Grade Readin		Unit 1: Risks and Consequences			Sug	ggested Length:
	ntial Questions	Program of Studies and Core Content	Ke	y Terms and Vocabulary	Stı	Classroom Instruction and Assessment udent will:
		<u>Core Content</u>				
w ta	are there times when we must take a risk to elp others?	□ RD-04-1.0.1 Students will apply word recognition strategies (e.g., phonetic principles, context clues, structural analysis) to determine pronunciations or	0	Base words Cause Effect		RD-04-1.0.1 Demonstrate word recognition strategies through word knowledge activities at the beginning of every story. DOK 2
ris er	Can our own isks sometimes ndanger other?	meanings of words in passages. DOK 2 RD-04-1.0.2 Students will apply knowledge of synonyms, antonyms, or compound words for comprehension. DOK 2 RD-04-1.3 Students will know that some words have multiple meanings and identify the correct meaning as the word is used.	0 0	Synonyms Antonyms Compound words Multiple meaning		RD-04-1.0.2 Apply knowledge of synonyms, antonyms and compound words by playing bingo. DOK 2
4. H	Yorth taking? How can oncern for thers help us vercome our	DOK 2 RD-04-1.0.4 Students will apply the meanings of common prefixes or suffixes to comprehend unfamiliar words. DOK 2	0	Prefixes Suffixes		RD-04-1.0.4 Apply the meanings of prefixes and suffixes by covering the bare word and stating the meaning of the prefix and suffix. DOK 3
	wn fears?	 RD-04-1.0.6 Students will formulate questions to guide reading. RD-04-1.0.7 Students will scan to find key information. 		Predict	٥	RD-04-1.0.6 Formulate questions and to concept questions board. DOK 2
		□ RD-04-1.0.8 Students will skim to get the		Skim		
		general meaning of a passage. RD-04-2.0.1 Students will identify and describe the characteristics of fiction, nonfiction, poetry, or plays. DOK 2	_ _	Fiction Nonfiction Poetry		
		□ RD-04-2.0.2 Students will describe characters, plot, setting, or problem/solution of a passage. DOK 2	0	Plot Setting Characters	٥	RD-04-2.0.2 Identify the four elements of a story by completing a graphic organizer. DOK 2
		 □ RD-04-2.0.3 Student will locate key ideas or information in a passage. DOK 1 □ RD-04-2.0.5 Students will identify and 	0	Problem Solution Sequence Summarize	_ _	RD-04-2.0.3 Discuss ideas and information from each story through comprehension strategies. DOK 2 RD-04-2.0.5 Identify transition words in the story to show time and order. DOK 1
		explain the sequence of activities needed to carry out a procedure. DOK 2 RD-04-2.0.6 Students will summarize		З ипппагтzе	<u> </u>	Complete weekly CATS-like Assessment and open

Grade 4	Unit 1: Risks and Consequences		Suggested Length:
Reading			
Essential Questions	Program of Studies and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
Essential Questions	information from a passage. DOK 2 RD-04-2.0.7 Students will make inferences or draw conclusions based on what is read. DOK 3 RD-04-3.0.1 Students will explain a character's or speaker's actions based on a passage. DOK 3 RD-04-3.0.2 Students will explain how a conflict in a passage is resolved. DOK 3 RD-04-3.0.3 Students will identify an author's purpose in a passage. DOK 2 RD-04-3.0.4 Students will identify main ideas and details that support them. DOK 3 RD-04-3.0.7 Students will identify an author's opinion about a subject. DOK 2 RD-04-4.0.1 Students will connect information from a passage to students' lives (text-to-self), real world issues (text-to-world) or other texts (text-to-text - e.g., novel, short story, song, film, website, etc.). RD-04-5.0.1 Students will evaluate what is read based on the author's word choice, content or use of literary elements. RD-04-5.0.2 Students will identify literary devices such as foreshadowing, imagery, or figurative language (similes, metaphors, and personification). RD-04-5.0.4 Students will identify the organizational pattern used (e.g., sequence,	Key Terms and Vocabulary	Classroom Instruction and Assessment Student will: response for each story. Compare main character Toto at the beginning of the story to the end of the story by completing a Venn diagram to show the character change. Determine the author's point of view and identify clues that tell what the point of view is. Identify cause and effect relationships found within the story Escape. Arrange specific events from the story Escape in sequential order to make a flipbook that summarizes the story. Complete an open response question. Locate main idea and details from paragraphs found in the story Mae Jemison: Space Scientist. Relate images from the story Mae Jemison by watching a united streaming video of an actual space shuttle taking off.
	cause and effect, or comparison and contrast) to understand the passage. DOK		
	2		

Grade 4 Reading	Unit 2: Dollars & Sense		Suggested Length:
Essential Questions	Program of Studies and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	Core Content		
	□ RD-04-1.0.1 Students will apply word recognition strategies (e.g., phonetic principles, context clues, structural	□ Information□ Informational article□ Predict	□ RD-04-1.0.1 Demonstrate word recognition strategies through word knowledge activities at the beginning of every story. DOK 2
	analysis) to determine pronunciations or meanings of words in passages. DOK 2 RD-04-1.0.2 Students will apply knowledge of synonyms, antonyms, or compound	□ Sequence □ Time/order words □ Timeline □ Biography □ Moin idea	□ RD-04-1.0.2 Apply knowledge of synonyms, antonyms and compound words by playing bingo. DOK 2
	words for comprehension. DOK 2 RD-04-1.3 Students will know that some words have multiple meanings and identify the correct meaning as the word is used. DOK 2	□ Main idea□ Details□ Interview□ Fact□ Opinion	
	□ RD-04-1.0.4 Students will apply the meanings of common prefixes or suffixes to comprehend unfamiliar words. DOK 2	- opo	RD-04-1.0.4 Apply the meanings of prefixes and suffixes by covering the bare word and stating the meaning of the prefix and suffix. DOK 3
	 □ RD-04-1.0.6 Students will formulate questions to guide reading. DOK 2 □ RD-04-1.0.7 Students will scan to find key information. 		□ RD-04-1.0.6Formulate questions and to concept questions board. DOK 2
	 □ RD-04-1.0.8 Students will skim to get the general meaning of a passage. □ RD-04-2.0.1 Students will identify and describe the characteristics of fiction, 		□ RD-04-2.0.1 Identify the four elements of a story by completing a graphic organizer. DOK 2
	nonfiction, poetry, or plays. DOK 2 □ RD-04-2.0.3 Students will locate key ideas or information in a passage. DOK 2		□ RD-04-2.0.3 Discuss ideas and information from each story through comprehension strategies. DOK 2
	□ RD-04-2.0.4 Students will interpret the meaning of specialized vocabulary (words and terms specific to understanding the content). DOK 2		
	□ RD-04-2.0.5 Students will identify and explain why the correct sequence is important. DOK 2		□ RD-04-2.0.5 Identify transition words in the story to show time and order. DOK 1
	□ RD-04-2.0.6 Students will summarize information from a passage. DOK 2		 1.) Use headings from an informational reading magazine article to determine main idea and details. 2.) Brainstorm list of simulated businesses of which they
	□ RD-04-2.0.7 Students will make inferences		2.) Dramstorm list of simulated businesses of which they

Grade 4	Unit 2: Dollars & Sense		Suggested Length:
Reading Essential Questions	Program of Studies and Core Content	Key Terms and Vocabulary	Classroom Instruction and Assessment
Essential Questions	1 rogram of studies and core content	Key Terms and Vocabulary	Student will:
	or draw conclusions based on what is read.		could perform – dog walking, cutting grass, etc.
	DOK 3		□ 3.) Predict which business will be most successful and
	□ RD-04-3.0.4 Student will identify main		justify their choice.
	ideas and details that support them. DOK 3		□ 4.) Chart their profit based on given amount of money
	□ RD-04-3.0.6 Students will identify		made based on weather conditions, which allows them
	information in a passage that is supported		to perform their business choice.
	by fact. DOK 2		□ 5.) Create a timeline using information given in the
	□ RD-04-3.0.7 Students will identify an		biography reading Henry Wells and William G. Fargo.
	author's opinion about a subject. DOK 2		☐ 6.) Identify time and order words to correctly sequence
	□ RD-04-3.0.8 Students will identify		the events from the story.
	informative or persuasive passages.		
	□ RD-04-4.0.1 Students will connect		☐ Develop appropriate interviewing questions to find out
	information from a passage to students' lives		more info on teachers, principal, guidance counselor,
	(text-to-self), real world issues (text-to-world)		etc.
	or other texts (text-to-text - e.g., novel, short		Develop interviewing questions to interview local
	story, song, film, website, etc.). RD-04-5.0.1 Students will evaluate what is		business leaders to find out what skills are needed to have a successful business.
	RD-04-5.0.1 Students will evaluate what is read based on the author's word choice,		☐ Identify the main idea and details from paragraphs
	content, or use of literary elements.		found in the story Elia Sifuentes.
	□ RD-04-5.0.3 Students will identify text		☐ Complete weekly CATS-like assessment and open
	features (e.g., pictures, lists, charts, graphs,		response for each story.
	tables of contents, indexes, glossaries,		Recognize fact and opinion from the story <u>food From</u>
	captions, diagrams, headings) to answer		the Hood and list them on a graphic organizer.
	questions about a passage. DOK 2		Distinguish informational articles found in newspapers
	□ RD-04-5.0.4 Students will identify the		and magazines from other types of reading.
	organizational pattern used (e.g., sequence,		☐ Compare and contrast <u>Business Is Looking Up</u> and <u>Food</u>
	cause and effect, or comparison and		From the Hood.
	contrast) to understand the passage. DOK		□ Summarize the story <u>Business Is Looking Up</u> .
	2		

Grade 4 Reading	Unit 3: From Mystery to Medicine		Suggested Length:
Essential Questions	Program of Studies and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	Core Content		
	□ RD-04-1.0.1 Students will apply word	☐ Main idea	□ RD-04-1.0.1 Demonstrate word recognition strategies
	recognition strategies (e.g., phonetic	□ Details	through word knowledge activities at the beginning of
	principles, context clues, structural	□ Order □ Time	every story. DOK 2
	analysis) to determine pronunciations or meanings of words in passages. DOK 2	☐ Time ☐ Draw conclusions	
	□ RD-04-1.0.2 Students will apply knowledge	☐ Author's purpose	□ RD-04-1.0.2 Apply knowledge of synonyms, antonyms
	of synonyms, antonyms, or compound	☐ Similarities	and compound words by playing bingo. DOK 2
	words for comprehension. DOK 2	Differences	and compound words by playing bingo. Box 2
	□ RD-04-1.0.3 Students will know that some	□ Compare	
	words have multiple meanings and identify	□ Contrast	
	the correct meaning as the word is used.	□ Character	
	DOK 2	□ Plot	
	□ RD-04-1.0.4 Students will apply the	□ Setting	□ RD-04-1.0.4 Apply the meanings of prefixes and
	meanings of common prefixes or suffixes to	□ Fact	suffixes by covering the bare word and stating the
	comprehend unfamiliar words. DOK 2	□ Opinion	meaning of the prefix and suffix. DOK 3
	□ RD-04-1.0.5 Students will identify the	☐ Italicized	
	purpose of capitalization, punctuation,	□ Context clues	
	boldface type, italics, or indentations to	□ Compound	
	make meaning of the text. DOK 1	□ Suffix	
	□ RD-04-1.0.6 Students will formulate	□ Conflict	□ RD-04-1.0.6 Formulate questions and to concept
	questions to guide reading.	□ Climax	questions board. DOK 2
	□ RD-04-2.0.1 Students will identify and	□ Conclusion	RD-04-2.0.1 Identify the four elements of a story by
	describe the characteristics of fiction,	☐ Author's purpose☐ Persuasion	completing a graphic organizer. DOK 2
	nonfiction, poetry, or plays. DOK 2	□ Persuasion□ Information	□ RD-04-2.0.3 Discuss ideas and information from each
	□ RD-04-2.0.3 Students will locate key ideas	□ Specialized	story through comprehension strategies. DOK 1
	or information in a passage. DOK 1	□ Sequence	□ CATS- like Assessment. Complete an open response
		a sequence	question "The Plague."
	DD 04 2 0 4 Students will interpret the		□ RD-04-2.0.4 Select the correct meaning of multiple
	□ RD-04-2.0.4 Students will interpret the meaning of specialized vocabulary (words		meaning words used in the story. DOK 2
	and terms specific to understanding the		meaning words used in the story. DOIL 2
	content). DOK 2		
	□ RD-04-2.0.5 Students will identify and		□ RD-04-2.0.5 Identify transition words in the story to
	explain the sequence of activities needed to		show time and order. DOK 1
	carry out a procedure. DOK 2		□ RD-04-2.0.5 Locate time and order words to fill in

Grade 4 Reading	Unit 3: From Mystery to Medicine		Suggested Length:
Essential Questions	Program of Studies and Core Content	Key Terms and Vocabulary	Classroom Instruction and Assessment Student will:
			blanks in a given time line of information given in story. DOK 2
	 □ RD-04-2.0.6 Students will summarize information from a passage. DOK 2 □ RD-04-2.0.7 Students will make inferences or draw conclusions based on what is read. DOK 3 		□ RD-04-2.0.7 In the story "Sewed Up His Heart" students will draw conclusions on information about the main character.
	□ RD-04-3.0.1 Students will explain a character's or speaker's actions based on a passage. DOK 3		□ RD-04-3.0.3 Identify the author's purpose.
	□ RD-04-3.0.3 Students will identify an author's purpose in a passage. DOK 2 □ RD-04-3.0.4 Students will identify main		□ RD-04-3.0.4 Identify main idea and details from story "Medicine: Past and Present". DOK 2
	ideas and details that support them. DOK 3 RD-04-3.0.5 Students will identify fact or opinion from a passage. DOK 2		
	□ RD-04-3.0.7 Students will identify an author's opinion about a subject. DOK 2 □ RD-04-3.0.8 Students will identify		
	informative or persuasive passages. RD-04-4.0.1 Students will connect information from a passage to students' lives (text-to-self), real world issues (text-to-world) or other texts (text-to-text - e.g., novel, short story, song, film, website, etc.).		□ RD-04-4.0.1 Compare "Coming of Age" story Bridge Dancers to other Coming of Age stories or Toto.
	RD-04-5.0.1Studetns will evaluate what is read based on the author's word choice, content, or use of literary elements.		
	RD-04-5.0.2 Students will identify literary devices such as foreshadowing, imagery, or figurative language (i.e., similes, metaphors,		
	and personification). RD-04-5.0.4 Students will identify the organizational pattern used (e.g., sequence,		RD-04-5.0.4 Complete a graphic organizer to identify similarities and differences between main characters.
	cause and effect, or comparison and contrast) to understand the passage. DOK 2		☐ Complete a graphic organizer to distinguish fact and opinion based on information from the story Emily's Hands-On Science Experiment.

Grade 4	Unit 3: From Mystery to Medicine		Suggested Length:
Reading			
Essential Questions	Program of Studies and Core Content	Key Terms and Vocabulary	Classroom Instruction and Assessment
			Student will:
			□ Recognize meaning of italicized words using context
			clues given in the text.
			☐ Identify compound words in the text from <u>The New</u>
			<u>Doctor.</u>
			□ Select words from the text with the suffixes and use
			meaning of suffixes to determine meaning of word.
			☐ Complete a graphic organizer to identify elements of the
			plot for the story: Shadow of a Bull; problem
			introduced, conflict, climax, and conclusion.
			☐ Explain the two author purposes of the story Shadow of
			<u>a Bull</u> , and also the author's opinion about bullfighting.

Grade 4	Unit 4: Survival		Suggested Length:
Reading			
Essential Questions	Program of Studies and Core Content	Key Terms and Vocabulary	Classroom Instruction and Assessment
			Student will:
	Core Content		
	□ RD-04-1.0.1 Students will apply word	□ Predicting	□ RD-04-1.0.1Demonstrate word recognition strategies
	recognition strategies (e.g., phonetic	□ Sequence	through word knowledge activities at the beginning of
	principles, context clues, structural analysis)	□ Drawing Conclusions	every story. DOK 2
	to determine pronunciations or meanings of	□ Summarizing	
	words in passages. DOK 2	☐ Main Idea	
	□ RD-04-1.0.2 Students will apply knowledge	□ Details	□ RD-04-1.0.2 Apply knowledge of synonyms, antonyms
	of synonyms, antonyms, or compound	☐ Author's Purpose	and compound words by playing bingo. DOK 2
	words for comprehension. DOK 2	□ Cause	The state of the s
	□ RD-04-1.0.3 Know that some words have	□ Effect	
	multiple meanings and identify the correct	□ Inferences	
	meaning as the word is used. DOK 2	□ Point of View	
	□ RD-04-1.0.4 Apply the meanings of common	□ Character	□ RD-04-1.0.4 Apply the meanings of prefixes and
	prefixes or suffixes to comprehend	□ Plot	suffixes by covering the bare word and stating the
	unfamiliar words. DOK 2	□ Setting	meaning of the prefix and suffix. DOK 3
	□ RD-04-1.0.5 Identify the purpose of	□ Problem/Solution	
	capitalization, punctuation, boldface type,	□ Homophones	
	italics, or indentations to make meaning of	□ Antonyms	
	the text. DOK 1	Multiple Meaning	
	□ RD-04-1.0.6 Students will formulate questions	□ Fact	□ RD-04-1.0.6 Formulate questions and to concept

Grade 4 Reading	Unit 4: Survival		Suggested Length:
Essential Questions	Program of Studies and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
Reading		Key Terms and Vocabulary Opinion Informative Text Passage Real World Figurative Language Charts Sequence	Classroom Instruction and Assessment
	opinion from a passage. DOK 2 □ RD-04-3.0.6 Students will identify information in a passage that is supported by fact. DOK 2 □ RD-04-3.0.7 Students will identify an		
	author's opinion about a subject. DOK 2		

Grade 4	Unit 4: Survival		Suggested Length:
Reading			
Essential Questions	Program of Studies and Core Content	Key Terms and Vocabulary	Classroom Instruction and Assessment
			Student will:
	□ RD-04-3.0.8 Students will identify informative		
	or persuasive passages.		
	□ RD-04-4.0.1 Students will connect information		
	from a passage to students' lives (text-to-self),		
	real world issues (text-to-world) or other texts		
	(text-to-text - e.g., novel, short story, song,		
	film, website, etc.).		
	□ RD-04-5.0.1 Students will evaluate what is		
	read based on the author's word choice,		
	content, or use of literary elements.		
	□ RD-04-5.0.3 Students will identify text		
	features (e.g., pictures, lists, charts, graphs,		
	tables of contents, indexes, glossaries,		
	captions, diagrams, headings) to answer		
	questions about a passage. DOK 2		
	□ RD-04-5.0.4 Students will identify the		
	organizational pattern used (e.g., sequence,		
	cause and effect, or comparison and		
	contrast) to understand the passage. DOK 2		

Grade 4	Unit 5: Communication		Suggested Length:
Reading			
Essential Questions	Program of Studies and Core Content	Key Terms and Vocabulary	Classroom Instruction and Assessment
			Student will:
	Core Content		
	□ RD-04-1.0.1 Students will apply word	Classifying	□ RD-04-1.0.1Demonstrate word recognition strategies
	recognition strategies (e.g., phonetic	Categorizing	through word knowledge activities at the beginning of
	principles, context clues, structural	□ Fact	every story. DOK 2
	analysis) to determine pronunciations or	□ Opinion	
	meanings of words in passages. DOK 2	☐ Author's Purpose	
	□ RD-04-1.0.2 Students will apply knowledge	□ Suffix	□ RD-04-1.0.2 Apply knowledge of synonyms, antonyms
	of synonyms, antonyms, or compound	Multiple Meaning	and compound words by playing bingo. DOK 2
	words for comprehension. DOK 2	□ Homophones	
	□ RD-04-1.0.3 Students will know that some	□ Fiction	
	words have multiple meanings and identify	□ Nonfiction	
	the correct meaning as the word is used.	□ Prefixes	
	DOK 2	□ Suffixes	

Grade 4	Unit 5: Communication		Suggested Length:
Reading			
Essential Questions	Program of Studies and Core Content	Key Terms and Vocabulary	Classroom Instruction and Assessment
			Student will:
	□ RD-04-1.0.4 Students will apply the	□ Scan	□ RD-04-1.0.4 Apply the meanings of prefixes and
	meanings of common prefixes or suffixes to		suffixes by covering the bare word and stating the
	comprehend unfamiliar words. DOK 2	□ Key Ideas	meaning of the prefix and suffix. DOK 3
	□ RD-04-1.0.5 Students will identify the	Sequencing	
	purpose of capitalization, punctuation,	Draw Conclusions	
	boldface type, italics, or indentations to	Persuasive Text	
	make meaning of the text. DOK 1	□ Foreshadowing	
	□ RD-04-1.0.6 Students will formulate	Figurative Language	□ RD-04-1.0.6 Formulate questions and to concept
	questions to guide reading.	Summarizing	questions board. DOK 2
	□ RD-04-1.0.7 Students will scan to find key	□ Cause	
	information.	□ Effect	
	□ RD-04-1.0.8 Students will skim to get the		
	general meaning of a passage.		
	□ RD-04-2.0.1 Students will identify and		□ RD-04-2.0.2 Identify the four elements of a story by
	describe the characteristics of fiction,		completing a graphic organizer. DOK 2
	nonfiction, poetry, or plays. DOK 2		
	□ RD-04-2.0.3 Students will locate key ideas		□ RD-04-2.0.3 Discuss ideas and information from each
	or information in a passage. DOK 1		story through comprehension strategies. DOK 2
	□ RD-04-2.0.4 Students will interpret the		
	meaning of specialized vocabulary (words		
	and terms specific to understanding the		
	content). DOK 2		
	□ RD-04-2.0.5 Students will identify and		□ RD-04-2.0.5 Identify transition words in the story to
	explain the sequence of activities needed to		show time and order. DOK 1
	carry out a procedure. DOK 2		
	□ RD-04-2.0.6 Students will summarize		
	information from a passage. DOK 2		
	□ RD-04-2.0.7 Students will make inferences		
	or draw conclusions based on what is read.		
	DOK 3		
	□ RD-04-3.0.3 Students will identify an		
	author's purpose in a passage. DOK 2		
	□ RD-04-3.0.5 Students will identify fact or		
	opinion from a passage. DOK 2		
	□ RD-04-3.0.6 Students will identify		
	information in a passage that is supported		
	by fact. DOK 2		
	□ RD-04-3.0.7 Students will identify an		

Grade 4	Unit 5: Communication		Suggested Length:
Reading			
Essential Questions	Program of Studies and Core Content	Key Terms and Vocabulary	Classroom Instruction and Assessment
			Student will:
	author's opinion about a subject. DOK 2		
	□ RD-04-3.0.8 Students will identify		
	informative or persuasive passages.		
	□ RD-04-3.0.9 Students will identify commonly		
	used persuasive techniques (i.e., bandwagon,		
	emotional appeal, testimonial, expert opinion)		
	used in a passage. DOK 2		
	□ RD-04-4.0.1 Students will connect		
	information from a passage to students' lives		
	(text-to-self), real world issues (text-to-world)		
	or other texts (text-to-text - e.g., novel, short		
	story, song, film, website, etc.).		
	□ RD-04-5.0.1 Students will evaluate what is		
	read based on the author's word choice,		
	content, or use of literary elements.		
	□ RD-04-5.0.2 Students will identify literary		
	devices such as foreshadowing, imagery, or		
	figurative language (similes, metaphors, and		
	personification).		
	□ RD-04-5.0.3 Students will identify text		
	features (e.g., pictures, lists, charts, graphs,		
	tables of contents, indexes, glossaries,		
	captions, diagrams, headings) to answer		
	questions about a passage. DOK 2		
	□ RD-04-5.0.4 Students will identify the		
	organizational pattern used (e.g., sequence,		
	cause and effect, or comparison and		
	contrast) to understand the passage. DOK		
	2		

Grade 4	Unit 6: A Changing America		Suggested Length:
Reading			
Essential Questions	Program of Studies and Core Content	Key Terms and Vocabulary	Classroom Instruction and Assessment
			Student will:
	Core Content		
	□ RD-04-1.0.1 Students will apply word	Summarizing	□ RD-04-1.0.1Demonstrate word recognition strategies
	recognition strategies (e.g., phonetic	Making Inferences	through word knowledge activities at the beginning of

Grade 4 Reading	Unit 6: A Changing America		Suggested Length:
Essential Questions	Program of Studies and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	principles, context clues, structural	☐ Author's Purpose	every story. DOK 2
	analysis) to determine pronunciations or	□ Compare	
	meanings of words in passages. DOK 2	□ Contrast	
	□ RD-04-1.0.2 Students will apply knowledge	□ Sequence	□ RD-04-1.0.2 Apply knowledge of synonyms, antonyms
	of synonyms, antonyms, or compound	□ Cause	and compound words by playing bingo. DOK 2
	words for comprehension. DOK 2	□ Effect	
	□ RD-04-1.0.3 Students will know that some	□ Expository	
	words have multiple meanings and identify	□ Synonyms	
	the correct meaning as the word is used.	☐ Homographs	
	DOK 2	□ Fact	
	□ RD-04-1.0.4 Students will apply the	□ Opinion	□ RD-04-1.0.4 Apply the meanings of prefixes and
	meanings of common prefixes or suffixes to	☐ Information	suffixes by covering the bare word and stating the
	comprehend unfamiliar words. DOK 2	□ Characters	meaning of the prefix and suffix. DOK 3
	□ RD-04-1.0.5 Students will identify the	□ Plot	
	purpose of capitalization, punctuation,	□ Setting	
	boldface type, italics, or indentations to	□ Problem	
	make meaning of the text. DOK 1	□ Solution	
	□ RD-04-1.0.6 Students will formulate	□ Foreshadowing	□ RD-04-1.0.6 Formulate questions and to concept
	questions to guide reading.	☐ Imagery	questions board. DOK 2
	□ RD-04-1.0.7 Students will scan to find key information.	☐ Figurative Language	
	□ RD-04-1.0.8 Students will skim to get the		
	general meaning of a passage.		
	□ RD-04-2.0.1 Students will identify and		
	describe the characteristics of fiction,		
	nonfiction, poetry, or plays. DOK 2		
	□ RD-04-2.0.2 Students will describe		□ RD-04-2.0.2 Identify the four elements of a story by
	characters, plot, setting, or		completing a graphic organizer. DOK 2
	problem/solution of a passage. DOK 3		
	□ RD-04-2.0.3 Students will locate key ideas		□ RD-04-2.0.3 Discuss ideas and information from each
	or information in a passage. DOK 1		story through comprehension strategies. DOK 2
	□ RD-04-2.0.4 Students will interpret the		
	meaning of specialized vocabulary (words		
	and terms specific to understanding the		
	content). DOK 2		
	□ RD-04-2.0.5 Students will identify and		□ RD-04-2.0.5 Identify transition words in the story to
	explain the sequence of activities needed to carry out a procedure. DOK 2		show time and order. DOK 1

Grade 4 Reading	Unit 6: A Changing America		Suggested Length:
Essential Questions	Program of Studies and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
Reading Essential Questions	Program of Studies and Core Content □ RD-04-2.0.6 Students will summarize information from a passage. DOK 2 □ RD-04-2.0.7 Students will make inferences or draw conclusions based on what is read. DOK 3 □ RD-04-3.0.1 Students will explain a character's or speakers' actions based on a passage. DOK 3 □ RD-04-3.0.5 Students will identify fact or opinion from a passage. DOK 2 □ RD-04-3.0.6 Students will identify information in a passage that is supported by fact. DOK 2 □ RD-04-3.0.7 Students will identify an author's opinion about a subject. DOK 2 □ RD-04-3.0.8 Students will identify informative or persuasive passages. □ RD-04-4.0.1 Students will connect information from a passage to students' lives (text-to-self), real world issues (text-to-world) or other texts (text-to-text - e.g., novel, short story, song, film, website, etc.). □ RD-04-5.0.1 Students will evaluate what is read based on the author's word choice,	Key Terms and Vocabulary	Classroom Instruction and Assessment Student will:
	content or use of literary elements. RD-04-5.0.2 Students will identify literary devices such as foreshadowing, imagery, or figurative language (i.e., similes, metaphors, and personification).		
	□ RD-04-5.0.3 Students will identify text features (e.g., pictures, lists, charts, graphs, tables of contents, indexes, glossaries, captions, diagrams, headings) to answer questions about a passage. DOK 2 □ RD-04-5.0.4 Students will identify the organizational pattern used (e.g., sequence, cause and effect, or comparison and contrast) to understand the passage. DOK 2		