

Teacher: Core Reading Guided Reading  
Gr4

Year: 2011-12

Course: Guided Reading Grade 4

Month: All Months

September	Informational Text - Sept ~ <i>Assumes increasing text complexity with identified grade level text (DRA, L and differentiated text as appropriate.</i>						
	Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Vocabulary
	R.4.7.1- Obtaining information from text features(State) R.4.7.5- Identifying the characteristics of a variety of types of text(Local)		Focus reference material: * science/soc.st. content, dictionary, thesaurus, glossary Text features: table of contents, bold/italicized text, headings	Choose/use appropriate practical/functional text Obtain information using text features * Identify the characteristics of focus reference materials.			*Appropriate vocabulary from, but to, instructional summaries, sequential inferring (any unfamiliar words) and assessments i.e. NW NECAP
<b>Four Blocks as Model of Instructional Delivery applies to e</b>							
	Literary Text - Sept (continues into Oct) ~ <i>Assumes increasing text complexity with identified grade level and differentiated text as appropriate.</i>						
	Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Vocabulary
	R.4.4.1- Identifying or describing character(s), setting, problem/solution, major events, or plot, as appropriate to text; or identifying any significant changes in		Strategy and skill review Connections (text to text, text to self, text to world)	Continuous revisiting of previous skills and strategies as appropriate to text Makes connections to text			*Appropriate vocabulary from, but to, instructional summaries, sequential inferring (any unfamiliar words), and assessments i.e. NW NECAP

<p>character(s) over time (State)  R.4.4.3- Generating questions before, during, and after reading to enhance recall (Local)  R.4.12.0- Comprehension Skills and Strategies (R-12 and R-13)- Demonstrates ability to monitor comprehension for different types of texts and purposes by  R.4.16.1- Comparing stories or other texts to related personal experience, prior knowledge, or to other books</p>						
<p>R.4.4.1- Identifying or describing character(s), setting, problem/solution, major events, or plot, as appropriate to text; or identifying any significant changes in character(s) over time (State)  R.4.4.3- Generating questions before,</p>		<p>Questioning  Focus genre:  Realistic fiction  Story elements:  character, setting, problem/solution, major events, plot  Logical predictions  Character traits  Conclusion (including relevant details)</p>	<p>Generating questions before, during, after reading to enhance recall, expand understanding and/or gain new information  Identify characteristics of realistic fiction  Identify story elements</p>			

<p>during, and after reading to enhance recall (Local)  R.4.4.4- Identifying the characteristics of a variety of types of text(Local)  R.4.5.1-Making logical predictions (State)  R.4.5.2- Describing main characters' physical characteristics or personality traits; or providing examples of thoughts, words or actions that reveal characters' personality traits (State)  R.4.7.4- Generating questions before, during, and after reading to enhance recall (Local)  R.4.14.2-Reading from a wide range of genres/ kinds of text and a variety of authors(Local)  R.4.15.4-Using evidence to support conclusions(local)</p>			<p>Describe story elements  Drawing logical predictions  Describe characters' physical characteristics  Describe characters' personality traits using examples from story  Draws conclusions that are supported by relevant details  *NEW  <i>identify significant changes in character(s) over time</i>  *NEW  <i>Identify significant changes in character(s) over time</i></p>			
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Informational Text - Oct ~ *Assumes increasing text complexity with identified grade level text (DRA, L*  
*differentiated text as appropriate.*

Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Vocabul
R.4.7.1-		Focus	* Identify the			*Appro

r	Obtaining information from text features(State) R.4.7.2-Using information from the text to answer questions related to explicitly stated main/central ideas or details (State) R.4.7.5- Identifying the characteristics of a variety of types of text(Local)		reference material: * science/soc.st. content, * <b>NEW student newspaper</b> and advertisements Controlling idea (main idea)	characteristics of focus reference materials. Choose/use appropriate practical/functional material Identifies controlling idea			vocabul from, bu to, <b>instr</b> summar sequenc inferring any unfa words), and <b>asse</b> i.e. NW NECAP)
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**Four Blocks as Model of Instructional Delivery applies to e**

Literary Text - Oct (continues from Sept)

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*Assumes increasing text complexity with identified grade level and differentiated text as appropriate.*

Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Vocabulary
R.4.8.1- Connecting information within a text or across texts (State) R.4.12.0- Comprehension Skills and Strategies (R-12 and R-13)- Demonstrates ability to monitor comprehension for different		Strategy and skill review Connections (text to text, text to self, text to world)	Continuous revisiting of previous skills and strategies as appropriate to text Makes connections to text			* Approp vocabula from, bu to, <b>instr</b> summar sequenc inferring any unfa words), and <b>asse</b> i.e. NW NECAP)

<p>types of texts and purposes by R.4.16.1- Comparing stories or other texts to related personal experience, prior knowledge, or to other books</p>						
<p>R.4.4.2- Paraphrasing or summarizing key ideas/plot, with major events sequenced, as appropriate to text (State) R.4.4.3- Generating questions before, during, and after reading to enhance recall (Local) R.4.4.4- Identifying the characteristics of a variety of types of text(Local) R.4.5.6- Identifying causes or effects, including possible motives of characters (Local)</p>		<p>Questioning Continue focus genre ( realistic fiction) from September Summary/paraphrase <i>* NEW Major events NEW Cause and effect</i></p>	<p>Identify characteristics of realistic fiction Summarize key ideas/plot <i>NEW Sequencing of major events NEW Identifying cause and effect, including motives of characters</i></p>			

R.4.7.4- Generating questions before, during, and after reading to enhance recall (Local)						
R.4.14.2- Reading from a wide range of genres/ kinds of text and a variety of authors(Local)						

November

Informational Text - Nov ~ *Assumes increasing text complexity with identified grade level text (DRA, L and differentiated text as appropriate.*

Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Vocabulary
R.4.7.1-Obtaining information from text features(State) R.4.7.3-Organizing information to show understanding(State) R.4.7.5-Identifying the characteristics of a variety of types of text(Local)		Focus reference material:* science/soc.st. content, announcements, letters, invitations Graphic organizers, *NEW <i>paraphrasing, or summarizing</i>	* Identify the characteristics of focus reference materials. Choose/use appropriate practical/functional text Organizes information from text using graphic organizers, *NEW <i>paraphrasing, or summarizing</i> to show understanding			*Appropriate vocabulary from, but to, <i>inst</i> summarize sequen inferring any un words) and <i>ass</i> i.e. NW NECA

**Four Blocks as Model of Instructional Delivery applies to e**

Literary Text - Nov (continues into Dec)  
~ *Assumes increasing text complexity with identified grade level and differentiated text as appropriate.*

Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Vocabulary
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<p>R.4.8.1- Connecting information within a text or across texts (State)</p> <p>R.4.12.0- Comprehension Skills and Strategies (R-12 and R-13)- Demonstrates ability to monitor comprehension for different types of texts and purposes by</p> <p>R.4.16.1- Comparing stories or other texts to related personal experience, prior knowledge, or to other books</p>		<p>Strategy and skill review</p> <p>Connections (text to text, text to self, text to world)</p>	<p>Continuous revisiting of previous skills and strategies as appropriate to text</p> <p>Makes connections to text</p>			<p>*Approp vocabula from, bu to, <b>instr</b> summar sequenci inferring any unfa words), and <b>asse</b> i.e. NWE NECAP,</p>
<p>R.4.4.1- Identifying or describing character(s), setting, problem/solution, major events, or plot, as appropriate to text; or identifying any significant changes in character(s) over time (State)</p> <p>R.4.4.3- Generating</p>		<p>Questioning</p> <p><b>NEW Focus genre: Historical fiction</b></p> <p>Story elements: review all, focus on setting and problem</p> <p>Inferences: problem/conflict, solution</p>	<p><b>NEW Identify characteristics of a historical fiction</b></p> <p>Identify story elements</p> <p>Describe story elements</p> <p>Discuss how story elements impact each other i.e. How the setting may affect a character?</p>			

<p>questions before, during, and after reading to enhance recall (Local)</p> <p>R.4.4.4- Identifying the characteristics of a variety of types of text(Local)</p> <p>R.4.5.3-Making inferences about problem, conflict, or solution (State)</p> <p>R.4.7.4- Generating questions before, during, and after reading to enhance recall (Local)</p> <p>R.4.14.2-Reading from a wide range of genres/ kinds of text and a variety of authors(Local)</p>						
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Dec ~ Informational Text - Dec ~ *Assumes increasing text complexity with identified grade level text (DRA, L differentiated text as appropriate.*

Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Vocabulary
<p>R.4.7.1- Obtaining information from text features(State)</p> <p>R.4.7.5- Identifying the characteristics of a variety of types of text(Local)</p> <p>R.4.8.2-</p>		<p>Focus reference material:* science/soc.st. content, <b>*NEW encyclopedia Generalizations (*NEW synthesized information)</b></p>	<p>* Identify the characteristics of focus reference materials. Choose/use appropriate practical/functional text <b>*NEW synthesize information within or across texts (i.e.</b></p>			<p>*Appro vocabulary from, bu to, <b>instr</b> summar sequenc inferring any unfa words), and <b>asse</b> i.e. NW NECAP</p>

Synthesizing information within or across ext(s)(State)			<i>constructing appropriate titles: or formulating assertions or controlling ideas)</i>			
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**Four Blocks as Model of Instructional Delivery applies to**

Literary Text - Dec (continues from Nov)

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*Assumes increasing text complexity with identified grade level and differentiated text as appropriate.*

Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Vocabulary
R.4.8.1- Connecting information within a text or across texts (State) R.4.12.0- Comprehension Skills and Strategies (R-12 and R-13)- Demonstrates ability to monitor comprehension for different types of texts and purposes by R.4.16.1- Comparing stories or other texts to related personal experience,		Strategy and skill review Connections (text to text, text to self, text to world)	Continuous revisiting of previous skills and strategies as appropriate to text Makes connections to text			*Approp vocabulary from, bu to, <b>instr</b> summar sequenci inferring any unfa words), and <b>asse</b> i.e. NWE NECAP)

<p>prior knowledge, or to other books</p>						
<p>R.4.4.3- Generating questions before, during, and after reading to enhance recall (Local)  R.4.4.4- Identifying the characteristics of a variety of types of text(Local)  R.4.5.4- Identifying who is telling the story (State)  R.4.5.5- Identifying author's message or theme (State)  R.4.7.4- Generating questions before, during, and after reading to enhance recall (Local)  R.4.8.5- Making inferences about causes or effects (State)  R.4.14.2- Reading from a wide range of genres/</p>		<p>Questioning  Continue focus genre( historical fiction) from November  Compare/contrast  Cause and effect  *<b>NEW Author's message or theme</b></p>	<p>Identify characteristics of a historial fiction  compare and contrast informtion from text with modern day experiences  Identify cause and effect relationships  *<b>NEW Identifying the author's message or theme</b></p>			

	kinds of text and a variety of authors(Local)					
J a n u a r y	Informational Text - Jan ~ <i>Assumes increasing text complexity with identified grade level text (DRA, Lexile, differentiated text as appropriate.</i>					
	Standards	Enduring Understandings	Content	Skills	Lessons	Resources
	R.4.7.1-Obtaining information from text features(State) R.4.7.5-Identifying the characteristics of a variety of types of text(Local) R.4.8.3-Drawing inferences about text, including author's purpose or message; or drawing basic conclusions; or forming judgments/opinions about central ideas that are relevant (State)		Focus reference material:* science/soc.st. content, procedures, instructions/directions Author's purpose: to inform, explain, entertain, persuade Basic conclusions	* Identify the characteristics of focus reference materials. Choose/use appropriate practical/functional text Identify author's purpose *NEW (i.e. <i>inform, explain, entertain</i> ) Draws basic conclusions		
<b>Four Blocks as Model of Instructional Delivery applies to each unit and month</b>						
	Literary Text - Dec ~ <i>Assumes increasing text complexity with identified grade level text (DRA, Lexile, differentiated text as appropriate.</i>					
Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Vocabulary
R.4.8.1-Connecting information within a text or across texts (State) R.4.12.0-Comprehension Skills and Strategies (R-		Strategy and skill review Connections (text to text, text to self, text to world)	Continuous revisiting of previous skills and strategies as appropriate to text Makes connections to text			*Approp vocabula from, bu to, <b>instru</b> summar sequenci inferring any unfa words), and asse

<p>12 and R-13)- Demonstrates ability to monitor comprehension for different types of texts and purposes by R.4.16.1- Comparing stories or other texts to related personal experience, prior knowledge, or to other books</p>						<p>i.e. NWE NECAP,</p>
<p>R.4.4.3- Generating questions before, during, and after reading to enhance recall (Local) R.4.4.4- Identifying the characteristics of a variety of types of text(Local) R.4.5.4- Identifying who is telling the story (State) R.4.5.5- Identifying author's message or theme (State) R.4.7.4- Generating questions</p>		<p>Questioning Focus genre: Fairy Tales Lesson or moral Point of view</p>	<p>Generating questions before, during, and after reading to enhance recall, expand understanding and/or gain new information Identify characteristics of a Fairy Tale Identify Fairy Tale's lesson or moral Discuss Fairy Tale's lesson or moral Discuss different characters point of view</p>			

before, during, and after reading to enhance recall (Local) R.4.14.2- Reading from a wide range of genres/ kinds of text and a variety of authors(Local)						
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February  
Informational Text - Feb ~ *Assumes increasing text complexity with identified grade level text (DRA, Lexile, differentiated text as appropriate.*

Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Vocabulary
R.4.7.1- Obtaining information from text features(State) R.4.7.5- Identifying the characteristics of a variety of types of text(Local) R.4.8.4- Distinguishing fact from opinion (State)		Focus reference material: * science/soc.st. content, Biography Fact and opinion	* Identify the characteristics of focus reference materials. Choose/use appropriate practical/functional text Distinguishes fact from opinion			* Appropriate vocabulary from, but not limited to, instruction (summaries, sequences, inferring any unfamiliar words), and assessment (i.e. NW, NECA)

**Four Blocks as Model of Instructional Delivery applies to each unit and month**

Literary Text - Feb ~ *Assumes increasing text complexity with identified grade level text (DRA, Lexile, differentiated text as appropriate.*

Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Vocabulary
R.4.8.1- Connecting information		Strategy and skill review Connections (	Continuous revisiting of previous skills			* Appropriate vocabulary from, but

<p>within a text or across texts (State)  R.4.12.0-Comprehension Skills and Strategies (R-12 and R-13)- Demonstrates ability to monitor comprehension for different types of texts and purposes by  R.4.16.1- Comparing stories or other texts to related personal experience, prior knowledge, or to other books</p>		<p>text to text, text to self, text to world)</p>	<p>and strategies as appropriate to test  Makes connections to text</p>			<p>to, <b>instr</b>  summar  sequenci  inferring  any unfa  words),  and <b>asse</b>  i.e. NWE  NECAP,</p>
<p>R.4.4.3-Generating questions before, during, and after reading to enhance recall (Local)  R.4.4.4-Identifying the characteristics of a variety of types of text(Local)  R.4.7.3-Organizing information to show understanding(State)  R.4.7.4-Generating questions before, during, and after reading to enhance recall (Local)  R.4.14.2-Reading from a wide range of genres/ kinds of</p>		<p>Questioning  Focus genre:  <b><i>NEW Folk Tales/Fables</i></b></p>	<p>Generating questions before, during, and after reading to enhance recall, expand understanding and/or gain new information  <b><i>NEW Identify characteristics of Folk Tales and Fables</i></b>  Compare and contrast characteristics of Fairy Tales, Folk Tales and</p>			

	text and a variety of authors(Local)			Fables		
M a r c h	Informational Text - March ~ <i>Assumes increasing text complexity with identified grade level text (DRA, Lexia) differentiated text as appropriate.</i>					
	Standards	Enduring Understandings	Content	Skills	Lessons	Resources
	R.4.7.1- Obtaining information from text features(State) R.4.7.5- Identifying the characteristics of a variety of types of text(Local) R.4.8.5- Making inferences about causes or effects (State)		Focus reference material: * science/soc.st. content, schedules, charts, tables, timelines Cause and effect	* Identify the characteristics of focus reference materials. Choose/use appropriate practical/functional text Identifies cause and effect relationships		
<b>Four Blocks as Model of Instructional Delivery applies to each unit and more</b>						
	Literary Text - March ~ <i>Assumes increasing text complexity with identified grade level text (DRA, Lexia) differentiated text as appropriate.</i>					
Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Vocabula
R.4.8.1- Connecting information within a text or across texts (State) R.4.12.0- Comprehension Skills and Strategies (R-12 and R-13)- Demonstrates ability to		Strategy and skill review Connections ( text to text, text to self, text to world)	Continuous revisiting of previous skills and strategies as appropriate to text Makes connections to text			* Appro... vocabula... from, bu... to, <b>instru</b> ... summar... sequenci... inferring... any unf... words), and <b>asse</b> ... i.e. NWE... NECAP

<p>monitor comprehension for different types of texts and purposes by R.4.16.1- Comparing stories or other texts to related personal experience, prior knowledge, or to other books</p>						
<p>R.4.4.3- Generating questions before, during, and after reading to enhance recall (Local) R.4.4.4- Identifying the characteristics of a variety of types of text(Local) R.4.5.4- Identifying who is telling the story (State) R.4.7.4- Generating questions before, during, and after reading to enhance recall (Local) R.4.11.3- Fluency: reading familiar text with phrasing and expression, and with attention to text features,</p>		<p>Questioning Focus genre: Plays Narrator Phrasing and expression <b>*NEW</b> <b><i>Literary elements and devices ( ie imagery, exaggeration)</i></b> <b>*NEW</b> <b><i>Literary elements and devices ( ie imagery, exaggeration)</i></b></p>	<p>Generating questions before, during and after reading to enhance recall, expand understanding and/or gain new information Identify characteristics of a Play Identify narrator Reads with appropriate phrasing and expression <b>*NEW</b> <b><i>Demonstrating knowledge of use of literacy elements and devices (ie imagery, exaggeration) to interpret intended</i></b></p>			

such as punctuation, italics, and dialogue R.4.14.2- Reading from a wide range of genres/ kinds of text and a variety of authors(Local) R.4.6.1- Demonstrating knowledge of use of literary elements and devices to interpret intended meanings(Local)			<i>meanings</i> <i>*NEW</i> <i>Demonstrating knowledge of use of literacy elements and devices (ie imagery, exaggeration) to interpret intended meanings</i>			
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April  
Informational Text - April ~ *Assumes increasing text complexity with identified grade level text (DRA, L differentiated text as appropriate.*

Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Vocab
R.4.7.1- Obtaining information from text features(State) R.4.7.2-Using information from the text to answer questions related to explicitly stated main/central ideas or details (State) R.4.7.5- Identifying the characteristics of a variety of		Focus reference material: * science/soc.st. content, <i>*NEW subheadings, index</i> Controlling idea (main idea, <i>*NEW key details</i> )	* Identify the characteristics of focus reference materials. Choose/use appropriate practical/functional text by <i>*NEW obtaining information for an index, subheadings, etc</i> Identify controlling idea or <i>*NEW key details</i>			*App vocab from, to, ins summ seque inferr any ur words and as i.e. N NECA

types of text(Local)

**Four Blocks as Model of Instructional Delivery applies to each unit and month**

Literary Text - April ~ *Assumes increasing text complexity with identified grade level text (DRA, Lexile), differentiated text as appropriate.*

Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Vocabulary
R.4.8.1- Connecting information within a text or across texts (State) R.4.12.0- Comprehension Skills and Strategies (R-12 and R-13)- Demonstrates ability to monitor comprehension for different types of texts and purposes by R.4.16.1- Comparing stories or other texts to related personal experience, prior knowledge, or to other books		Strategy and skill review Connections (text to text, text to self, text to world)	Continuous revisiting of previous skills and strategies as appropriate to text Makes connections to text			*Appropriately use vocabulary from, but not limited to, instruction to summarize, sequence, infer (any unfamiliar words), and assess (i.e. NWEA, NECAP)
R.4.4.3- Generating questions before, during, and after reading to enhance recall (Local) R.4.4.4-		Questioning Focus genre: Poetry Stanza Rhyme scheme Literary devices:	Generating questions before, during, after reading to enhance recall, expand understanding and/or gain			

	<p>Identifying the characteristics of a variety of types of text(Local)  R.4.4.5- Identifying literary devices as appropriate to genre:rhyme, alliteration, simile, description, or dialogue (Local)  R.4.5.1-Making logical predictions (State)  R.4.7.4- Generating questions before, during, and after reading to enhance recall (Local)  R.4.14.2- Reading from a wide range of genres/ kinds of text and a variety of authors(Local)  R.4.6.1- Demonstrating knowledge of use of literary elements and devices to interpret intended meanings(Local)</p>		<p>Figurative language (<b><i>NEW simile</i></b>, metaphor, hyperbole etc)  <b><i>*NEW Literary elements and devices ( ie imagery, exaggeration)</i></b>  <b><i>*NEW Literary elements and devices ( ie imagery, exaggeration)</i></b></p>	<p>new information  Identify characteristics of a poem  Recognize that poems are written in stanza format  Identify any given poem's rhyme scheme  Identify author's use of literary devices (<b><i>NEW simile</i></b>) in any given poem  <b><i>*NEW Demonstrating knowledge of use of literacy elements and devices (ie imagery, exaggeration) to interpret intended meanings</i></b>  <b><i>*NEW Demonstrating knowledge of use of literacy elements and devices (ie imagery, exaggeration) to interpret intended meanings</i></b></p>			
<p>M a y</p>	<p>Informational Text - May ~ <b><i>Assumes increasing text complexity with identified grade level text (DRA, L differentiated text as appropriate.</i></b></p>						
Standards		Enduring Understandings	Content	Skills	Lessons	Resources	Vocab

<p>R.4.7.1-Obtaining information from text features(State)  R.4.7.6-Obtaining information from text features(Local)  R.4.8.3-Drawing inferences about text, including author's purpose or message; or drawing basic conclusions; or forming judgments/opinions about central ideas that are relevant (State)</p>		<p>Focus reference material: * science/soc.st. content, Internet websites *<i>NEW ei maps, diagrams, tables, captions, timelines</i>  Opinions/judgements  *Inferences</p>	<p><i>*NEW obtaining informations from text features (e.i. maps, diagrams, tables, captions, timelines)</i>  * Identify the characteristics of focus reference materials.  Choose/use appropriate practical/functional text  <i>*NEW Draw inferences about text, including author's purpose (e.i. inform, explain, entertain)</i></p>		<p>*App vocab from, to, <b>ins</b> summar sequen inferri any un words and <b>as</b> i.e. N NECA</p>
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**Four Blocks as Model of Instructional Delivery applic**

Literary Text - May ( Fantasy continues into June) ~

*Assumes increasing text complexity with identified grade levels (e.g., 5th, 6th, 7th, 8th, 9th, 10th, 11th, 12th) and differentiated text as appropriate.*

Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Vocabulary
<p>R.4.8.1-Connecting information within a text or across texts (State)  R.4.12.0-Comprehension Skills and Strategies (R-12 and R-13)-Demonstrates ability to monitor comprehension for different</p>		<p>Strategy and skill review  Connections ( text to text, text to self, text to world)</p>	<p>Continuous revisiting of previous skills and strategies to text  Makes connections to text</p>			<p>*Approp vocabula from, bu to, <b>instru</b> summar sequenci inferring any unfa words), and <b>asse</b> i.e. NWE NECAP</p>

<p>types of texts and purposes by</p> <p>R.4.16.1- Comparing stories or other texts to related personal experience, prior knowledge, or to other books</p>						
<p>R.4.4.3- Generating questions before, during, and after reading to enhance recall (Local)</p> <p>R.4.4.4- Identifying the characteristics of a variety of types of text(Local)</p> <p>R.4.5.1- Making logical predictions (State)</p> <p>R.4.5.3- Making inferences about problem, conflict, or solution (State)</p> <p>R.4.7.4- Generating questions before, during, and after reading to enhance recall (Local)</p>		<p>Questioning Focus genre: fantasy Logical predictions <b><i>NEW Inference: problem/conflict, solution</i></b></p>	<p>Generating questions before, during, and after reading to enhance recall, expand understanding and/or gain new information Identify characteristics of a fantasy Drawing logical predictions <b><i>*NEW Making inferences about problem, conflict, or solution</i></b> Discuss how story elements impact each other i.e. How the setting may affect a character?</p>			

R.4.14.2- Reading from a wide range of genres/ kinds of text and a variety of authors(Local)						
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**e** Informational Text - June ~ *Assumes increasing text complexity with identified grade level text (DRA, L  
differentiated text as appropriate.*

Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Vocabulary
R.4.12.0- Comprehension Skills and Strategies (R- 12 and R-13)- Demonstrates ability to monitor comprehension for different types of texts and purposes by		Strategy and skill review, *Focus and reference material science/soc.st. content	* Identify the characteristics of focus reference materials. Continuous revisiting of previous skills and strategies as appropriate to text			*Approp vocabula from, bu to, <b>instru</b> summar sequenci inferring any unfa words), and <b>asse</b> i.e. NWE NECAP)

**Four Blocks as Model of Instructional Delivery app  
month.**

Literary Text - June (Fantasy continued from  
May) ~

*Assumes increasing text complexity with identified gr  
Lexile, etc.)  
and differentiated text as appropriate.*

Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Vocabulary
R.4.12.0- Comprehension Skills and Strategies (R- 12 and R-13)- Demonstrates ability to monitor comprehension		Strategy and skill review Connections ( text to text, text to self, text to world) Cause and effect	Continuous revisiting of previous skills and strategies as appropriate to text Makes connections to text			*Approp vocabula from, bu to, <b>instru</b> summar sequenci inferring any unfa words),

for different types of texts and purposes by R.4.16.1- Comparing stories or other texts to related personal experience, prior knowledge, or to other books						and asse i.e. NWE NECAP)