Genre and its Characteristics</p> <ul style="list-style-type: none"> • Recognize characteristics of a variety of genres • Distinguish fantasy from reality • Identify characteristics of literacy texts, including drama, fantasy, and traditional tales <p>Use and Evaluate Story Elements</p> <ul style="list-style-type: none"> • Use knowledge of genre characteristics to predict • Understand roles of author and illustrator • Identify and analyze setting • Recognize and describe traits, actions, feelings and motives of characters • Infer influence of setting on characters • Make judgments/express opinions about characters 	

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<ul style="list-style-type: none"> Examines the reasons for a character's actions, taking into account the situation and basic motivation of the character; Identifies stereotypical characters as opposed to fully developed characters; Critiques the degree to which a plot is contrived or realistic; Makes inferences and draws conclusions about contexts, events, characters, and settings 	<ul style="list-style-type: none"> Understand how characters develop Understand plot: sequence of events, problem and solution, conflict, story resolution, rising action, climax, falling action Compare and contrast characters, settings and plots Identify theme Infer theme 	
<p>Performance Standard E3a By the end of the year, we expect 4th grade students to be able to...</p> <p>The student participates in one-to-one conferences with a teacher, paraprofessional, or adult volunteer, in which the student:</p> <ul style="list-style-type: none"> Initiates new topics in addition to responding to adult-initiated topics; Asks relevant questions; Responds to questions with appropriate elaboration; Uses language cues to indicate different levels of certainty or hypothesizing, e.g., "what if...", "very likely...", "I'm unsure whether..."; Confirms understanding by paraphrasing the adult's directions or suggestions <p>E3b By the end of the year, we expect 4th grade students to be able to...</p> <p>The student participates in group meetings, in which the student:</p> <ul style="list-style-type: none"> Displays appropriate turn-taking behaviors; Actively solicits another person's comment or opinion; Offers own opinion forcefully without dominating; Responds appropriately to comments and questions; 	<p>Use and Evaluate text Structures and Text Features</p> <ul style="list-style-type: none"> Use illustrations to predict Use title, book cover, and chapter headings to predict Use dialogue to understand characters Recognize point of view Use text structures to predict <p>Appreciate Authors Craft</p> <ul style="list-style-type: none"> Understand author's choice of words: alliteration, onomatopoeia, colloquialism, dialect, exaggeration, figurative language, humor, imagery, informal language, personification, rhyme, pattern, repetition Infer author's purpose Infer authors point of view Recognize/analyze authors and illustrators craft and style Understand author's use of literary techniques: allusion, foreshadowing and flashbacks, irony, symbolism, <p>Respond to Text</p> <ul style="list-style-type: none"> Identify favorite part of book Read critically: question the archetype of heroes and villains, consider the role of gender, wealth, class, consider the author's motives, recognize that characters represent the author's message, consider historical and cultural influences on a text, compare alternative perspective between text 	

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<ul style="list-style-type: none"> • Volunteers contributions and responds when directly solicited by teacher or discussion leader; • Gives reasons in support of opinions expressed; • Clarifies, illustrates, or expands on a response when asked to do so; asks classmates for similar expansions. 	<ul style="list-style-type: none"> • Make observations through drawings, Book logs and journal • Support one's opinions with details from text <p>Expository Text Set Purpose for Reading</p> <ul style="list-style-type: none"> • Preview to predict information • Distinguish between more important and less important ideas/facts • Read for various purposes <p>Understand and Use Text Features</p> <ul style="list-style-type: none"> • Understand purpose of text features • Use text features to predict content • Use text features to activate background knowledge • Use boldfaced or italicized words to identify key vocabulary and concepts • Integrate visual information and main text • Use contents page and index for different purposes • Integrate information from captions, labels, side bars with main text • Use glossary to identify key vocabulary and concepts • Classify and categorize information • Use heading and sub heading to identify main idea • Interpret and evaluate visual information (timelines, diagrams, photographs, illustrations, charts, maps, graphs, and lists) <p>Understand and Use Text Structures</p> <ul style="list-style-type: none"> • Determine main idea and supporting details • Understand how text is organized: description, sequence, time order, compare/contrast, cause/effect, problem/solution, explanation • Identify steps in a process • Make judgments • Use text structure to organize thinking 	

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	<ul style="list-style-type: none"> • Use text structure to predict information • Link text structure to an authors purpose <p>Read Critically</p> <ul style="list-style-type: none"> • Recognize authors purpose and perspective • Distinguish between fact and opinion • Evaluate accuracy • Recognize bias, propaganda • Evaluate clarity • Recognize what might be missing from a text • Make and support value judgments • Compare alternative perspectives between texts • Consider historical and cultural influences on a text • Identify other perspectives/positions on a topic • Identify persuasive devices 	