

**COMMUNITY UNIT SCHOOL DISTRICT 200
ESSENTIAL LEARNINGS- READING/GIFTED PROGRAM
GRADE 4**

FOURTH GRADE

1. Subject expectation (State Goal 1) **The student will read with understanding and fluency at the appropriate level of challenge.**

Essential Learning 1 (Learning Standard A) **Apply word analysis and vocabulary skills to comprehend selections**

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| Critical Content | 1.A. 3a* | <ul style="list-style-type: none"> a. apply knowledge to determine the meaning of words and phrases using <ul style="list-style-type: none"> • word origins • word patterns • derivations • synonyms • antonyms • idioms • contractions • compound words • homonyms |
| | 1.A.3b* | b. distinguish and interpret words with multiple meanings within a context |
| | * | c. know common roots and affixes derived from Greek and Latin and use this knowledge to analyze the meaning of complex words |
| | 1.B.2b | <ul style="list-style-type: none"> d. clarify word meaning using context clues and a variety of word reference resources, <i>such as</i> <ul style="list-style-type: none"> • glossaries • newspapers • interviews • dictionaries • thesauruses • technological resources |
| | * | e. apply skills to decode multi-syllabic words |
| | 1.B.2c | <ul style="list-style-type: none"> f. apply fix-up strategies, <i>such as</i> <ul style="list-style-type: none"> • self-correction • reading ahead • word within a word |
| | 1.A.3b* | g. understand and explain the figurative and metaphorical use of words in context |

**Essential Learning 2
(Learning Standard B)**

Apply and monitor skills to read fluently, both orally and silently

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| Critical Content | 1.B2c | a. continuously check and clarify for understanding, reading silently and orally <ul style="list-style-type: none">• read• reread• read aloud• read ahead• use visual and context clues• ask questions• retell• clarify terminology• seek additional information |
| | 1.B.2d | b. read with fluency and accuracy <ul style="list-style-type: none">• use appropriate pacing• develop intonation and expression while reading aloud• read text aloud with accuracy |

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**2. Subject expectation
(State Goal 2)**

The student will read and comprehend literary works to develop an appreciation for and an understanding of diverse human experiences, cultures, eras and ideas.

Essential Learning 1*	Develop critical thinking on given issues in diverse human experiences, cultures, eras, fine arts and ideas
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| Critical Content | * | a. define a problem, given ill-structured, complex or technical information |
| | * | b. formulate multiple perspectives |
| | * | c. explore assumptions behind a line of reasoning in oral or written form |
| | * | d. provide evidence and data to support a claim, issue, or thesis statement |
| | * | e. apply a vocabulary for thinking, including <ul style="list-style-type: none">• knowledge• comprehension• application• analysis• synthesis• evaluation• assumption (logic)• evidence• implicit meaning• explicit meaning• conclusion• reasoning |

**Essential Learning 2
(Learning Standard A)**

**Understand how fictional literary elements and techniques
are used to convey meaning**

Critical Content	1.C.2a 1.C.2b 1.C.2d 2.A.3d* 1.C.2e 2.A.2a 2.A.3a* 2.A.5a* 2.A.2b 1.C.3b * 1.C.2b 2.A.2c	a. develop and use reading comprehension strategies: <ul style="list-style-type: none">• paraphrase thoughts• summarize ideas• extend ideas beyond the text• think aloud• visualize• question• predict b. identify author’s purpose and viewpoint in writing a given text c. explain how authors and illustrators use text and art to express their ideas d. identify and analyze elements and techniques in literary works, including <ul style="list-style-type: none">• characterization• narration• dialogue• figurative language<ul style="list-style-type: none">– metaphor– simile– hyperbole• foreshadowing e. compare one or more story elements in a variety of works, including <ul style="list-style-type: none">• character• setting• plot• subplot• tone• conflict• point of view• voice f. determine the implicit and explicit meaning in a story including <ul style="list-style-type: none">• making inferences about character traits• predicting how the story might be different if the author changed the setting, dialect, point of view or vocabulary g. identify definitive features of various literary works, such as <ul style="list-style-type: none">• biographical fiction• drama• fantasy• historical fiction• mystery• realistic fiction (short stories and novels)
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Essential Learning 3 (Learning Standard A)	Understand how non-fiction elements and techniques are used to convey meaning
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| Critical Content | 1.C.2a
1.C.2b
1.C.2d | a. develop and use reading comprehension strategies: <ul style="list-style-type: none"> • paraphrase thoughts • summarize ideas • extend ideas beyond the text • think aloud • visualize • question • predict • connect ideas |
| | 1.B.2a
2.A.3d*
1.C.2e | b. establish a purpose for reading |
| | | c. identify the author’s purpose and viewpoint in writing a given text |
| | | d. explain how authors and illustrators use text and art to express their ideas |
| | 2.A.2c | e. distinguish elements and techniques used in a variety of non-fiction texts, including <ul style="list-style-type: none"> • topic • introduction • main idea/multiple main ideas • supporting ideas • elaboration (relevant vs. irrelevant) • transition • conclusions |
| | 1.B.2b | f. identify text structures in a non-fiction text to convey meaning including <ul style="list-style-type: none"> • sequence • problem/solution • cause/effect • compare/contrast • description • example |
| | 1.C.2f | g. connect and interpret information displayed in charts, tables, and maps to printed text |
| | * | h. develop skills for technical reading, <i>such as</i> <ul style="list-style-type: none"> • directions on a computer screen • written directions • “how to” manuals • entry forms for contests • order forms • applications |

Essential Learning 4 (Learning Standard A)	Understand the unique features of other literary works, including poetry,drama, advertising and traditional folk literature
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| Critical Content | 2.A.3a* | a. identify and analyze various techniques <ul style="list-style-type: none"> • figurative language, <i>such as</i> <ul style="list-style-type: none"> – personification – metaphor – onomatopoeia – hyperbole |
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- oral tradition
 - media techniques and persuasion
 - use of sound *such as* rhyme, rhythm, alliteration
 - organization of a script
- 2A.3c * b. identify characteristics of a variety of poetic forms

Essential Learning 5		Read and interpret a variety of literary works
Critical Content	2.B.2a	a. respond to literary material by making text-to-self connections, including <ul style="list-style-type: none"> • making inferences • drawing conclusions • accessing prior knowledge
	2.B.2b	b. identify and explain themes that have been explored in literature from different societies and eras by making text-to-text connections
	2.B.2c	c. relate literary works and their characters, settings and plots to current and historical events, people and perspectives by making text-to-world connections
	2.B.3c*	d. examine conflicts in literary works, including <ul style="list-style-type: none"> • man vs. man • man vs. self • man vs. nature • man vs. society
	1.C.4b*	e. support plausible interpretations with evidence from the text

Essential Learning 6*		Make connections to the fine arts
Critical Content	*	a. extend interpretation of literary works by connecting to the fine arts

FOURTH GRADE

3. Subject expectation (State Goals 3 & 4) **The student will respond to literary experiences by listening, writing and speaking to communicate.**

Essential Learning 1 (Learning Standard A, State Goal 4)	Listen effectively in formal and informal situations
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| Critical Content | 4.A.3b* | a. interpret a speaker’s verbal and nonverbal messages, purposes and perspectives |
| | 4.A.2a | b. make inferences or draw conclusions based on oral communication |
| | 4.A.2c | c. restate and carry out a variety of oral instructions |

Essential Learning 2 (Learning Standard B State Goal 3)	Compose well-organized and coherent writing for specific purposes and audiences as related to literary experiences
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| Critical Content | 3.C.2a | a. write for a variety of purposes and for specified audiences in a variety of forms |
| | 3.B.3a* | b. exhibit careful reading by producing documents that convey a clear understanding and interpretation of ideas by displaying <ul style="list-style-type: none"> • focus • organization • elaboration • coherence • evidence from the literature |
| | 1.C.4b*
* | c. support judgments through references to the text and to prior knowledge
d. make connections to themselves, other texts and society |

Essential Learning 3 (Learning Standard B, State Goal 4)	Communicate ideas orally to demonstrate an understanding of a literary work
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| Critical Content | 4.B.2a | a. contribute meaningfully and politely to small and large group discussions by following accepted guidelines for verbal interaction, including <ul style="list-style-type: none"> • relevant responses • turn-taking behavior • appropriate volume and rate • eye contact • appropriate language and vocabulary |
| | 4.B.3a* | b. deliver focused, coherent presentations that convey ideas clearly |
| | 4.B.3a*
* | c. clarify and support spoken ideas with evidence and examples |
| | * | d. engage the audience with appropriate verbal cues, facial expressions and gestures |
| | * | e. deliver oral summaries of articles and books that contain the main ideas of the event or article and the most significant details |
| | 4.B.3c* | f. develop strategies to manage or overcome communication anxiety |

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4. Subject expectation (State Goal 5) **The student will use language arts to acquire, assess, analyze and communicate information.**

Essential Learning 1 (Learning Standard A) **Locate, organize and use information from various sources to answer questions, solve problems and communicate ideas as related to literary works**

- Critical Content**
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| 5.A.2a | a. frame a central question about an issue or situation |
| 5.A.3a* | b. identify appropriate resources to solve problems or answer questions through research |
| 5.B.2b | c. cite sources used |
| 5.A.2b | d. quote or paraphrase information sources, citing them separately |

Essential Learning 2 (Learning Standard B) **Analyze and evaluate information acquired from various sources**

- Critical Content**
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| 5.B.2a | a. determine the accuracy, timeliness and reliability of materials from various sources |
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Essential Learning 3 (Learning Standard C) **Apply acquired information, concepts and ideas to communicate in a variety of formats**

- Critical Content**
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| 5.C.2a | a. create a variety of products to communicate acquired information for specific audiences and purposes |
| 5.C.2b | b. prepare and deliver oral presentations based on inquiry or research |
| 5.C.3a* | c. plan, compose, edit and revise documents that synthesize new meaning gleaned from multiple sources |
| 5.C.3b* | d. prepare and orally present original work supported by research, <i>such as</i> |
| | <ul style="list-style-type: none"> • poems • monologues • reports • plays • stories |
| 5.C.3c* | e. take notes, conduct interviews, organize and report information in oral, visual and electronic formats |

