

**First Draft RE-1 VALLEY LITERACY CURRICULM FRAMEWORK  
FOURTH GRADE REVISED 3/11/03**

READING BLOCK COMPONENT	AUGUST/ SEPTEMBER	OCTOBER	NOVEMBER/ DECEMBER	JANUARY/ FEBRUARY	FEBRUARY/ MARCH	APRIL	MAY
<b>Standards</b> 1. Students will use explicit comprehension strategies to understand a variety of texts (Rd. Block: guided reading/ independent practice) 2. Students will use specific thinking skills to understand a variety of texts (Rd Block: guided reading/ independent practice) 3. Students will use word recognition strategies to understand a variety of texts (Rd. Block: word work)	1.1Monitoring understanding 1.2Using back-Ground knowledge/ schema making connections  2.1 Identify setting, plot, character, problem, and solution 2.2 Identify supporting details/ main idea 2.3 Cause/ effect 2.4Set purpose for reading 2.5 Making predictions/ drawing conclusions  3.1 Develop vocabulary with cluster strategies, structure study.	1.1 Asking questions 1.2 Determining importance  2.1 Make predictions and draw conclusions about stories 2.2 Identify setting, plot, character, problem and solution. 2.3 Use organizational features of printed text (for example, page numbering, alphabetizing, glossaries, chapter headings, tables of contents, indexes, captions) to locate information. 2.4Identify sequential order in expository text. 2.5Select appropriate definitions from the dictionary, glossaries, and other sources. 2.6 Take notes, outline, and identify main ideas in resource material 2.4 2.7 Sort information as it relates to a specific topic or purpose  3.1 Identify sequential order in expository text 3.2 Develop vocabulary with cluster strategies, structure study.	1.1.Infering 1.2 Determining Importance  2.1 1 Identify setting, plot, character, problem, and solution 2.2 Draw inferences using contextual clues 2.3 Determine authors purpose 2.4 Make predictions and draw conclusions about stories. 2.5 Recognize the author's point of view.  3.1 Develop vocabulary with cluster strategies, structure study.	1.2 Synthesis 1.3 Inference  2.1 Use reading to define and solve problems.  2.2 Use bold print, italics, titles, subtitle, quotations, and underlined words to comprehend text. 2.3Recognize organizational features of electronic information (for example, pull-down menus, keyword searches, and icons) to locate information. 2.4Give credit for borrowed information by listing sources  3.1 Develop vocabulary with cluster strategies, structure study.	1.1 Synthesis   2.1 Identify setting, plot, character, problem, and solution 2.2 Identify sequential order in expository text.  3.1 Develop vocabulary with cluster strategies, structure study.	2.3 Visualizing and sensing   2.1 Identify setting, plot, character, problem, and solution 2.2 Use new vocabulary from literature in another context. 2.4 Identify sequential order in expository text.  3.1 Develop vocabulary with cluster strategies, structure study.	
<b>CURRICULUM ALIGNMENT GENRES AND MATERIALS</b>	<b>Realistic Fiction</b> a.Character b.Plot c. Setting d. Problem/Solution	<b>Non-fiction/ Informational</b> Factual Headings Captions	<b>Poetry</b>  Biography a. facts vs. fiction	<b>Poetry</b>  <b>Informational</b> Factual	<b>Fables</b> a. moral b. Personification	<b>Fantasy</b> a. Unrealistic characters b. Unrealistic setting c. Unrealistic plot d. problem/solution	Legends

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<p>4. Students will understand defining features and structures of genres (Rd block: guided reading/ independent practice)</p> <p>5. Students will explore similarities and differences among stories and the ways in which those stories reflect author background and culture(s).</p>		<p>Bold print Charts Graphs Table of Contents Index Labels Photographs Comparisons Cutaways Maps Types of print Close ups Glossary</p> <p>Historical fiction a. Facts vs. fantasy b. historical setting c. real vs. imaginary characters d. problem/solution</p> <p>5a. Differences/ similarities between realistic fiction and historical fiction</p>	<p>b. real characters c. setting</p> <p>Autobiography a. written in first person b. real characters</p> <p>5a. Differences/ similarities between biographies and auto-biographies</p>	<p>Headings Captions Bold print Charts Graphs Table of Contents Index Labels Photographs Comparisons Cutaways Maps Types of print Close ups Glossary</p>	<p>Folktales a. Explain natural phenomenon b. Personification</p> <p>5a. Differences similarities between folktales/fables</p> <p>5a. Differences similarities between folktales/fables.</p>		<p>Myths</p>
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<b>ASSESSMENT RESPONSES</b> 6. Students will synthesis and respond to various genres. a. strategy prompts and responses b. CBLA requirement c. CSAP testing genres (Rd. Block: guided reading/ independent practice)	6a. Summarize and paraphrase 6b. oral/verbal responses 6c. written responses 6.d running records 6.e district assessment 6f CSAP released items	6a. Summarize and paraphrase 6b. oral/verbal responses 6c. written responses 6.d running records 6.eCSAP released items	6a. Summarize and paraphrase 6b. oral/verbal responses 6c. written responses 6.d running records 6.eCSAP released items  Poetry	6a. Summarize and paraphrase 6b. oral/verbal responses 6c. written responses 6.d running records 6.eCSAP released items  Poetry	6a. Summarize and paraphrase 6b. oral/verbal responses 6c. written responses 6.d running records 6e. State assessment	6a. Summarize and paraphrase 6b. oral/verbal responses 6c. written responses 6.d running records	6a. Summarize and paraphrase 6b. oral/verbal responses 6c. written responses 6.d running records 6.e district assessment
<b>INSTRUCTIONAL STRATEGIES/ GROUPING</b>	(The following strategies are introduced here and on going throughout the year) Think aloud and modeling of these by teacher, oral whole group guided reading groups and individual responses in words and pictures. <b>Making Connections Oral</b> This reminds me of... I have a connection. Remember When Text to me Text to text Text to world <b>NonFiction</b> Modeling and think- aloud of features Captions 2.Headings 3.Index 4. Table of contents 5.Bold Print 6.Charts 7.Graphs  <b>Poetry:</b> Modeling and thinking aloud by teacher of different types of poems using strategies list in #6. <b>Text Codes</b> R- reminds me of T-S- text to self T-T- text to text T-W- text to world BK- Background	(The following strategies are introduced here and on going throughout the year) Think aloud and modeling of these by teacher, oral whole group guided reading groups and individual responses in words and pictures. <b>Asking Questions Oral</b> I wonder.. How come Why I'm confused I don't get it  <b>Text Codes</b> ? question reader has C- confusion Huh?  <b>Two Column Notes</b> Quote/picture from text- My question What the text is About/ What It makes me wonder About What I know/ What I wonder What I learned/ What I wonder Questions/ Facts <b>3 Column Notes</b> What I know/ What I wonder/ What I want to	(The following strategies are introduced here and on going throughout the year) Think aloud and modeling of these by teacher, oral whole group guided reading groups and individual responses in words and pictures. <b>Inferring Oral</b> Discuss themes I think Maybe it means I'm guessing that I predict  <b>Text Codes</b> I- Inferences P- prediction + prediction confirmed - Prediction contradicted Th- theme  <b>Two Column Notes</b> Quote/Picture/ Inference Facts/ Inferences Questions/Inferences What I think/ Support from text Words in Text/ Themes Plot/ Theme Themes/ Response Words in Text/ Prediction	(The following strategies are introduced here and on going throughout the year) Think aloud and modeling of these by teacher, oral whole group guided reading groups and individual responses in words and pictures. <b>Determining Importance Oral</b> Discussions about content This is really important...  <b>Text Codes</b> I- Important L- Learned Something New # - Interesting Aha! - Big idea !- surprise, shocking, exciting  <b>Two Column Notes</b> Topic/ Details Words from Text/Important Information Words from Text/ Important Ideas What's interesting/ What's important Opinion/ Proof from Text Theme/ Evidence from Theme Important Event/ Evidence from the text Character/s Motivation/ Evidence from the text  <b>Three Column Notes</b> Facts/ Questions/ Response	(The following strategies are introduced here and on going throughout the year) Think aloud and modeling of these by teacher, oral whole group guided reading groups and individual responses in words and pictures. <b>Synthesis Oral</b> Ongoing discussions of evolving thinking I get it. Aha! Yes!  <b>Text Codes</b> SZ- synthesis 2+2 – put it all together Drawing of a light bulb- new idea, confusion cleared up  <b>Two- Column Notes</b> What the text is about/ What it makes me think about Direct Quote/Personal Response Opinion before reading/new ideas Quote or picture/ new idea Information from text/ new insight	(The following strategies are introduced here and on going throughout the year) Think aloud and modeling of these by teacher, oral whole group guided reading groups and individual responses in words and pictures. <b>Visualizing Oral</b> How words make pictures in your mind Showing not telling and how it links to visualization I get a picture in my mind I can see it It's like a movie in my head I visualized  <b>Text Codes</b> V- Visualized with picture picture of eye- picture T- picture of tongue-taste Sm- picture of nose-smell Tch- picture of hand-touch  <b>2Column Notes</b> Quote/Picture from text/	

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	<p>Knowledge <b>2 Column Notes</b> Quote or picture from text/ My connection What the Text is about/ What it reminds me of Words in the text/My personal connection Words in the text/My connection to an Issue, Event, or Person <b>Vocabulary</b> Super Cluster (categories) Organize words in your room by categories, such as occupations By Alphabet (Word Walls) Unit conceptual Clusters Organize words of units together Structure of words (prefix, suffix, root, etc. New word process -Paper divided into fourths My teacher's description, My description, How I'll remember this word (picture), Additional Experience/ connections</p>	<p>Know Facts/ Questions/ Responses Questions Before Reading/ During Reading/ After Reading  Other responses Question of the Day Question Webs <b>Burning questions from class</b> <b>Vocabulary</b> Super Cluster (categories) Organize words in your room by categories, such as occupations By Alphabet (Word Walls) Unit conceptual Clusters Organize words of units together Structure of words (prefix, suffix, root, etc. New word process -Paper divided into fourths My teacher's description, My description, How I'll remember this word (picture), Additional Experience/ connections</p>	<p><b>ThreeColumn Notes</b> Picture or Quote/ Inference/ My response Facts/Questions/ Inferences Unfamiliar Word/ My inference/ confirmation Words in the text/ Prediction/ Confirmed Contradiction <b>Vocabulary</b> Super Cluster (categories) Organize words in your room by categories, such as occupations By Alphabet (Word Walls) Unit conceptual Clusters Organize words of units together Structure of words (prefix, suffix, root, etc. New word process -Paper divided into fourths My teacher's description, My description, How I'll remember this word (picture), Additional Experience/ connections</p>	<p>Topic/Details/ Responses Evidence For/ Evidence Against/ Personal Opinion  <b>Synthesis</b> <b>Oral</b> Ongoing discussions of evolving thinking I get it. Aha! Yes!  <b>Text Codes</b> SZ- synthesis 2+2 – put it all together Drawing of a light bulb- new idea, confusion cleared up  <b>Two- Column Notes</b> What the text is about/ What it makes me think about Direct Quote/Personal Response Opinion before reading/new ideas Quote or picture/ new idea Information from text/ new insight Content/ process What's interesting/ What's Important <b>Three Column Notes</b> Content/Process/Craft Facts/Opinions/ Response Topic/ Details/ Response Thinking/ New Information/ New Thinking Compare/ contrast  <b>Others</b> Venn diagram Time line of our thinking Six Questions- who? what?, when? Where? Why? How? To remember information and make sense <b>Vocabulary</b> Super Cluster (categories) Organize words in your room by categories, such as occupations By Alphabet (Word Walls) Unit conceptual Clusters Organize words of units together Structure of words (prefix, suffix, root, etc.</p>	<p>Content/ process What's interesting/ What's Important <b>Three Column Notes</b> Content/Process/Craft Facts/Opinions/ Response Topic/ Details/ Response Thinking/ New Information/ New Thinking Compare/ contrast  <b>Others</b> Venn diagram Time line of our thinking Six Questions- who? what? when? Where? Why? How? To remember information and make sense <b>Vocabulary</b> Super Cluster (categories) Organize words in your room by categories, such as occupations By Alphabet (Word Walls) Unit conceptual Clusters Organize words of units together Structure of words (prefix, suffix, root, etc. New word process -Paper divided into fourths My teacher's description, My description, How I'll remember this word (picture), Additional Experience/ connections</p>	<p>my image What the text is about/ what I see Words on the page/ picture in my mind Words on the page/ My mental map of what happened  <b>3 Column Note</b> Words On the Page/ Picture in My Mind/ My response  <b>Other</b> Listening to recorded sounds to stimulate images-making an image in mind or drawing a picture Drawing a picture of what is visualized during reading Listening to music and describing what is visualized Drawing a sequence of drawings like a movie Sketch to stretch (page 274, <i>Strategies that work</i>) <b>Vocabulary</b> Super Cluster (categories) Organize words in your room by categories, such as occupations By Alphabet (Word Walls) Unit conceptual Clusters Organize words of units together Structure of words (prefix, suffix, root, etc. New word process -Paper divided into fourths My teacher's description, My description, How I'll remember this word (picture), Additional Experience/ connections</p>	
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				New word process -Paper divided into fourths My teacher's description, My description, How I'll remember this word (picture), Additional Experience/ connections			
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