

# KPBSD ELA CURRICULUM

## 4<sup>TH</sup> GRADE – READING STANDARDS FOR LITERATURE

### Desired Results

<p><b>PRIORITY STANDARDS</b></p> <p><b>4.RL.1</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><b>4.RL.2</b> Determine a theme or author’s message or purpose of a story, drama, or poem using details and evidence from the text as support; summarize main ideas or events, in correct sequence, including how conflicts are resolved.</p> <p><b>4.RL.4</b> Determine the meaning of words and phrases as they are used in a text, including use of figurative language and literary devices (e.g., imagery, metaphors, similes).</p> <p><b>4.RL.9</b> Compare and contrast the treatment of similar themes and plots (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in literature.</p> <p><b>SUPPORTING STANDARDS</b></p> <p><b>4.RL.3</b> 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><b>4.RL.5</b> Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse and rhythm) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.</p> <p><b>4.RL.6</b> Compare and contrast the point of view from which different stories are narrated, including how the use of first or</p>	<b>Transfer</b>	
	<p>Students will be able to independently use their learning to...</p> <ul style="list-style-type: none"> <li>• Read and comprehend a range of literature from a variety of cultures, within a complexity band appropriate to fourth grade (from upper third grade to fifth grade), with scaffolding as needed at the high end of the range.</li> </ul>	
	<b>Meaning</b>	
	<p style="text-align: center;"><b>ENDURING UNDERSTANDINGS</b></p> <p>Students will understand...</p> <ul style="list-style-type: none"> <li>• Inferences drawn by the reader and explicit details should be supported by textual evidence.</li> <li>• Recognizing the theme is important to comprehending what is read.</li> <li>• Summarizing literature shows understanding of the text.</li> <li>• A basic understanding of mythological language plays a significant role in the expression of ideas.</li> <li>• Similar themes, topics, and events appear throughout various forms of literature.</li> <li>• Similar themes appear within literature from other cultures.</li> </ul>	<p style="text-align: center;"><b>ESSENTIAL QUESTIONS</b></p> <p>Students will keep considering...</p> <ul style="list-style-type: none"> <li>• How does referring to the text show a deeper understanding of the text?</li> <li>• Why is theme important to the meaning of a text?</li> <li>• What are the components of an effective summary?</li> <li>• How does the understanding of mythological language aid in the interpretation of text and real world situations?</li> <li>• How can similar themes be portrayed through different forms of literature?</li> <li>• How does reading literature from different cultures enhance the understanding of similar themes?</li> <li>• How do readers construct meaning?</li> </ul>
<b>Acquisition</b>		
<p>Students will know...</p> <ul style="list-style-type: none"> <li>• How to read and comprehend a variety of literature at their grade level with and without support.</li> <li>• How to explain a story by referring to details and examples from a text.</li> </ul>	<p>Students will be skilled at...</p> <ul style="list-style-type: none"> <li>• Describing character, setting, and events in a text.</li> <li>• Explaining the differences between poems, drama, and prose.</li> <li>• Comparing and contrasting texts.</li> </ul>	

# KPBSD ELA CURRICULUM

## 4<sup>TH</sup> GRADE – READING STANDARDS FOR LITERATURE

<p>third person can change the way a reader might see characters or events described.</p> <p><b>4.RL.7.</b> 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 descriptions and directions in the text..</p>	<ul style="list-style-type: none"> <li>• Details in the text can help a reader figure out the theme of a text.</li> <li>• Strategies to summarize a text using their own words.</li> <li>• An author uses clues in the text to help the reader figure out the meaning of words and phrases.</li> <li>• Strategies that help the reader compare and contrast how authors from different cultures write about similar themes in stories, myths, and traditional literature.</li> </ul>	<ul style="list-style-type: none"> <li>• Making connections between a text and a video or audio presentation of the text.</li> </ul>
<b>Evidence</b>		
<b>Evaluative Criteria</b>	<b>Assessment Evidence</b>	
<p>BASED ON STANDARDS:            Teacher Generated Test            Teacher and Student Self Reflection Rubric            Teacher and Student Self Reflection Checklist            Formal &amp; Informal Observations            Journaling</p>	<p>PERFORMANCE TASK(S):            To show evidence of meeting this standard, students will:</p> <ul style="list-style-type: none"> <li>• Respond (orally or in writing) to a variety of questions requiring them to refer directly to the text to support their answers.</li> <li>• Use highlighters (or other) to identify key details/evidence to support their answer(s).</li> <li>• Summarize and sequence a text through: drama, writing, and/or oral retelling.</li> <li>• Participate in a class debate.</li> <li>• Be able to complete a Venn Diagram comparing and contrasting the information given in two different texts on the same topic.</li> <li>• Use personal Book Boxes or Browsing Box SORT (teacher selected books) based on THEME.</li> <li>• Journal on a specific subject based on two different texts on the subject.</li> <li>• Use a graphic Organizers; K-W-L, Exit Tickets, T-Chart.</li> <li>• Use task Cards.</li> <li>• Decode new vocabulary to find meaning.</li> <li>• Record new words in notebook or class word wall.</li> <li>• Incorporate new words into writing pieces and classroom discussions.</li> <li>• Self-select new vocabulary words and identifies the meaning of the unknown word.</li> </ul>	
	<p>OTHER EVIDENCE:            District/State Assessments</p>	

# KPBSD ELA CURRICULUM

## 4<sup>TH</sup> GRADE – READING STANDARDS FOR LITERATURE

### Vocabulary

Details Examples Inferences/Infer Text Theme Author’s Message/Purpose Story (Narrative) Drama Narrator/Narrated Poem Verse Rhythm Prose	Dialogue Evidence Support Summarize Main Idea Events Sequence Conflict Resolve Figurative Language Literary Devices Imagery Metaphor	Simile Compare/Contrast Plot Characters (Main/Supporting) Setting First Person/Third Person Visual Oral Identify  Reflect Connect Describe
---	--	--

### Technology Skills

I can...

- Apply prior technical knowledge and experiences to figure out how new technologies or applications work.
- Use technology independently and with peers responsibly and make safe choices.
- Recognize how overuse of technology can impact one’s mental, physical and emotional health.
- Use audience response tools and apps to participate in class discussions.