

**Southington Public Schools
Curriculum Map**

Subject: English Language Arts - Reading

Grade: 4

UNIT TITLE	Developing Theories about Characters through Inference and Analyzing	How Social Issues Impact Character’s Lives and the World around Them	Reading and Inquiry in Content Areas
CONTENT	<p>Students will know and be able to do:</p> <ul style="list-style-type: none"> • How readers envision, predict and make inferences when they walk in a character’s shoes. • How readers build theories about character’s by gathering evidence about them. • How readers go from making inferences about characters towards making interpretations about characters. <p>Level Specific Vocabulary:</p> <ul style="list-style-type: none"> • Syntax • Learning from bands • Context • Content • Multiple meanings 	<p>Students will know and be able to do:</p> <ul style="list-style-type: none"> • How reading can teach us about issues that exist in the world and in their lives. • How readers read with a lens and talk back to the text. • How readers bring their lenses. <p>Level Specific Vocabulary:</p> <ul style="list-style-type: none"> • Syntax • Learning from bands • Context • Content • Multiple meanings 	<p>Students will know and be able to do:</p> <ul style="list-style-type: none"> • How readers synthesize complex information across diverse texts and work in the company of fellow researchers. • How readers critique texts with analytical lenses and share their research. <p>Level Specific Vocabulary:</p> <ul style="list-style-type: none"> • Syntax • Learning from bands • Context • Content • Multiple meanings
CT CORE STANDARDS	<p>Reading Standards for Literature 1 – Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>Reading Standards for Literature 2 – Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p>Reading Standards for Literature 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).</p> <p>Reading Standards for Literature 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.</p> <p>Reading Standards for Literature 10 – 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.</p>	<p>Reading Standards for Literature 3 – Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).</p> <p>Reading Standards for Literature 6 – Describe how a narrator’s or speaker’s point of view influences how events are described.</p> <p>Reading Standards for Literature 7 – Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).</p> <p>Reading Standards for Literature 9 – Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</p> <p>Reading Standards for Literature 10 – By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.</p>	<p>Reading Standards for Informational Text 2 – Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>Reading Standards for Informational 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.</p> <p>Reading Standards 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 or subject area.</p> <p>Reading Standards for Informational Text 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.</p> <p>Reading Standards for Informational Text 8 –</p>

	<p><i>Speaking and Listening Standards 1 – Engage effectively in a range of collaborative discussions (one-to-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.</i></p> <p><i>Speaking and Listening Standards 3 – Identify the reasons and evidence a speaker provides to support particular points.</i></p> <p><i>Speaking and Listening Standards 4 – Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</i></p>	<p><i>Speaking and Listening Standards 1 – Engage effectively in a range of collaborative discussions (one-to-one) in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.</i> (a, b c & d)</p> <p><i>Speaking and Listening Standards 3 – Identify the reasons and evidence a speaker provides to support particular points.</i></p> <p><i>Speaking and Listening Standards 4 – Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</i></p>	<p><i>Explain how an author uses reasons and evidence to support particular points in a text.</i></p> <p>Reading Standards for Informational Text 9 – Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p><i>Speaking and Listening Standards 1 – Engage effectively in a range of collaborative discussions (one-to-one) in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.</i></p> <p><i>Speaking and Listening Standards 5 – Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</i></p> <p><i>Speaking and Listening Standards 6 – Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.</i></p>
UNIT TITLE	Fantasy Book Clubs-Reacting and Responding to Character Challenges throughout Their Adventure	Reading as Researchers-Synthesizing, Analyzing and Exploring	
CONTENT	<p>What students will know and be able to do:</p> <ul style="list-style-type: none"> • How two partnerships combine to become a book club. Clubs will read a common text, set expectations for the group, contribute to the book club, hold conversations with each other, help each other use strategies, and push each other to read more. • How readers will learn to read fantasy with excitement. They will learn to build the world of the story when it’s another world. • How readers recognize that characters are sometimes unpredictable and deceptive because they have an internal struggle between good and evil. • How readers notice and compare predictable aspects of fantasy stories across multiple texts. 	<p>What students will know and be able to do:</p> <ul style="list-style-type: none"> • How readers form a research community and read to build rich background knowledge. • How readers read as researchers and begin to synthesize, analyze, and explore essential questions in subtopics. • How readers will connect the past with the present by exploring, point of view and perspective of texts. 	

	<p>Level Specific Vocabulary:</p> <ul style="list-style-type: none"> • Syntax • Learning from bands • Context • Content • Multiple meanings 	<p>Level Specific Vocabulary:</p> <ul style="list-style-type: none"> • Syntax • Learning from bands • Context • Content • Multiple meanings
<p>CT CORE STANDARDS</p>	<p><i>Reading Standards for Literature 1</i> – Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><i>Reading Standards for Literature 2</i> – Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p><i>Reading Standards for Literature 3</i> – 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).</p> <p><i>Reading Standards for Literature 5</i> – 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.</p> <p><i>Reading Standards for Literature 9</i> – 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> <p><i>Reading Standards for Literature 10</i> – 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.</p> <p><i>Speaking and Listening Standards 1</i> – Engage effectively in a range of collaborative discussions (one-to-one) in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.</p> <p><i>Speaking and Listening Standards 4</i> – Report on a topic or text, tell a story, or recount an experience in an organized manner, using</p>	<p><i>Reading Standards for Informational Text 1</i> – Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><i>Reading Standards for Informational Text 2</i> – Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p><i>Reading Standards for Informational Text 3</i> – 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.</p> <p><i>Reading Standards for Informational Text 7</i> – 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.</p> <p><i>Reading Standards for Informational Text 8</i> – Explain how an author uses reasons and evidence to support particular points in a text.</p> <p><i>Reading Standards for Informational Text 9</i> – Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p><i>Reading Standards for Informational Text 10</i> – By the end of year, read and comprehend informational 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.</p> <p><i>Speaking and Listening Standards 1</i> – Engage effectively in a range of collaborative discussions (one-to-one) in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.</p>

	<p><i>appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</i></p> <p>Speaking and Listening Standards 6 – Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.</p>	<p>Speaking and Listening Standards 2 – Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>Speaking and Listening Standards 4 – Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p>Speaking and Listening Standards 5 – Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p>
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