



Reading Standards for Literature

These Anchor Standards are to be taught and revisited throughout the *entire school year*.

Anchor Standard for Reading: Key Ideas and Details for Fictional Text

1. Refer to **details** and **examples** in the text when explaining what the text says **explicitly** and when **drawing inferences** from the text.
2. Determining a **theme** of a **story, drama, or poem** from details in the text : **summarize** the text.
3. Describe in depth a **character, setting, or event** in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

Anchor Standard for Reading: Craft and Structure for Fictional Text

4. Determine the **meaning of words and phrases** as they are used in a text, including those that allude to significant characters found in **mythology** (e.g., Herculean).
5. Explain major differences between **poems, drama, and prose**, and refer to the **structural elements of poems** (e.g., verse, rhythm, meter) and **drama** (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
6. **Compare and contrast** the **point of view** from which different stories are narrated, including the difference between first-and third-person narrations.

Anchor Standard for Reading: Integration of Knowledge and Ideas for Fictional Text

7. Make **connections** between the **text** of a story or drama and a **visual or oral presentation** of the text, identifying where each version reflects specific descriptions and directions in the text.
8. **Compare and contrast** the treatment of **similar themes and topics** (e.g., opposition of good and evil), and **patterns of events** (e.g., the quest) in stories, myths, and traditional literature from different cultures.

Anchor Standard for Reading: Range of Reading and Level of Text Complexity

9. By the end of the year, **read and comprehend** literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.



Ridgeland School District 122
Fourth Grade Curriculum Map

Aligned to Common Core State Standards for English Language Arts & Literacy



Reading Standards for Literature
The following skills are to be incorporated per Trimester.

Trimester 1	Trimester 2	Trimester 3
<p><u>Strategies</u> Predicting: Literature/Narrative Summarizing: Literature/Narrative <i>Plot & Theme</i></p>	<p><u>Strategies</u> Connecting Questioning Inferring</p>	<p><u>Strategies</u> Imaging Strategy Streaming</p>
<p><u>Predicting</u></p> <ul style="list-style-type: none"> Maintain standard RL2.5 with appropriate grade level text. <ul style="list-style-type: none"> ✓ RL2.5 - Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. <p><u>Summarizing</u></p> <ul style="list-style-type: none"> RL4.1 - Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. RL4.2 - Determine a theme of a story, drama, or poem from details in the text: summarize the text. RL4.9 - Compare and contrast the treatment of similar themes and topics (e.g. opposition of good and evil) and patterns of events (e.g. the quest) in stories, myths, and traditional literature from different cultures. 	<p><u>Connecting</u></p> <ul style="list-style-type: none"> RL4.7 – Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text. RL4.9 – Compare and contrast the treatment of similar themes and topics (e.g. opposition of good and evil) and patterns of events (e.g. the quest) in stories, myths, and traditional literature from different cultures. <p><u>Questioning</u></p> <ul style="list-style-type: none"> Maintain standard RL3.1 with appropriate grade level text. <ul style="list-style-type: none"> ✓ RL3.1 – Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. <p><u>Inferring</u></p> <ul style="list-style-type: none"> RL4.1 - Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. RL4.3 – Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g. a character’s thoughts, words, or actions). RL4.6 – Compare and contrast the point of view from which different stories are narrated including the difference between first- and third- person narrations. 	<p><u>Imaging</u></p> <ul style="list-style-type: none"> Maintain standard RL1.4 with appropriate grade level text. <ul style="list-style-type: none"> ✓ RL1.4 – Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.



Reading Standards for Informational Texts

These Anchor Standards are to be taught and revisited throughout the entire school year.

Anchor Standard for Reading: Key Ideas and Details for Informational Text

1. Refer to **details and examples** in a text when explaining what the text says **explicitly** and when **drawing inferences** from the text.
2. Determine the **main idea** of a text and explain how it is supported by **key details: summarize** the text.
3. Explain events, procedures, ideas, or concepts in a **historical, scientific, or technical text**, including what happened and why based on specific information in the text.

Anchor Standard for Reading: Craft and Structure for Informational Text

4. Determine the meaning of **general academic** and domain-specific **words** or phrases in a text relevant to a **grade 4 topic of subject area**.
5. Describe the overall **structure** (e.g., **chronology, comparison, cause/effect, problem/solution**) of events, ideas, concepts, or information in a text or part of a text.
6. **Compare and contrast** a firsthand and secondhand account of the same event or topic: describe the differences in focus and the information provided.

Anchor Standard for Reading: Integration of Knowledge and Ideas for Informational Text

7. **Interpret information** presented visually, orally, or quantitatively (e.g. in charts, graphs, diagrams, time lines, and animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
8. Explain how an author uses **reasons** and **evidence** to support particular points in a text.
9. **Integrate information** from two texts on the same topic in order to write or speak about the subject knowledgeably.

Anchor Standard for Reading: Range of Reading and Level of Text Complexity

10. By the end of the year, read and comprehend information texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.



Ridgeland School District 122
 Fourth Grade Curriculum Map
 Aligned to Common Core State Standards for English Language Arts & Literacy



Reading Standards for Informational Texts
The following skills are to be incorporated per Trimester.

Trimester 1	Trimester 2	Trimester 3
<u>Strategies</u> Predicting: Informational/Nonnarrative Summarizing: Informational/Nonnarrative	<u>Strategies</u> Connecting Questioning Inferring	<u>Strategies</u> Imaging Strategy Streaming
<u>Predicting</u> <ul style="list-style-type: none"> RI.4.5 - Describe the overall structure (e.g. chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. <u>Summarizing</u> <ul style="list-style-type: none"> RI.4.1 – Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. RI.4.2 – Determine the main idea of a text and explain how it is supported by key details; summarize the text. 	<u>Connecting</u> <ul style="list-style-type: none"> RI.4.6 – Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. RI.4.7 – Interpret information presented visually, orally, or quantitatively (e.g. in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. RI.4.9 – Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. <u>Questioning</u> <ul style="list-style-type: none"> Maintain standard RI.3.1 with appropriate grade level text. <ul style="list-style-type: none"> ✓ RI.3.1 – Ask and answer questions to demonstrate understanding of a text referring explicitly to the text as the basis for the answers. <u>Inferring</u> <ul style="list-style-type: none"> RI.4.1 - Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. RI.4.3 – Explain events, procedures, ideas, or concepts in historical, scientific, or technical text, including what happened and why, based on specific information in a text. RI.4.8 – Explain how an author uses reasons and evidence to support particular points in a text. 	<u>Imaging</u> <ul style="list-style-type: none"> Maintain standard RI.2.7 with appropriate grade level text. <ul style="list-style-type: none"> ✓ RI.2.7 – Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.



Reading Standards for Foundational Skills

These Anchor Standards are to be taught and revisited throughout the *entire school year*.

Anchor Standard for Reading: Phonics and Word Recognition

1. Know and apply grade-level phonics and word analysis skills in decoding words
 - a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g. roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

Anchor Standard for Reading: Fluency

2. Read with sufficient accuracy and fluency to support comprehension.
 - a. Read on-level text with purpose and understanding.
 - b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
 - c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Build stamina for independent silent reading