

# CCSU Comprehensive Curriculum for Reading Literacy

## Grade Level 4

**Reading Skills and Strategies** (GEs 1-8; Power Standards 1 and 2; Power Indicators 1a, 2a, 2b)

**Fluency and Accuracy** (GE 9; Power Standard 3; Power Indicators 3a, 3b)

**Literary Texts** (GEs 10-11 and 13-15; Power Standard 4; Power Indicators 4a, 4b, 4c, 4d, 4e, 4f)

**Informational Texts** (GEs 12 and 16; Power Standard 5; Power Indicators 5a, 5b, 5c, 5d, 5e, 5f)

**Reading Habits** (GEs 17-19; Power Standard 6; Power Indicators 6a, 6b)

# CCSU Comprehensive Curriculum for Reading Literacy

## Grade Level 4: Reading Skills and Strategies

### CCSU Power Standards:

**Power Standard #1:** Students read grade appropriate print/text. (Aligns with Vermont Standard: 1.2)

**Power Standard #2:** Students use vocabulary and reading strategies to unlock meaning. (Aligns with Vermont Standard: 1.1)

| Aligns with Vermont Standards | Vermont Grade Level Expectations<br><i>Competency Focus</i>   | Key Reading Components and Concepts to Emphasize  | CCSU Power Indicators<br><i>Proficiency Focus</i>   |
|-------------------------------|---|---|---|
| 1.1, 1.2                      | <b>R4: 1 Applies phonological knowledge and skills by...</b> <ul style="list-style-type: none"> <li>No GLE at this grade level</li> </ul>   | <i>Phonological Awareness</i>   |   |
| 1.1, 1.2                      | <b>R4: 2: Demonstrates understanding of concepts of print during shared or individual reading by...</b> <ul style="list-style-type: none"> <li>No GLE at this grade level</li> </ul>  | <i>Concepts of Print</i>  |   |
| 1.1, 1.2                      | <b>R4: 3 Applies word identification/decoding strategies by...</b> <ul style="list-style-type: none"> <li>Identifying multisyllabic words by using knowledge of sounds, <u>six syllable types</u>*/<u>syllable division</u>, or word patterns (including prefixes, and suffixes) (*See Appendix for the six syllable types.)</li> </ul> | <b>Word Identification Skills and Strategies</b><br><b>Phonics</b><br><b>Fluency/Accuracy</b> | Identify multi-syllabic words using knowledge of sounds, six syllable types/syllable division, or word patterns (including prefixes and suffixes). (1a) |
| 1.1, 1.2                      | <b>R4: 4 Applies context and self-correction strategies by...</b> <ul style="list-style-type: none"> <li>Predicting upcoming text, monitoring, adjusting and confirming, through use of print, <u>syntax</u>/language structure, <u>semantics</u>/meaning, or other context cues</li> </ul>   | <b>Context and Self-Correction Strategies</b>   |   |

## CCSU Comprehensive Curriculum for Reading Literacy

|          |   |                                 |  |
|----------|---|---------------------------------|--|
| 1.1, 1.2 | <p><b>R4: 5 Identifies the meaning of unfamiliar words by...</b></p> <ul style="list-style-type: none"> <li>Using strategies to unlock meaning (e.g., knowledge of word structure, including prefixes/suffixes and base words; or context clues; or other resources, such as dictionaries, glossaries; or prior knowledge)</li> </ul> <p>R-4-2.1</p>  | <b>Vocabulary Strategies</b>    |  |
| 1.1, 1.2 | <p><b>R4: 6 Shows breadth of vocabulary knowledge through demonstrating understanding of word meanings or relationships by...</b></p> <ul style="list-style-type: none"> <li>Identifying synonyms, antonyms, homonyms/homophones, or <u>shades of meaning</u><br/>EXAMPLE (of <u>shades of meaning</u>): “cold,” “freezing”</li> <li>Describing words in terms of categories, functions, or features</li> <li>Selecting appropriate words to use in context, including content-specific vocabulary, words with multiple meanings, or <u>precise vocabulary</u><br/>EXAMPLE (precise vocabulary): “In this passage, the bear could best be described as acting: (A) excited (B) playful (C) harmful (D) curious”</li> </ul> <p>R-4-3.1<br/>R-4-3.2</p> | <b>Breadth of Vocabulary</b>    |  |
| 1.1, 1.2 | <p><b>R4: 7 Uses comprehension strategies (flexibly and as needed) while reading literary and informational text.</b></p> <p>EXAMPLES of reading-comprehension strategies might include using prior knowledge; <u>summarizing</u>; predicting and making text-based inferences; determining importance; generating literal and clarifying questions; constructing sensory images (e.g., making pictures in one’s mind); making connections (text to self, text to text, and text to</p>   | <b>Comprehension Strategies</b> | <p>Use strategies to monitor own reading, including summarizing. (2a)</p> <p>Recognize a variety of text structures to construct meaning: compare/ contrast, descriptive, chronological, and cause/ effect. (2b)</p> |

## CCSU Comprehensive Curriculum for Reading Literacy

|                 |  |   |  |
|-----------------|--|---|--|
|                 | world); locating and using text features (e.g., transition words, subheadings, bold/italicized print, parts of the book); <u>or using text structure clues (e.g., chronological, cause/effect, compare/contrast, proposition and support, description, classification)</u>   |   |  |
| <b>1.1, 1.2</b> | <p><b>R4: 8 Demonstrates ability to monitor comprehension and adjust reading rate and strategy use for different types of text and purposes during reading by...</b></p> <ul style="list-style-type: none"> <li>• Sampling a page of text for readability and interest</li> <li>• Previewing text selections</li> <li>• Stopping to reread, adjust pace, and use other strategies as needed</li> </ul> | <b><i>Monitoring and Adjusting strategies</i></b> |  |

# CCSU Comprehensive Curriculum for Reading Literacy

## Grade Level 4: Fluency and Accuracy

### CCSU Power Standards:

**Power Standard #3:** Students read grade level text with fluency and accuracy. (Aligns with Vermont Standard: 1.2)

| Aligns with Vermont Standards | Vermont Grade Level Expectations<br><i>Competency Focus</i>   | Key Reading Components and Concepts to Emphasize | CCSU Power Indicators<br><i>Proficiency Focus</i>  |
|-------------------------------|---|--|--|
| 1.2                           | <p><b>R4: 9 Reads grade-level-appropriate material with:</b></p> <ul style="list-style-type: none"> <li>• <b>Accuracy:</b> reading material appropriate <u>for grade 4</u> with 90–94% accuracy (See Appendix for sample titles.)</li> <li>• <b>Fluency:</b> reading with oral fluency rates <u>of at least 115–140</u> words correct per minute (Students’ rates of reading will and should vary in response to text difficulty, purpose of reading, and other factors.) (See Appendix for suggested rates.)</li> <li>• <b>Fluency:</b> reading with phrasing and expression, and with attention to text features, such as punctuation, italics, and dialogue</li> </ul> | <b>Accuracy and Fluency</b>                      | <p>Read material appropriate for the end of fourth grade. (3a)</p> <p>Read grade level text in a way that makes meaning clear, demonstrating phrasing, expression, and attention to text features (including punctuation, italics, dialogue). (3b)</p> |

# CCSU Comprehensive Curriculum for Reading Literacy

## Grade Level 4: Literary Texts

CCSU Power Standards:

**Power Standard #4:** Students understand, interpret, and analyze literary text. (Aligns with Vermont Standards: 1.3, 5.11, 5.13)

| Aligns with Vermont Standards | Vermont Grade Level Expectations<br><i>Competency Focus</i>  | Key Reading Components and Concepts to Emphasize                    | CCSU Power Indicators<br><i>Proficiency Focus</i>  |
|-------------------------------|--|---|--|
| 1.1                           | <p><b>R4: 10 Demonstrate initial understanding of key elements of literary text by...</b></p> <ul style="list-style-type: none"> <li>Identifying or describing character(s), setting, problem/solution, major events, or plot, as appropriate to text; or <u>identifying any significant changes in character(s) over time</u><br/>R-4-4.1</li> <li>Paraphrasing or summarizing key ideas/plot, with <u>major events sequenced</u>, as appropriate to text<br/>R-4-4.2</li> <li>Identifying the characteristics of a variety of types of text (e.g., literary text: poetry, plays, fairy tales, fantasy, fables, realistic fiction, <u>folktales, historical fiction</u>)</li> </ul> | <b>Initial Understanding of Literary Text Comprehension</b>         | <p>Identify character traits, motives, and changes over time, as well as setting, problem/ solution and major events (plot). (4a)</p> <p>Summarize key ideas or plot. (4d)</p> |
| 1.1                           | <p><b>R4: 11 Demonstrate initial understanding of author's craft used in literary texts by...</b></p> <ul style="list-style-type: none"> <li>Identifying literary devices as appropriate to genre: rhyme, alliteration, <u>simile</u>, description, or dialogue</li> </ul>   | <b>Initial Understanding of Literary Text Comprehension</b>         |  |
| 1.3, 5.13, 5.11               | <p><b>R4: 13 Analyze and interpret elements of literary texts, citing evidence where appropriate by...</b></p> <ul style="list-style-type: none"> <li>Making logical predictions<br/>R-4-5.1</li> </ul>  | <b>Analysis and Interpretation of Literary Text/Citing Evidence</b> | <p>Make inferences using evidence (details) from text (passage). (4c)</p>  |

## CCSU Comprehensive Curriculum for Reading Literacy

|                 |  |  |   |
|-----------------|--|--|---|
|                 | <ul style="list-style-type: none"> <li>Describing main characters' physical characteristics or personality traits; or providing examples of thoughts, words, or actions that reveal characters' personality traits<br/>R-4-5.2</li> <li><u>Making inferences</u> about problem, conflict, or solution<br/>EXAMPLE: "What influenced the father's decision to let his son try the climb?"<br/>R-4-5.3</li> <li><u>Identifying who is telling the story</u><br/>R-4-5.4</li> <li><u>Identifying author's message or theme</u><br/>EXAMPLE: "What was the author trying to say about friendship in this story? (e.g., friendship begins with accepting differences)"<br/>R-4-5.5</li> <li><u>Identifying causes or effects, including possible motives of characters</u></li> </ul> |  | <p>Identify who is telling the story (point of view, narrator). (4b)</p> <p>Identify author's basic message (theme). (4e)</p> |
| 1.3, 5.13, 5.11 | <p><b>R4: 14 Analyze and interpret author's craft (citing evidence where appropriate) by...</b></p> <ul style="list-style-type: none"> <li>No GLE at this grade level</li> </ul>   | <b><i>Analysis and Interpretation of Literary Text/Citing Evidence</i></b> | Interpret and analyze grade-appropriate poetry (including identifying speaker). (4f)  |
| 1.3, 5.13, 5.11 | <p><b>R4: 15 Generates a personal response to what is read through a variety of means and through...</b></p> <ul style="list-style-type: none"> <li>Comparing stories or other texts to related personal experience, prior knowledge, or other books</li> </ul>  | <b><i>Analysis and Interpretation of Literary Text/Citing Evidence</i></b> |   |

# CCSU Comprehensive Curriculum for Reading Literacy

## Grade Level 4: Informational Texts

CCSU Power Standards:

**Power Standard #5:** Students understand, interpret, and analyze informational text. (Aligns with Vermont Standards: 1.3, 5.13)

| Aligns with Vermont Standards | Vermont Grade Level Expectations<br><i>Competency Focus</i>  | Key Reading Components and Concepts to Emphasize                        | CCSU Power Indicators<br><i>Proficiency Focus</i>   |
|-------------------------------|--|---|---|
| 1.3, 5.13                     | <p><b>R4: 12 Demonstrate initial understanding of informational texts (expository and practical texts) by...</b></p> <ul style="list-style-type: none"> <li>Obtaining information from text features (e.g., table of contents, glossary, <u>index, transition words/phrases</u>, bold or italicized text, headings, subheadings, graphic organizers, charts, graphs, or illustrations)<br/>R-4-7.1</li> <li>Using information from the text to answer questions related to explicitly stated main/central ideas or <u>key details</u><br/>R-4-7.2</li> <li>Organizing information to show understanding (e.g., representing main/central ideas or details within text through charting, mapping, <u>paraphrasing</u>, or <u>summarizing</u>)<br/>R-4-7.3</li> <li>Identifying the characteristics of a variety of types of text (e.g., <b>reference:</b> <u>encyclopedias</u>, children’s magazines content trade books, textbooks, student newspapers; and <b>practical/functional texts:</b> procedures, instructions, book orders, announcements, invitations)</li> </ul> | <p><b>Initial Understanding of Informational Text Comprehension</b></p> | <p>Gather information and vocabulary from text features (chart, glossary, index, diagrams, illustrations, table of contents, captions, bold and italicized text, basic transition words, and headings). (5b)</p> <p>Use information (text and/or text features) to answer questions. (5a)</p> <p>Record information to show understanding when given a graphic organizer. (5d)</p> <p>Summarize and/or paraphrase information to show understanding. (5c)</p> |

## CCSU Comprehensive Curriculum for Reading Literacy

|                  |   |   |  |
|------------------|---|---|--|
| <p>1.3, 5.13</p> | <p><b>R4: 16 Analyze and interpret informational text, citing evidence as appropriate by...</b></p> <ul style="list-style-type: none"> <li>• Connecting information <i>within</i> a text or <u>across texts</u><br/>R-4-8.1</li> <li>• <u>Synthesizing information within or across text(s)</u> (e.g., constructing appropriate titles; or formulating assertions or controlling ideas)<br/>R-4-8.2</li> <li>• <u>Drawing inferences about text, including author's purpose</u> (e.g., to inform, explain, entertain) or <u>message</u>; or drawing basic conclusions; or forming judgments/ opinions about central ideas that are relevant<br/>R-4-8.3</li> <li>• Distinguishing fact from opinion<br/>R-4-8.4</li> <li>• Making inferences about causes or effects<br/>R-4-8.5</li> </ul> | <p><b><i>Analysis and Interpretation of Informational Text/ Citing Evidence</i></b></p> | <p>Make inferences, draw conclusions, and/or form opinion about a central idea and author's purpose. (5f)</p> <p>Distinguish fact from opinion. (5e)</p> |
|------------------|---|---|--|

# CCSU Comprehensive Curriculum for Reading Literacy

## Grade Level 4: Reading Habits

### CCSU Power Standards:

**Power Standard #6:** Students participate as members of a literate community, talking about books, ideas, and writing. (Aligns with Vermont Standards: 1.4, 5.12)

| Aligns with Vermont Standards | Vermont Grade Level Expectations<br><i>Competency Focus</i>   | Key Reading Components and Concepts to Emphasize | CCSU Power Indicators<br><i>Proficiency Focus</i> |
|-------------------------------|---|--|---|
| 1.4                           | <p><b>R4: 17 Demonstrates the habit of reading extensively* by...</b></p> <ul style="list-style-type: none"> <li>• Reading the equivalent of at least two books a month, including in-school, out-of-school, and summer reading</li> <li>• Materials should be at the student’s instructional and independent reading levels. The specific number of books should be viewed flexibly and is less important than the extensiveness, duration/time, and frequency of reading.</li> </ul> <p><i>* Materials should be at the student’s instructional and independent reading levels. The specific number of books should be viewed flexibly and is less important than the extensiveness, duration/time, and frequency of reading.</i></p> | <b>Reading Extensively</b>                       |   |
| 1.4                           | <p><b>R4: 18 Demonstrates the habit of reading widely and in depth by...</b></p> <ul style="list-style-type: none"> <li>• Reading from at least three different genres/kinds of text including primary and secondary sources, and a variety of authors (e.g., <b>literary texts:</b> poetry, plays, fairy tales, fantasy, fables, realistic fiction, <u>folktales</u>, <u>historical fiction</u>; <b>informational:</b> dictionaries,</li> </ul>  | <b>Reading Widely and In Depth</b>               |   |

## CCSU Comprehensive Curriculum for Reading Literacy

|                  |  |                                  |   |
|------------------|--|----------------------------------|---|
|                  | <p>glossaries, <u>encyclopedias</u>, children’s magazines, student newspapers, content trade books, textbooks; and <b>practical/ functional texts:</b> procedures, instructions, book orders, announcements, invitations)</p> <ul style="list-style-type: none"> <li>• Reading at least the equivalent of four books by an author, about a subject, or in one genre</li> </ul>   |                                  |   |
| <b>1.4, 5.12</b> | <p><b>R4: 19 Demonstrates participation in a literate community by...</b></p> <ul style="list-style-type: none"> <li>• Self-selecting reading materials in line with reading ability and personal interests</li> <li>• Participating in appropriate and <u>focused</u> discussions about text by offering comments and supporting evidence recommending books and other materials, <u>and responding to the comments and recommendations of peers, librarians, teachers, and others</u></li> </ul> | <b><i>Literate Community</i></b> | <p>Self-select reading materials (at appropriate level and interest) representative of 3 or more literary and informational genres. (6a)</p> <p>Participate in focused discussions about text and respond to comments and recommendations/ (6b)</p> |