

## Grade 4 TCRWP Reading Curricular Plan / CCSS Overview

### Unit 1: Building a Reading Life    Benchmark: P/Q

Student Learning Targets	Common Core State Standards
<p>Read with volume and stamina</p> <p>Participate in daily partner talk- sharing reading histories, reading interests and hopes</p> <p>Participate in Whole Class Conversation</p> <p>Create book buzzes and synthesized retellings, summarizing texts and reading short excerpts without revealing the ending</p> <p>Determine the meaning of unknown words</p>	<p>Demonstrate independence. <b>CCSS Intro, p. 7</b></p> <p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others' ideas and expressing their own clearly. <b>CC4SL1</b></p> <p>Determine a theme of a story, drama, or poem from details in the text; summarize the text. <b>CC4RL2</b></p> <p>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). <b>CC4RL4</b></p>

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**Unit 2: Following Characters into Meaning: Envision, Predict, Synthesize, Infer, Interpret**

**Benchmark: P/Q/R**

Student Learning Targets	Common Core State Standards
<p>Read with volume and stamina</p> <p>Participate in daily partner talk-sharing reading histories, reading interests and hopes</p> <p>Participate in Whole Class Conversation</p> <p>Grow and revise predictions based on new information in the text</p> <p>Envision and understand our character more deeply by walking in the character's shoes</p> <p>Infer to develop theories about characters' traits, motivations, troubles, changes, and lessons</p> <p>Develop grounded, accountable and increasingly complex theories about our characters</p> <p>Provide evidence for theories about characters</p> <p>Explore themes in books by taking into account characters' multiple sides and their changes and the lessons they learn</p>	<p>Demonstrate independence. <b>CCSS Intro, p. 7</b></p> <p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others' ideas and expressing their own clearly. <b>CC4SL1</b></p> <p>Identify the reasons and evidence a speaker provides to support particular points. <b>CC4SL3</b></p> <p>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). <b>CC4RL3</b></p> <p>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. <b>CC4RL1</b></p> <p>Determine a theme of a story, drama, or poem from details in the text; summarize the text. <b>CC4RL2</b></p>

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### Unit 3: Nonfiction Reading: Using Text Structure to Comprehend Expository, Narrative, and Hybrid Text Benchmark Q/R

Student Learning Targets	Common Core State Standards
<p>Read with volume and stamina</p> <p>Participate in daily partner talk-sharing reading histories, reading interests and hopes</p> <p>Participate in Whole Class Conversation</p> <p>Determine importance and synthesize in expository text</p> <p>Hold onto text by reading in chunks and saying to ourselves, "What did I just read?", summarizing the important information</p> <p>Hold onto information in expository text and teach others by thinking and talking about the main idea(s) and the supporting details (Boxes and Bullets)</p> <p>Recognize narrative nonfiction as a true story and read on thinking, "What ideas am I learning from this text?"</p> <p>Preview expository text features, such as table of contents, diagrams, charts, graphic organizers, photos, and captions to get ready for reading and then synthesize the information in the text</p> <p>Determine the meaning of unknown words</p>	<p>Demonstrate independence. <b>CCSS Intro, p. 7</b></p> <p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others' ideas and expressing their own clearly. <b>CC4SL1</b></p> <p>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. <b>CC4RI1</b></p> <p>Determine the main idea of a text and explain how it is supported by key details; summarize the text. <b>CC4RI2</b></p> <p>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. <b>CC4RI3</b></p> <p>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. <b>CC4RI</b></p> <p>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. <b>CC4RI7</b></p> <p>Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. <b>CC4RI4</b></p>

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**Unit 4: Nonfiction Research Projects: Teaching Students to Navigate Complex Nonfiction Sets Using Critical Analytical Lenses**  
**Benchmark: Q/R**

Student Learning Targets	Common Core State Standards
<p>Read with volume and stamina</p> <p>Participate in daily partner talk-sharing reading histories, reading interests and hopes</p> <p>Participate in Whole Class Conversation</p> <p>Understand and use technical words when talking, writing or teaching others about a topic</p> <p>Talk about central ideas of texts in boxes and bullets</p> <p>Construct mental models that represent our ideas about a topic</p> <p>Synthesize complex information across diverse texts</p> <p>Critique texts with an analytical lense, noticing, "What is the author trying to make the reader feel about this topic?"</p> <p>Read across nonfiction texts and analyze these for meaning, craft, and perspective</p> <p>Compare and contrast across primary resources and secondhand accounts of the same topic</p>	<p>Demonstrate independence. <b>CCSS Intro, p. 7</b></p> <p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others' ideas and expressing their own clearly. <b>CC4SL1</b></p> <p>Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. <b>CC4RI4</b></p> <p>Explain how an author uses reasons and evidence to support particular points in a text. <b>CC4RI8</b></p> <p>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. <b>CC4RI5</b></p> <p>Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. <b>CC4RI9</b></p> <p>Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. <b>CC4RI6</b></p>

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Unit 6:

Student Learning Targets	Common Core State Standards

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Unit 7:

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### Unit 8:

Student Learning Targets	Common Core State Standards



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### Unit 9:

Student Learning Targets	Common Core State Standards