

Grade 4 Reading					
*****	Resources Abbreviations	TFDC -Teaching for Deep Comprehension	BWTL -Bringing Words to Life	GR & W -Guiding Readers & Writers	
Bold SLE's indicate the <u>CORE READING SKILLS</u> according to The Learning Institute	SUTW -Step up to Writing Scott Foresman Basal Word Journeys	SF - WJ -	STW -Strategies That Work SYW -Scaffolding Young Writers	HME -Houghton Mifflin English	
Enduring Understandings:					
1. Students read a wide range of print and non-print texts, including literature from many periods and genres, to build an understanding of the human experience. 2. Students apply a wide range of reading strategies to comprehend, interpret, evaluate and appreciate texts. 3. Students apply knowledge of language structure, language conventions, media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts. 4. Students use a variety of technological and informational resources to gather, evaluate, and synthesize data and to create and communicate knowledge.					
Essential Question: What do good readers do? Essential Question: How can I respond to reading in a variety of ways? Essential Question: What strategies can I use to read fluently and accurately? Essential Question: How can I respond to literature in a variety of ways?					
NOTES	AR Department of Education	Objective	Task Analysis	Essential Vocabulary	Materials/Resources
	CONTENT STANDARD/ Student Learning Expectations (SLE)				
FIRST NINE WEEKS - READING August 17-Oct. 14, 2011					
Module 1: Sept. 29- Informational					
Essential Question: How can text features help me comprehend informational text? Essential Question: How can I use prior knowledge to form mental images to better understand texts? Essential Question: How can I use inquiry strategies and reference materials to research a topic?					
R.10.4.1 Read daily	Engage in a variety of reading activities daily APPLICATION	*engage in a variety of reading activities *self-select "just right" books	easy just right challenging	SF/Libraries Bookroom	

NOTES	AR Department of Education	Objective	Task Analysis	Essential Vocabulary	Materials/Resources
	CONTENT STANDARD/ Student Learning Expectations (SLE)				
	R.10.4.4 Respond to a wide variety of texts by contributing to a reading journal which demonstrates appropriate comprehension skills, including written responses, reading log interest list, and reading goals	Respond to a wide variety of texts by contributing to a reading journal which demonstrates appropriate comprehension skills, including written responses, reading log interest list, and reading goals APPLICATION	*determine appropriate reading goals *organize and maintain reading journal components *utilize varied methods of responding to texts (i.e., written responses, reading log interest lists, reading goals)	respond	SF/Libraries Bookroom journals
	IR.12.4.1 Formulate questions about a specific topic	Formulate questions about a specific topic APPLICATION	*refer to R.9.4.5		K-W-L chart group discussion
	R.11.4.10 Recognize and use linking verbs	Recognize and demonstrate use of linking verbs COMPREHENSION AND ANALYSIS	*define linking verb *locate linking verbs in text *demonstrate use of linking verbs (W.6.4.3)	linking verb	SF- pgs 303g-303h, 323g-323h, 343g-343h HME pgs 152-153
	R.11.4.9 Use word-reference materials, including the glossary, dictionary, and thesaurus, to make meaning of unknown words	Demonstrate use of word-reference materials, including the glossary, dictionary, and thesaurus, to make meaning of unknown words APPLICATION	*define glossary, dictionary, thesaurus *list components and uses of glossary, dictionary, thesaurus *differentiate purpose for glossary, dictionary, thesaurus	glossary dictionary thesaurus	SF- pgs 647L, 393L
	IR.12.4.2 Locate information in reference materials by using organizational features	Locate information in reference materials by using organizational features COMPREHENSION	*refer to R.11.4.9 *apply use of organizational features (e.g., guide words, index, table of contents, glossary) to locate information	guide words	HME pgs 407-408, 419, 420-421
	IR.12.4.3 Use guide words to locate words in dictionaries and topics in encyclopedias	Use guide words to locate words in dictionaries and topics in encyclopedias COMPREHENSION	*refer to R.11.4.9 *define meaning and use of guide words *apply use of guide words to locate words	guide words index table of contents glossary	SF- p 647 HME pgs 363, 407-408, 420-421, 417
	IR.12.4.5 Use text formats and organizing tools as an aid in constructing meaning	Use text formats and organizing tools as an aid in constructing meaning APPLICATION	*refer to R.10.4.9 *identify text features (e.g., heading, subheadings, captions, italics, bold, etc.) *apply use of text features to construct meaning from text	heading sub-heading captions italics bold	SF - pgs 41, 43, 43i, 628, 633, 681, 708
	IR.12.4.7 Develop notes, learning logs, etc., to identify and support main ideas from texts	Develop notes, learning logs, etc., to identify and support main ideas from text SYNTHESIS	*refer to R.9.4.12 *compose notes and/or learning logs collecting evidence to support a main idea *use notes/learning logs, evidence to help identify main idea		SF- pgs 17, 31, 177, 187, 221, 361, 697

NOTES	AR Department of Education	Objective	Task Analysis	Essential Vocabulary	Materials/Resources
	CONTENT STANDARD/ Student Learning Expectations (SLE)				
	R.9.4.6 Use additional resources to support answers to questions formulated before, during, and after reading	Demonstrate use of additional resources to support answers to questions formulated before, during, and after reading APPLICATION	*use appropriate outside resources to support answers (i.e., internet, newspaper, encyclopedia, magazine, nonfiction text) *skim and scan passage to find literal answers in text and inferential answers	resources	internet newspaper encyclopedia magazines books
	R.10.4.10 Read critically to compare information from two or more sources	Read critically to compare information from two or more sources ANALYSIS	*determine important information from two or more pieces of text *compare the information gathered from each source		non-fiction stories/books
	R.10.4.8 Read a variety of informational texts, including comparative formats	Read a variety of informational texts, including comparative formats APPLICATION	*identify informational text features *read informational text, including comparative formats	atlas encyclopedia internet dictionary	SF - various informational stories HME Spelling- pgs 82, 83 (McMichael - CHE)
	R.10.4.9 Recognize expository text structures which are comparative	Recognize expository text structures which are comparative COMPREHENSION	*recognize clue words in expository format which are comparative *identify text structures that pertain to expository text	expository text	SF- "Space Probes" pgs 576-595
	IR.12.4.6 Make generalizations and draw conclusions based on the research of the topic	Make generalizations and draw conclusions based on the research of the topic EVALUATION	*refer to R.9.4.9 (inferencing) *apply the strategy of inferencing to make generalizations and draw conclusions	generalization	SF- pgs 323L, 419L
	R.9.4.9 Use inferences to expand understanding of content knowledge	Use inferences to expand understanding of content knowledge EVALUATION	*make inferences based on background knowledge and information from text *use inferences to expand knowledge of text	inferences	SF-pgs 282-283 Guiding Comprehension (each story)
	R.9.4.2 Make connections that demonstrate a deeper understanding of text related to self, text, and/or world	Make connections that demonstrate a deeper understanding of text related to self, text, and/or world ANALYSIS	*utilize schema to help understand text *distinguish among text to self, text to text, text to world connections using a wide variety of reading and world issues *identify connections that demonstrate a deeper understanding of text related to self, text, and/or world	schema connection	SF- Activate prior knowledge before each story. book talks TFDC
	R.10.4.2 Compare and contrast fiction and nonfiction	Compare and contrast fiction and nonfiction ANALYSIS	*read a variety of fiction and nonfiction texts *recognize features of fiction and nonfiction texts *compare and contrast fiction and nonfiction	fiction nonfiction compare contrast similarities differences	SF - pgs 194-195, 595k, 647k, 673

NOTES	AR Department of Education	Objective	Task Analysis	Essential Vocabulary	Materials/Resources
	CONTENT STANDARD/ Student Learning Expectations (SLE)				
	R.10.4.11 Read a variety of stories, including mysteries and realistic fiction	Read a variety of stories, including mysteries and realistic fiction APPLICATION	*identify the elements of different genres, including mysteries and realistic fiction *read mysteries and realistic fiction	biography mystery fiction nonfiction	SF- pgs 22-38, 74-89, 172-186, 645-647
	R.10.4.12 Identify and compare the story elements of mysteries and realistic fiction	Identify and compare the story elements of mysteries and realistic fiction COMPREHENSION AND ANALYSIS	*list and recognize story elements of mysteries and realistic fiction *compare story elements of mysteries and realistic fiction for similarities and/or differences	characters plot setting story elements realistic fiction mystery	SF- pgs 22-38, 70-71, 75, 84-85, 102, 403-404, 645-647
	R.10.4.13 Create own mystery and/or realistic fiction	Create own mystery and/or realistic fiction (W.5.4.8) SYNTHESIS	*recognize story structure of mystery/realistic fiction *create a mystery and/or realistic fiction piece	mystery realistic fiction	SF- pgs 95d, 231c, 257c, 595c, 595d, 709d
	R.9.4.10 Sort relevant and irrelevant information based on the purpose of reading	Sort relevant and irrelevant information based on the purpose of reading ANALYSIS	*determine purpose for reading *sort information in the text to determine what is important, interesting, confusing, prior knowledge, etc., based on purpose for reading	relevant irrelevant	TLI online (Quiz Builder) Benchmark Released Items
	R.9.4.12 Summarize content of selection, identifying important ideas and providing details for each important idea	Summarize content of selection, identifying important ideas and providing details for each important idea COMPREHENSION	*identify relevant and irrelevant information *use text structures and questioning to determine importance *use important information to formulate a main idea and supporting details *compose a summary using the main idea and details	summarize topic main idea supporting details	SF- pgs 442-443, 451, 457, 467a, 496-497, 505, 509, 517a, 565
	R.9.4.3 Form mental pictures reflecting vivid details and personal connections with the text	Form mental pictures reflecting vivid details and personal connections with the text SYNTHESIS	*select vivid details from text *explain personal connections to the text *create the mental picture that reflects the details and connections	mental pictures vivid details	SF - pgs 80, 146-147, 157, 160-161, 167, 186, 447, 523, 535, 606-607, 615, 620-621, 629a
	R.10.4.15 Read a variety of poetry, including simple free verse and limericks	Read a variety of poetry, including simple free verse and limericks APPLICATION	*recognize forms of poetry including simple free verse and limericks (R.10.3.15) *select, read, and enjoy a variety of poetry	free verse limerick	SF- pgs 114-115, 252-253, 280-281, 368-369
	R.10.4.16 Discuss poetry to determine meaning	Discuss poetry to determine meaning COMPREHENSION	*incorporate use of punctuation in reading poetry to make meaning in free verse *discuss possible meanings of poetry		SF-pgs 211c-d, 252-253, 366-369, 484-489, 596-599 664-665

NOTES	AR Department of Education	Objective	Task Analysis	Essential Vocabulary	Materials/Resources
	CONTENT STANDARD/ Student Learning Expectations (SLE)				
	R.11.4.1 Use context clues to determine the precise meaning of new words	Demonstrate use of context clues to determine the precise meaning of new words APPLICATION	*recognize cues (i.e., definitions that are set apart by a comma, or specific words, including "such as" and "for example") (R.11.3.1) *apply self-checking strategies *employ cues and self-checking strategies to determine meaning	context clues	SF- pgs 26, 232, 233, 239, 243, 249a
	R.9.4.11 Read a text for a variety of purposes	Read a text for a variety of purposes APPLICATION	*decide if purpose for reading is for entertainment or information *read a text for a variety of purposes	author's purpose	SF/Libraries Bookroom
	R.9.4.7 Infer the purpose of the text to expand comprehension	Infer the purpose of the text to expand comprehension EVALUATION	*make connections to describe the purpose of the text *infer the specific purpose based on information from the text and background knowledge	infer	SF - pgs 282-283 Strategic Reader Bk
	R.10.4.7 Evaluate texts for appropriateness to reading tasks	evaluate texts for appropriateness to reading tasks EVALUATION	determine purpose of various text resources and features, evaluate text features, resources, and other parts of text to determine appropriateness for the specific task	atlas encyclopedia internet dictionary glossary index table of contents	fiction/non-fiction books reference books
	R.10.4.6 Use graphic organizers, including main idea/detail maps and outlines to make meaning of the reading selection	Use graphic organizers, including main idea/detail maps and outlines to make meaning of the reading selection APPLICATION	*discuss how graphic organizers help the reader make meaning *select appropriate graphic organizers (including main ideas/detail maps and outlines) to use with text *utilize the graphic organizers to make meaning from text	main idea details graphic organizers	SF- teacher resource kits SF- Prereading Strategies Promethean Boards
	R.11.4.8 Add content words to sight vocabulary	Add content words to sight vocabulary APPLICATION	*recognize content words using text features *determine words important to the content	content words vocabulary	non-fiction vocabulary Science/SS vocabulary
	R.9.4.5 Generate questions that reflect active engagement in the text	Generate questions that reflect active engagement in the text. APPLICATION	*determine types of questions and how they may be answered (in text, outside source, infer, etc.) *construct a meaningful question *construct appropriate questions depending on genre before, during, and after reading	literal questions inferential questions	Prereading/Guided Reading Comprehension for each story

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	CONTENT STANDARD/ Student Learning Expectations (SLE)				
	R.11.4.13 Read familiar grade-level texts using appropriate rhythm, pace, phrasing, punctuation, and intonation	Read familiar grade-level texts using appropriate rhythm, pace, phrasing, punctuation, and intonation (prosody) APPLICATION	*identify punctuation in text and apply to affect the pace, phrases, and intonation of text *identify variations of print to affect intonation of reading *read familiar grade-level texts using appropriate rhythm, pace, phrasing, punctuation, and intonation (prosody)	rhythm pace phrasing punctuation intonation	The Fluent Reader Bk SF-AR 56
	R.11.4.12 Read grade-level text fluently at approximately 118 words per minute	Read grade-level text fluently at approximately 118 words per minute (Benchmark ORF 93) APPLICATION	*read daily to improve fluency *demonstrate reading with appropriate rate	fluency rate	Fluent Reader Bk SF-AR56
	R.11.4.14 Adjust reading rate according to text demands	Adjust reading rate according to text demands APPLICATION	*recognize text structure, level of difficulty, and purpose *adjust rate for reading	reading rate fiction nonfiction genre	SF - pgs 39, 105 SF-AR 56

NOTES	AR Department of Education CONTENT STANDARD/ Student Learning Expectations (SLE)	Objective	Task Analysis	Essential Vocabulary	Materials/Resources
SECOND NINE WEEKS - READING Oct. 17-Dec. 16, 2011					
Module 2: Nov. 10- Poetry					
<p>Essential Question: How can I use prior knowledge to make connections and form mental images with literary text?</p> <p>Essential Question: How can story language and elements help me distinguish literary genres?</p> <p>Essential Question: How can questioning and inferential thinking help me better comprehend literature?</p> <p>Essential Question: Why should I read a variety of poetry?</p>					
R.10.4.1 Read daily	Engage in a variety of reading activities daily APPLICATION	*engage in a variety of reading activities *self-select "just right" books	easy just right challenging	SF/Libraries Bookroom	
R.10.4.4 Respond to a wide variety of texts by contributing to a reading journal which demonstrates appropriate comprehension skills, including written responses, reading log interest list, and reading goals	Respond to a wide variety of texts by contributing to a reading journal which demonstrates appropriate comprehension skills, including written responses, reading log interest list, and reading goals APPLICATION	*determine appropriate reading goals *organize and maintain reading journal components *utilize varied methods of responding to texts (i.e., written responses, reading log interest lists, reading goals)	respond	SF/Libraries Bookroom journals	
R.9.4.8 Describe how the author's purpose determines the choice of language and information in a text	Describe how the author's purpose determines the choice of language and information in a text COMPREHENSION	*locate language used by the author for the specific purpose of the text *discuss the language used by the author for a specific purpose *describe how the language relates to the purpose	author's purpose	SF- pgs 96b, 97, 101, 109, 556b, 561, 575a, 684b, 685, 691, 699	
R.11.4.2 Use knowledge of plural possessive nouns and irregular verbs to read with meaning	A. Demonstrate knowledge of plural possessive nouns B. Demonstrate knowledge of irregular verbs to read with meaning APPLICATION	a. *define a plural possessive *explain how plural possessive nouns help make meaning *apply understanding of plural possessive nouns to read with meaning b. *define an irregular verb *explain how irregular verbs help make meaning *apply understanding of irregular verbs to read with meaning	plural possessive nouns irregular verbs	HME- pgs 80-81, 82-83, 84-85, 86-87, 88-89, 92, 93, 95, 99-103, 219, 397, 396 verbs- 150-151, 159, 169, 220, 397, 482	

NOTES	AR Department of Education	Objective	Task Analysis	Essential Vocabulary	Materials/Resources
	CONTENT STANDARD/ Student Learning Expectations (SLE)				
	R.11.4.5 Refine strategies to decode multi-syllabic words	Utilize strategies to decode multi-syllabic words APPLICATION	*define base words, prefixes, suffixes *recognize base words, prefixes, suffixes *exhibit knowledge of syllabication *employ knowledge of commonly used word origins	multisyllabic words base word prefix suffix syllable	SF- pgs 511, 581 SF Spelling HME Spelling Word Journeys Bk
	R.11.4.6 Decode multi-syllabic words using more advanced syllable patterns	Decode multi-syllabic words using more advanced syllable patterns ANALYSIS	*identify base words, prefixes, suffixes *exhibit knowledge of syllabication *use knowledge of commonly used word origins to decode multi-syllabic words	multisyllabic words	SF- pgs 511, 581 SF Spelling HME Spelling Word Journeys Bk
	R.10.4.15 Read a variety of poetry, including simple free verse and limericks	Read a variety of poetry, including simple free verse and limericks APPLICATION	*recognize forms of poetry including simple free verse and limericks (R.10.3.15) *select, read, and enjoy a variety of poetry	free verse limerick	SF- pgs 114-115, 252-253, 280-281, 368-369
	R.10.4.16 Discuss poetry to determine meaning	Discuss poetry to determine meaning COMPREHENSION	*incorporate use of punctuation in reading poetry to make meaning in free verse *discuss possible meanings of poetry		SF-pgs 211c-d, 252-253, 366-369, 484-489, 596-599 664-665
	R.10.4.17 Analyze poetry to identify the characteristics of diamantes	Dissect poetry to identify the characteristics of diamante ANALYSIS	*recognize characteristics of diamante poetry *list structural components of diamante	diamante poem	Internet grammar resources
	R.9.4.1 Organize prior knowledge and new information to make meaning of the text	Organize prior knowledge and new information to make meaning of the text ANALYSIS	*explain schema *preview text *recognize text structures *formulate predictions	preview text structure schema/prior knowledge	SF- Activate prior knowledge before each story. book talks TFDC
	R.11.4.4 Identify figurative language in reading	Identify figurative language in reading COMPREHENSION	*define figurative language (similes, metaphors, idioms) *recognize clue words as signal words for figurative language *locate figurative language in text *differentiate between literal and figurative language	figurative language similes metaphors idioms	SF - idioms- 441k jargon- 35, 43k metaphors/similes- 251, 303k, 373a-b, 517k personification- 250, 349, 365k slang- 193k
	R.11.4.3 Explain words with multiple meanings	Explain words with multiple meanings COMPREHENSION	*recognize that words have different meanings *identify words that have multiple meaning *locate multiple meaning words in text *determine meaning based upon context clues	multiple meanings context clues	SF- pgs 196, 470

NOTES	AR Department of Education	Objective	Task Analysis	Essential Vocabulary	Materials/Resources
	CONTENT STANDARD/ Student Learning Expectations (SLE)				
	R.10.4.3 Analyze and compare the distinguishing features of familiar genres	Analyze and compare the distinguishing features of familiar genres fairy tales, folk tales, tall tales and fables ANALYSIS	*recognize the features of different genres fairy tales, folk tales, tall tales and fables *analyze and compare the features of the different genres	genre	GR&W Bk (see index) Strategies pgs 29-30, 53, 76 Lesson Overview for each story
	R.10.4.11 Read a variety of stories, including mysteries and realistic fiction	Read a variety of stories, including mysteries and realistic fiction APPLICATION	*identify the elements of different genres, including mysteries and realistic fiction *read mysteries and realistic fiction	biography mystery fiction nonfiction	SF- pgs 22-38, 74-89, 172-186, 645-647
	R.10.4.12 Identify and compare the story elements of mysteries and realistic fiction	Identify and compare the story elements of mysteries and realistic fiction COMPREHENSION AND ANALYSIS	*list and recognize story elements of mysteries and realistic fiction *compare story elements of mysteries and realistic fiction for similarities and/or differences	characters plot setting story elements realistic fiction mystery	SF- pgs 22-38, 70-71, 75, 84-85, 102, 403-404, 645-647
	R.10.4.13 Create own mystery and/or realistic fiction	Create own mystery and/or realistic fiction (W.5.4.8) SYNTHESIS	*recognize story structure of mystery/realistic fiction *create a mystery and/or realistic fiction piece	mystery realistic fiction	SF- pgs 95d, 231c, 257c, 595c, 595d, 709d
	R.10.4.14 Identify language and literary devices, including tone	Identify language and literary devices, including tone COMPREHENSION	*recognize selected vocabulary, selected information, sentence variety, tone, voice in text *exhibit understanding of selected vocabulary, selected information, sentence variety, tone, voice	literary devices selected vocabulary sentence variety tone voice selected information	SF- pgs 323h, 343g-343h, 365g-365h
	R.9.4.11 Read a text for a variety of purposes	Read a text for a variety of purposes APPLICATION	*decide if purpose for reading is for entertainment or information *read a text for a variety of purposes	author's purpose	SF/Libraries Bookroom
	R.9.4.7 Infer the purpose of the text to expand comprehension	Infer the purpose of the text to expand comprehension EVALUATION	*make connections to describe the purpose of the text *infer the specific purpose based on information from the text and background knowledge	infer	SF - pgs 282-283 Strategic Reader Bk
	R.10.4.7 Evaluate texts for appropriateness to reading tasks	evaluate texts for appropriateness to reading tasks EVALUATION	determine purpose of various text resources and features, evaluate text features, resources, and other parts of text to determine appropriateness for the specific task	atlas encyclopedia internet dictionary glossary index table of contents	fiction/non-fiction books reference books

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	CONTENT STANDARD/ Student Learning Expectations (SLE)				
	R.10.4.6 Use graphic organizers, including main idea/detail maps and outlines to make meaning of the reading selection	Use graphic organizers, including main idea/detail maps and outlines to make meaning of the reading selection APPLICATION	*discuss how graphic organizers help the reader make meaning *select appropriate graphic organizers (including main ideas/detail maps and outlines) to use with text *utilize the graphic organizers to make meaning from text	main idea details graphic organizers	SF- teacher resource kits SF- Prereading Strategies Promethean Boards
	R.11.4.8 Add content words to sight vocabulary	Add content words to sight vocabulary APPLICATION	*recognize content words using text features *determine words important to the content	content words vocabulary	non-fiction vocabulary Science/SS vocabulary
	R.9.4.5 Generate questions that reflect active engagement in the text	Generate questions that reflect active engagement in the text. APPLICATION	*determine types of questions and how they may be answered (in text, outside source, infer, etc.) *construct a meaningful question *construct appropriate questions depending on genre before, during, and after reading	literal questions inferential questions	Prereading/Guided Reading Comprehension for each story
	R.11.4.13 Read familiar grade-level texts using appropriate rhythm, pace, phrasing, punctuation, and intonation	Read familiar grade-level texts using appropriate rhythm, pace, phrasing, punctuation, and intonation (prosody) APPLICATION	*identify punctuation in text and apply to affect the pace, phrases, and intonation of text *identify variations of print to affect intonation of reading *read familiar grade-level texts using appropriate rhythm, pace, phrasing, punctuation, and intonation (prosody)	rhythm pace phrasing punctuation intonation	The Fluent Reader Bk SF-AR 56
	R.11.4.12 Read grade-level text fluently at approximately 118 words per minute	Read grade-level text fluently at approximately 118 words per minute (Benchmark ORF 93) APPLICATION	*read daily to improve fluency *demonstrate reading with appropriate rate	fluency rate	Fluent Reader Bk SF-AR56
	R.11.4.14 Adjust reading rate according to text demands	Adjust reading rate according to text demands APPLICATION	*recognize text structure, level of difficulty, and purpose *adjust rate for reading	reading rate fiction nonfiction genre	SF - pgs 39, 105 SF-AR 56

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	CONTENT STANDARD/ Student Learning Expectations (SLE)				
THIRD NINE WEEKS - READING Jan.3- March 9, 2012					
Module 3: Jan. 25- Stories & Module 4: March 13- Technical					
Essential Question: How can determining importance and summarizing help me better comprehend texts? Essential Question: How can I use inquiry strategies and reference materials to research a topic? Essential Question: How does comparing texts increase my understanding of content?					
	R.10.4.1 Read daily	Engage in a variety of reading activities daily APPLICATION	*engage in a variety of reading activities *self-select "just right" books	easy just right challenging	SF/Libraries Bookroom
	R.10.4.4 Respond to a wide variety of texts by contributing to a reading journal which demonstrates appropriate comprehension skills, including written responses, reading log interest list, and reading goals	Respond to a wide variety of texts by contributing to a reading journal which demonstrates appropriate comprehension skills, including written responses, reading log interest list, and reading goals APPLICATION	*determine appropriate reading goals *organize and maintain reading journal components *utilize varied methods of responding to texts (i.e., written responses, reading log interest lists, reading goals)	respond	SF/Libraries Bookroom journals
	R.9.4.8 Describe how the author's purpose determines the choice of language and information in a text	Describe how the author's purpose determines the choice of language and information in a text COMPREHENSION	*locate language used by the author for the specific purpose of the text *discuss the language used by the author for a specific purpose *describe how the language relates to the purpose	author's purpose	SF- pgs 96b, 97, 101, 109, 556b, 561, 575a, 684b, 685, 691, 699
	R.9.4.1 Organize prior knowledge and new information to make meaning of the text	Organize prior knowledge and new information to make meaning of the text ANALYSIS	*explain schema *preview text *recognize text structures *formulate predictions	preview text structure schema/prior knowledge	SF- Activate prior knowledge before each story. book talks TFDC
	R.9.4.12 Summarize content of selection, identifying important ideas and providing details for each important idea	Summarize content of selection, identifying important ideas and providing details for each important idea COMPREHENSION	*identify relevant and irrelevant information *use text structures and questioning to determine importance *use important information to formulate a main idea and supporting details *compose a summary using the main idea and details	summarize topic main idea supporting details	SF- pgs 442-443, 451, 457, 467a, 496-497, 505, 509, 517a, 565

NOTES	AR Department of Education	Objective	Task Analysis	Essential Vocabulary	Materials/Resources
	CONTENT STANDARD/ Student Learning Expectations (SLE)				
	R.11.4.1 Use context clues to determine the precise meaning of new words	Demonstrate use of context clues to determine the precise meaning of new words APPLICATION	*recognize cues (i.e., definitions that are set apart by a comma, or specific words, including "such as" and "for example") (R.11.3.1) *apply self-checking strategies *employ cues and self-checking strategies to determine meaning	context clues	SF- pgs 26, 232, 233, 239, 243, 249a
	R.10.4.3 Analyze and compare the distinguishing features of familiar genres	Analyze and compare the distinguishing features of familiar genres fairy tales, folk tales, tall tales and fables ANALYSIS	*recognize the features of different genres fairy tales, folk tales, tall tales and fables *analyze and compare the features of the different genres	genre	GR&W Bk (see index) Strategies pgs 29-30, 53, 76 Lesson Overview for each story
	R.10.4.8 Read a variety of informational texts, including comparative formats	Read a variety of informational texts, including comparative formats APPLICATION	*identify informational text features *read informational text, including comparative formats	atlas dictionary encyclopedia internet	science sources book room library
	R.10.4.9 Recognize expository text structures which are comparative	Recognize expository text structures which are comparative COMPREHENSION	*recognize clue words in expository format which are comparative *identify text structures that pertain to expository text	expository text	SF- pgs 41-43, 94-95, 198-208, 210-211, 236-245, 322-323, 341-343, 439-441
	R.10.4.10 Read critically to compare information from two or more sources	Read critically to compare information from two or more sources ANALYSIS	*determine important information from two or more pieces of text *compare the information gathered from each source		SF- pgs 70-71, 75, 85, 181 Guiding Comprehension (page in book)
	R.10.4.18 Read a variety of functional/practical texts, including brochures, newspaper, and magazine articles	Read a variety of functional/practical texts, including brochures, newspaper, and magazine articles APPLICATION	*specify the purpose for reading different types of functional texts *distinguish between the structure of functional and practical text (i.e., brochures, newspapers, magazine articles)	functional practical magazine newspaper brochure internet article	SF- pgs 133-135, 190-193, 211i, 365i, 516-517, 535i, 555i, 575i
	IR.12.4.4 Collect information about an assigned or self-selected topic using resources of the media center, including internet, print, and media	Collect information about an assigned or self-selected topic using resources of the media center, including internet, print, and media APPLICATION	*refer to W.4.4.4 *identify different media and print sources from which to collect information *collect information from both print and media sources on a topic		library computer bookroom

NOTES	AR Department of Education	Objective	Task Analysis	Essential Vocabulary	Materials/Resources
	CONTENT STANDARD/ Student Learning Expectations (SLE)				
	R.10.4.19 Utilize functional texts, including brochures, newspaper articles and magazines, to accomplish tasks	Utilize functional texts, including brochures, newspaper articles and magazines, to accomplish tasks APPLICATION	*identify text structure for brochures, newspapers, and magazine articles *utilize knowledge of functional text (brochures, newspapers, magazine articles) to determine importance and accomplish tasks	brochure newspaper magazine article functional text	SF- pgs 133-135, 190-193 library magazines books
	R.10.4.5 Self-select materials on independent reading level based on personal interest, knowledge of authors, different types of texts, and estimation of text difficulty	Self-select materials on independent reading level based on personal interest, knowledge of authors, different types of texts, and estimation of text difficulty EVALUATION	*self-select materials on independent reading level based on -personal interest -knowledge of authors -different types of texts -estimation of text difficulty	self select variety of text genre	Libraries Bookroom
	R.9.4.11 Read a text for a variety of purposes	Read a text for a variety of purposes APPLICATION	*decide if purpose for reading is for entertainment or information *read a text for a variety of purposes	author's purpose	SF/Libraries Bookroom
	R.9.4.7 Infer the purpose of the text to expand comprehension	Infer the purpose of the text to expand comprehension EVALUATION	*make connections to describe the purpose of the text *infer the specific purpose based on information from the text and background knowledge	infer	SF - pgs 282-283 Strategic Reader Bk
	R.10.4.7 Evaluate texts for appropriateness to reading tasks	evaluate texts for appropriateness to reading tasks EVALUATION	determine purpose of various text resources and features, evaluate text features, resources, and other parts of text to determine appropriateness for the specific task	atlas encyclopedia internet dictionary glossary index table of contents	fiction/non-fiction books reference books
	R.10.4.6 Use graphic organizers, including main idea/detail maps and outlines to make meaning of the reading selection	Use graphic organizers, including main idea/detail maps and outlines to make meaning of the reading selection APPLICATION	*discuss how graphic organizers help the reader make meaning *select appropriate graphic organizers (including main ideas/detail maps and outlines) to use with text *utilize the graphic organizers to make meaning from text	main idea details graphic organizers	SF- teacher resource kits SF- Prereading Strategies Promethean Boards
	R.11.4.8 Add content words to sight vocabulary	Add content words to sight vocabulary APPLICATION	*recognize content words using text features *determine words important to the content	content words vocabulary	non-fiction vocabulary Science/SS vocabulary

NOTES	AR Department of Education	Objective	Task Analysis	Essential Vocabulary	Materials/Resources
	CONTENT STANDARD/ Student Learning Expectations (SLE)				
	R.9.4.5 Generate questions that reflect active engagement in the text	Generate questions that reflect active engagement in the text. APPLICATION	*determine types of questions and how they may be answered (in text, outside source, infer, etc.) *construct a meaningful question *construct appropriate questions depending on genre before, during, and after reading	literal questions inferential questions	Prereading/Guided Reading Comprehension for each story
	R.11.4.13 Read familiar grade-level texts using appropriate rhythm, pace, phrasing, punctuation, and intonation	Read familiar grade-level texts using appropriate rhythm, pace, phrasing, punctuation, and intonation (prosody) APPLICATION	*identify punctuation in text and apply to affect the pace, phrases, and intonation of text *identify variations of print to affect intonation of reading *read familiar grade-level texts using appropriate rhythm, pace, phrasing, punctuation, and intonation (prosody)	rhythm pace phrasing punctuation intonation	The Fluent Reader Bk SF-AR 56
	R.11.4.12 Read grade-level text fluently at approximately 118 words per minute	Read grade-level text fluently at approximately 118 words per minute (Benchmark ORF 93) APPLICATION	*read daily to improve fluency *demonstrate reading with appropriate rate	fluency rate	Fluent Reader Bk SF-AR56
	R.11.4.14 Adjust reading rate according to text demands	Adjust reading rate according to text demands APPLICATION	*recognize text structure, level of difficulty, and purpose *adjust rate for reading	reading rate fiction nonfiction genre	SF - pgs 39, 105 SF-AR 56

NOTES	AR Department of Education	Objective	Task Analysis	Essential Vocabulary	Materials/Resources
	CONTENT STANDARD/ Student Learning Expectations (SLE)				
FOURTH NINE WEEKS - READING March 12- May 30, 2012					
Essential Question: How can determining importance and summarizing help me better comprehend texts? Essential Question: How can I use inquiry strategies and reference materials to research a topic? Essential Question: How do text features and variations of print help me comprehend text?					
	R.10.4.1 Read daily	Engage in a variety of reading activities daily APPLICATION	*engage in a variety of reading activities *self-select "just right" books	easy just right challenging	SF/Libraries Bookroom
	R.10.4.4 Respond to a wide variety of texts by contributing to a reading journal which demonstrates appropriate comprehension skills, including written responses, reading log interest list, and reading goals	Respond to a wide variety of texts by contributing to a reading journal which demonstrates appropriate comprehension skills, including written responses, reading log interest list, and reading goals APPLICATION	*determine appropriate reading goals *organize and maintain reading journal components *utilize varied methods of responding to texts (i.e., written responses, reading log interest lists, reading goals)	respond	SF/Libraries Bookroom journals
	R.9.4.1 Organize prior knowledge and new information to make meaning of the text	Organize prior knowledge and new information to make meaning of the text ANALYSIS	*explain schema *preview text *recognize text structures *formulate predictions	preview text structure schema/prior knowledge	SF- Activate prior knowledge before each story. book talks TFDC
	R.10.4.14 Identify language and literary devices, including tone	Identify language and literary devices, including tone COMPREHENSION	*recognize selected vocabulary, selected information, sentence variety, tone, voice in text *exhibit understanding of selected vocabulary, selected information, sentence variety, tone, voice	literary devices selected vocabulary sentence variety tone voice selected information	SF- pgs 323h, 343g-343h, 365g-365h
	R.10.4.11 Read a variety of stories, including mysteries and realistic fiction	Read a variety of stories, including mysteries and realistic fiction APPLICATION	*identify the elements of different genres, including mysteries and realistic fiction *read mysteries and realistic fiction	biography mystery fiction nonfiction	SF- pgs 22-38, 74-89, 172-186, 645-647
	R.9.4.4 Revise mental pictures based on new information from the text	Revise mental pictures based on new information from the text EVALUATION	*construct mental pictures based on new meaning *revise mental picture based on new meaning	revise	SF - pgs 80, 146-147, 157, 160-161, 167, 186, 447, 523, 535, 606-607, 615, 620-621, 629a

NOTES	AR Department of Education	Objective	Task Analysis	Essential Vocabulary	Materials/Resources
	CONTENT STANDARD/ Student Learning Expectations (SLE)				
	R.11.4.5 Refine strategies to decode multi-syllabic words	Utilize strategies to decode multi-syllabic words APPLICATION	*define base words, prefixes, suffixes *recognize base words, prefixes, suffixes *exhibit knowledge of syllabication *employ knowledge of commonly used word origins	multisyllabic words base word prefix suffix syllable	SF- pgs 511, 581 SF Spelling HME Spelling Word Journeys Bk
	R.11.4.6 Decode multi-syllabic words using more advanced syllable patterns	Decode multi-syllabic words using more advanced syllable patterns ANALYSIS	*identify base words, prefixes, suffixes *exhibit knowledge of syllabication *use knowledge of commonly used word origins to decode multi-syllabic words	multisyllabic words	SF- pgs 511, 581 SF Spelling HME Spelling Word Journeys Bk
	R.11.4.7 Use related words to determine the spelling of unaccented syllables	Demonstrate the use of related words to determine the spelling of unaccented syllables ANALYSIS	*apply knowledge of known words, word families, and chunks *apply knowledge of accented and unaccented syllables	syllable unaccented syllable accented syllable	SF - pgs 481, 485i
	IR.12.4.4 Collect information about an assigned or self-selected topic using resources of the media center, including internet, print, and media	Collect information about an assigned or self-selected topic using resources of the media center, including internet, print, and media COMPREHENSION	*refer to W.4.4.4 *identify different media and print sources from which to collect information *collect information from both print and media sources on a topic	media	media center books magazines internet
	IR.12.4.6 Make generalizations and draw conclusions based on the research of the topic	Make generalizations and draw conclusions based on the research of the topic EVALUATION	*refer to R.9.4.9 (inferencing) *apply the strategy of inferencing to make generalizations and draw conclusions	generalization	SF- pgs 323L, 419L
	IR.12.4.2 Locate information in reference materials by using organizational features	Locate information in reference materials by using organizational features COMPREHENSION	*refer to R.11.4.9 *apply use of organizational features (e.g., guide words, index, table of contents, glossary) to locate information	guide words	HME pgs 407-408, 419, 420-421
	IR.12.4.3 Use guide words to locate words in dictionaries and topics in encyclopedias	Use guide words to locate words in dictionaries and topics in encyclopedias COMPREHENSION	*refer to R.11.4.9 *define meaning and use of guide words *apply use of guide words to locate words	guide words index table of contents glossary	SF- p 647 HME pgs 363, 407-408, 420-421, 417
	IR.12.4.5 Use text formats and organizing tools as an aid in constructing meaning	Use text formats and organizing tools as an aid in constructing meaning APPLICATION	*refer to R.10.4.9 *identify text features (e.g., heading, subheadings, captions, italics, bold, etc.) *apply use of text features to construct meaning from text	heading sub-heading captions italics bold	SF - pgs 41, 43, 43i, 628, 633, 681, 708
	R.9.4.11 Read a text for a variety of purposes	Read a text for a variety of purposes APPLICATION	*decide if purpose for reading is for entertainment or information *read a text for a variety of purposes	author's purpose	SF/Libraries Bookroom

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	CONTENT STANDARD/ Student Learning Expectations (SLE)				
	R.9.4.7 Infer the purpose of the text to expand comprehension	Infer the purpose of the text to expand comprehension EVALUATION	*make connections to describe the purpose of the text *infer the specific purpose based on information from the text and background knowledge	infer	SF - pgs 282-283 Strategic Reader Bk
	R.10.4.7 Evaluate texts for appropriateness to reading tasks	evaluate texts for appropriateness to reading tasks EVALUATION	determine purpose of various text resources and features, evaluate text features, resources, and other parts of text to determine appropriateness for the specific task	atlas encyclopedia internet dictionary glossary index table of contents	fiction/non-fiction books reference books
	R.10.4.6 Use graphic organizers, including main idea/detail maps and outlines to make meaning of the reading selection	Use graphic organizers, including main idea/detail maps and outlines to make meaning of the reading selection APPLICATION	*discuss how graphic organizers help the reader make meaning *select appropriate graphic organizers (including main ideas/detail maps and outlines) to use with text *utilize the graphic organizers to make meaning from text	main idea details graphic organizers	SF- teacher resource kits SF- Prereading Strategies Promethean Boards
	R.11.4.8 Add content words to sight vocabulary	Add content words to sight vocabulary APPLICATION	*recognize content words using text features *determine words important to the content	content words vocabulary	non-fiction vocabulary Science/SS vocabulary
	R.9.4.5 Generate questions that reflect active engagement in the text	Generate questions that reflect active engagement in the text. APPLICATION	*determine types of questions and how they may be answered (in text, outside source, infer, etc.) *construct a meaningful question *construct appropriate questions depending on genre before, during, and after reading	literal questions inferential questions	Prereading/Guided Reading Comprehension for each story
	R.10.4.5 Self-select materials on independent reading level based on personal interest, knowledge of authors, different types of texts, and estimation of text difficulty	Self-select materials on independent reading level based on personal interest, knowledge of authors, different types of texts, and estimation of text difficulty EVALUATION	*self-select materials on independent reading level based on -personal interest -knowledge of authors -different types of texts -estimation of text difficulty	self select variety of text genre	Libraries Bookroom

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	CONTENT STANDARD/ Student Learning Expectations (SLE)				
	R.11.4.13 Read familiar grade-level texts using appropriate rhythm, pace, phrasing, punctuation, and intonation	Read familiar grade-level texts using appropriate rhythm, pace, phrasing, punctuation, and intonation (prosody) APPLICATION	*identify punctuation in text and apply to affect the pace, phrases, and intonation of text *identify variations of print to affect intonation of reading *read familiar grade-level texts using appropriate rhythm, pace, phrasing, punctuation, and intonation (prosody)	rhythm pace phrasing punctuation intonation	The Fluent Reader Bk SF-AR 56
	R.11.4.12 Read grade-level text fluently at approximately 118 words per minute	Read grade-level text fluently at approximately 118 words per minute (Benchmark ORF 93) APPLICATION	*read daily to improve fluency *demonstrate reading with appropriate rate	fluency rate	Fluent Reader Bk SF-AR56
	R.11.4.14 Adjust reading rate according to text demands	Adjust reading rate according to text demands APPLICATION	*recognize text structure, level of difficulty, and purpose *adjust rate for reading	reading rate fiction nonfiction genre	SF - pgs 39, 105 SF-AR 56