

Grade 4 Reading

Diary map is based on the 2015-2016 school year. Information may change year to year. Months are guidelines and items may be done at different times of the year.

Month	Essential Questions	Content	Skills	Assessment	Resources	Technology
Aug. – Oct.	<p>Launching of Reader’s Workshop What are Reader’s Workshop routines and expectations?</p> <p>How do we become a community of readers and writers?</p> <p>Following Characters into Meaning How can envisioning our characters and their worlds help bring our reading to life?</p>	<p>Launching of Reader’s Workshop -What independent reading looks like -Partner talk -Reading goals -Just right books -Reading stamina -Rereading -Unfamiliar words -Mental movies -Book recommendations -Reading partnerships -Story retellings -Inferences based on the text</p> <p>Following Characters into Meaning -Mental movies -The world of the story -Revision of images of characters -Predictions -Details about characters -Theories about characters -Objects that reveal character -Themes</p>	<p>Launching of Reader’s Workshop -Read independently -Read with stamina -Choose just right books -Log reading -Respond to reading -Read with a partner</p> <p>Following Characters into Meaning -Read independently -Read with a partner -Read with a group -Analyze characters’ thoughts, words, and actions -Identify point of view -Identify themes -Make connections -Use evidence to support thinking (in talk before writing)</p>	<p>Launching of Reader’s Workshop -Anecdotal notes -Reading Log -Reader’s Notebook -Conferences</p> <p>Following Characters into Meaning -Anecdotal notes -Reading Log -Reader’s Notebook -Conferences -Stick Figure Character Map</p>	<p>Launching of Reader’s Workshop -<i>Units of Study for Teaching Reading: A Curriculum for the Reading Workshop, Grades 3-5, Book 1</i> by Lucy Calkins and Kathleen Tolan -<i>Tales of a Fourth Grade Nothing</i> by Judy Blume</p> <p>Following Characters into Meaning -<i>Following Characters into Meaning Unit of Study</i> by Lucy Calkins -<i>The Tiger Rising</i> by Kate DiCamillo -<i>More Than Anything Else: Booker T. Washington</i> by Marie Bradby -<i>Pink and Say</i> by Patricia Polacco -<i>Now Let Me Fly: The Story of a Slave Family</i> by Dolores Johnson -<i>Interactive Read-Alouds: Grade 4-5</i> by Linda Hoyt</p>	<p>Launching of Reader’s Workshop -Elmo</p> <p>Following Characters into Meaning -Elmo</p>

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Nov. – mid Jan.	Nonfiction Unit How can readers use nonfiction text features and text structure to better understand their reading?	Nonfiction Unit -Nonfiction text features -Nonfiction text structure -Main ideas and details -Big ideas -Authors' points of view -Vocabulary/unknown words -Authors' reasons or evidence -Two texts on the same topic	Nonfiction Unit -Read with a group -Identify main ideas and details -Identify nonfiction text features -Identify nonfiction text structure -Read closely and share a jigsawed portion of a selection with a small group -Compare two texts on the same topic	Nonfiction Unit -Anecdotal notes -Reading Log -Reader's Notebook -Conferences -Share research through technology or another form of presentation	Nonfiction Unit -National Geographic <i>Ladders Social Studies 4: Native Americans' Classroom Set</i> by Stephanie Harvey - <i>Guided Reading Short Reads</i> by Scholastic - <i>Cheyenne Again</i> by Eve Bunting - <i>The Comprehension Toolkit</i> by Stephanie Harvey and Anne Goudvis - <i>Scholastic News Grade 4</i> - <i>Explorer</i> by National Geographic	Nonfiction Unit -iPads - <i>Britannica School</i>
mid Jan. – mid March	Fairy Tale Unit How can readers use characteristics of fairytales to better understand what they're reading?	Fairy Tale Unit -Characteristics of fairytales -Characteristics of Cinderella stories -How setting impacts the story -Good vs. evil -Overcoming obstacles	Fairy Tale Unit -Read with a group -Read with a partner -Compare and contrast different versions of Cinderella -Identify inside and outside character traits	Fairy Tale Unit -Anecdotal Notes -Reading Log -Reader's Notebook -Conferences -Graphic Organizers	Fairy Tale Unit -Fairy Tale mentor texts -Various versions of Cinderella - <i>Fairy Tales Reading Unit</i> by Erica Trobridge	Fairy Tale Unit -iPads -Elmo
mid March - May	Nonfiction: Science and Social Studies How can readers use nonfiction text features and text structure to better understand their reading?	Nonfiction: Science and Social Studies -Nonfiction text features -Nonfiction text structure -Main ideas and details -Big ideas -Authors' points of view -Vocabulary/unknown words -Authors' reasons or evidence -Two texts on the same	Nonfiction: Science and Social Studies -Read with a group -Identify main ideas and details -Identify nonfiction text features -Identify nonfiction text structure -Read closely and share a jigsawed portion of a selection with a small	Nonfiction: Science and Social Studies -Anecdotal Notes -Reading Log -Reader's Notebook -Conferences -Graphic Organizers -Share information	Nonfiction: Science and Social Studies - <i>Guided Reading Short Reads</i> by Scholastic - <i>The Comprehension Toolkit</i> by Stephanie Harvey and Anne Goudvis - <i>Scholastic News Grade 4</i> - <i>Explorer</i> by National Geographic - <i>Reading Expeditions</i>	Nonfiction: Science and Social Studies -iPads - <i>Britannica School</i>

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		topic	group -Compare two texts on the same topic		<i>(Travels Across America's Past)</i> by National Geographic - <i>Ladders Social Studies 4: Native Americans' Classroom Set</i> by National Geographic -Science and Social Studies Guided Reading books from Guided Reading Library	