



Recommended 4<sup>th</sup> Grade Curriculum Framework

<b>Content: Reading – Grade 4</b>						
<b>Topic: Literary Reading (Weeks 1-4)</b>						
<b>Content</b> (What do your students need to KNOW?)	<b>Demonstrators</b> (What do your students need to be able to DO?)	<b>Assessment</b> (How will you assess what your students ALREADY KNOW, and assess WHAT THEY'VE LEARNED?)	<b>Activities</b> (HOW will you teach it?)	<b>Resources</b> (What MATERIALS will you need?)	<b>Differentiation</b> (How will you reach the DIVERSITY of learners?)	<b>Content Connection</b> (How will you integrate OTHER CONTENT AREAS into LITERACY core content?)
<p><b>Literary Reading</b></p> <p><b>RD-E-1.0.6</b> Explain the meaning of a passage taken from texts appropriate for elementary school students.</p> <p><b>RD-E-1.0.7</b> Demonstrate knowledge of the characteristics of fiction, nonfiction, poetry and plays.</p> <p><b>RD-E-1.0.8</b> Describe characters, plot, setting and problem/solution of a passage.</p> <p><b>RD-E-1.0.9</b> Explain a character's actions based on a passage.</p> <p><b>RD-E-1.0.10</b> Connect literature to students' lives and real world issues.</p>	<p><b>POS-ELA-4-R-2</b> Students will recognize characteristics and elements of different kinds of works, including personal narratives.</p> <p><b>POS-ELA-4-R-2</b> Students will recognize characteristics and elements of different kinds of works.</p> <p><b>POS-ELA-4-R-1</b> Students will understand and respond to a variety of reading materials, making connections to students' lives, to real world issues, and/or to current events.</p>	<ul style="list-style-type: none"> <li>• SRI</li> </ul> <p>Diagnostic Assessments</p> <ul style="list-style-type: none"> <li>• San Diego Quick</li> <li>• Flynt-Cooter Reading Inventory or Developmental Reading Assessment (DRA)</li> <li>• BEAR Spelling Inventory</li> </ul> <ul style="list-style-type: none"> <li>• Literary Open Response and Multiple Choice Questions</li> </ul>				

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<p><b>It is essential to refer to the attached skills pages, which address reading skills that are taught and applied across all types of reading. Instruction should be based on student's needs, as determined through ongoing assessments. These encompass all reading skills addressed in Core Content and Program of Studies.</b></p>	<p><b>AE-1.2</b> Students make sense of the variety of materials they read.</p> <p style="text-align: center;"><b>Demonstrators</b></p> <ul style="list-style-type: none"> <li>• Show interest by listening to and/or reading a multicultural variety of print materials</li> <li>• Exhibit fluency in reading</li> <li>• Choose print materials for personal interest both in and out of school.</li> <li>• Select and use appropriate print materials (e.g., informative) for a variety of purposes (e.g., pleasure and information).</li> <li>• Relate reading experiences to life situations.</li> <li>• Use a variety of strategies (e.g., prior knowledge, predict, question, summarize) to construct meaning.</li> <li>• Respond to reading through a variety of forms (e.g., conversation, art, media, writing).</li> <li>• Demonstrate an understanding of print materials read in and out of school.</li> </ul>					