



Standards for Reading		
	Literature & Fiction	Informational & Nonfiction
Key Ideas & Details	Fourth grade readers refer to details and examples in a text when explaining what the text states explicitly and when drawing inferences from it. They summarize a text and determine the theme of a story, drama, or poem. Fourth graders describe story elements in depth and draw on specific details when doing so.	Fourth grade readers refer to details and examples in a text when explaining what the text states explicitly and when drawing inferences from it. They summarize and determine the main idea of a text and explain how that main idea is supported by key details. Fourth grade readers explain events, procedures, ideas, or concepts in a historical, scientific, mathematical, or technical text.
Craft & Structure	Fourth grade readers determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology. They can explain how figurative language enriches a text. Fourth graders can explain major differences among prose, poetry, and drama including the structural elements of each. They compare and contrast the points of view from which stories are narrated.	Fourth grade readers determine the meaning of both general academic and content-specific words and phrases. They describe the overall structure of events, ideas, concepts, or information in a text. Fourth graders compare and contrast a first or second hand account of the same event or topic and describe the differences in focus and the information provided in each.
Integration of Knowledge & Ideas	Fourth grade readers make connections between a written story or drama and its visual or oral presentation. They compare and contrast the treatment of similar themes, topics, and patterns of events in stories, myths, and traditional literature from different cultures.	Fourth grade readers interpret information presented visually, orally, or quantitatively and explain how the information contributes to their understanding of the text. They explain how an author uses reasons and evidence to support particular points in a text. Fourth graders integrate information from two texts on the same topic in order to write or speak knowledgeably about the subject.
Range of Reading & Text Complexity	Fourth grade readers self-select appropriate literary texts for independent reading across a variety of genres, cultures, and perspectives. They read appropriate texts with accuracy, fluency, and comprehension.	Fourth graders independently read appropriate informational texts with accuracy, fluency, and comprehension including history/social studies, science, mathematical, and technical texts.

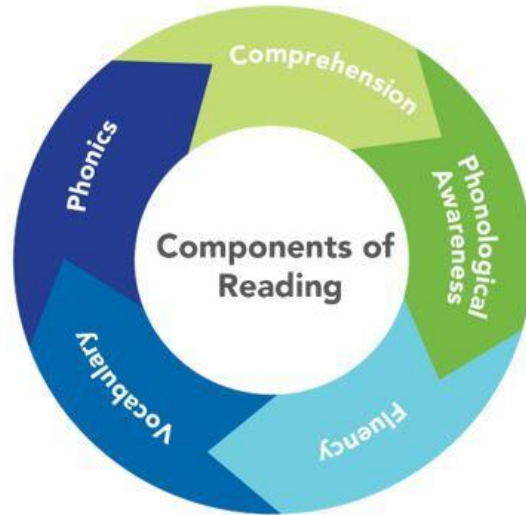
Foundational Literacy Skills	
Phonics and Word Recognition	Fourth grade readers know and apply grade-level phonics and word analysis skills. They use their combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to decode unfamiliar words both in and out of context.
Fluency	Fourth graders read appropriate texts with sufficient accuracy to support comprehension. They apply text-appropriate rate, phrasing, and expression when reading prose or poetry orally. Fourth grade readers self-correct when their reading doesn't make sense.



Structures for Learning

During reading instructional time, students and teachers may be engaged in...

- Whole class direct & explicit instruction
- Small group direct & explicit instruction
- Flexible grouping
- Skill and Strategy Grouping
- Interactive read-aloud for oral language
- Shared and performance reading.
- Reader's Response writing
- Independent work, including centers/stations
- Partner reading & Independent reading
- Teacher or peer conferencing



Florida Center for Reading Research

A Multi-Tiered System of Support for Literacy (MTSS)

Pentucket's MTSS for Literacy is an instructional framework that includes universal screening of all students, multiple tiers of instruction and support services, and an integrated data collection and assessment system to inform decisions at each tier of instruction.



Tier 1 Instruction is the general education curriculum that is delivered to all students. This instruction uses the structures for learning listed above using the district approved curriculum resources. Literacy Instruction for 5th Grade occurs in a 90 minute block with a combination of whole class and flexible small group instruction on the 5 Components of Reading.

Tier 2 and Tier 3 Instruction occurs in the 90 minutes of classroom time with focused flexible groups taught by the general education teachers, special education teachers, and Reading or Title I teachers but also may occur in additional time, beyond the 90 minutes in small group pull-out sessions. This instruction focuses on specific skills and needs of students that are behind and likely to hinder progress without focused intervention.

Benchmark assessments given 3 times per year to help make decisions on which students need which type and level of intervention. Progress Monitoring data is regularly collected on students receiving interventions so school staff can measure its effectiveness and adjust as needed.

Pentucket Regional School District

Reading & Literacy Curriculum Guide

Grade 4



PRSD Curriculum Tools and Resources

Grade 4

Component of Reading	Tool or Resource	Methodology
Phonics & Phonological Awareness	Linguistics - 7 Syllable study	<ul style="list-style-type: none"> ● Whole class explicit skill instruction. ● Small group direct and explicit skill reteaching and guided practice ● Independent and collaborative practice
Vocabulary	Wit + Wisdom, Oral Language Work, Read Aloud	<ul style="list-style-type: none"> ● Direct Oral Language instruction ● Read Alouds ● Independent and collaborative practice ● Explicit vocabulary and content knowledge instruction ● Vocabulary “deep dives” ● Engagement with complex texts
Comprehension	Wit + Wisdom	<ul style="list-style-type: none"> ● Shared core texts with whole class ● Direct and explicit whole class instruction ● Knowledge building content instruction ● Small group Targeted Instruction ● Independent reading and collaborative practice ● Listening Stations ● Written response to reading ● End of Module Tasks <ul style="list-style-type: none"> ● Literature circles ● Reciprocal Teaching
Fluency	Wit + Wisdom and Repeated readings	<ul style="list-style-type: none"> ● Small Group direct instruction ● Partner reading ● Repeated readings ● Formal and informal fluency performances