

**School District U-46
Fourth Grade Literacy**

Literacy Component	ILS Standards	Teacher Clarification	Cycle *	Assessment **	Instructional Components	Instructional Activities
Comprehension	1.C. Comprehend a broad range of reading materials. 2.A. Understand how literary elements and techniques are used to convey meaning. 2.B. Read and interpret a variety of literary works. ***English Language Proficiency Standards <i>Grade Level Cluster 3-5</i> 2.Reading.2-3 2.Listening.2-3 2.Writing.2-5 2.Speaking.2-5	I explicitly teach, model, and provide planned opportunities for students to: <ul style="list-style-type: none"> • make logical predictions and ask questions about text before, during, and after reading, • use the information from the text to verify predictions, • connect important ideas in the text, and • link the text to previous experiences and knowledge. 	1	Formative MAP : Interpretive Reading Comp. Summative ISAT IMAGE	Think aloud Read Aloud Shared Reading Guided Reading Independent Reading Literacy Centers	See Comprehension Appendix <ul style="list-style-type: none"> • KWL/KWL Plus Book Pass Making Meaning
Comprehension	1.B. Apply reading strategies to improve understanding and fluency. 2.A. Understand how literary elements and techniques are used to convey meaning. 2.B. Read and interpret a variety of literary works. ***English Language Proficiency Standards <i>Grade Level Cluster 3-5</i> 2.Reading.3-5 2.Speaking.3-5 2.Listening.3-5	I explicitly teach, model, and provide planned opportunities for students to read informational text to: <ul style="list-style-type: none"> • determine the author’s purpose for writing, • identify the main idea, supporting details, and opinions in informational text, • differentiate between cause-and-effect and fact and opinion, and • identify the main idea when it is not explicitly stated, • identify key facts and information after reading two passages or articles on the same topic. 	1 1 1 1 2	Formative MAP: Literal Reading Comp. MAP: Interpretive Reading Comp. MAP: Evaluative Reading Comp. Summative ISAT IMAGE	Think Aloud Read Aloud Shared Reading Guided Reading Independent Reading Literacy Centers	See Comprehension Appendix <ul style="list-style-type: none"> • Venn Diagram • QARs • Retelling • Reciprocal Teaching • Read/Recall/Check/ • Summarize • Two Column Notes-Main Idea/Details Notes and Opinion/Proof Book Pass Question Game Making Meaning

Fourth Grade Literacy Roadmap **March 16, 2006**

Appendixes will be continually updated and expanded to coordinate with district-wide staff development.

*Suggested time for introduction-Continuous reinforcement will be needed

**Assessment is still a work in progress.

***English Language Proficiency Standards are a work in progress.

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Comprehension	1.B. Apply reading strategies to improve understanding and fluency. 2.B. Read and interpret a variety of literary works. ***English Language Proficiency Standards <i>Grade Level Cluster 3-5</i> 2.Reading.2-4 2.Speaking.2-4	I explicitly teach, model, and provide planned opportunities for students to read fictional text to: <ul style="list-style-type: none"> • describe the theme, • identify and describe the main problem/conflict of the plot, and explain how it is resolved, • summarize the major points from the story, • use knowledge of the setting and of a character’s traits to determine the cause of the character’s actions, • use text structure to determine the most important information, and • describe and compare attributes across two stories – setting, characters, theme, and problem – solution. 	1 1 1 1 2	Formative MAP: Literal Reading Comp. MAP: Interpretive Reading Comp. Summative ISAT IMAGE	Think Aloud Read Aloud Shared Reading Guided Reading Independent Reading Literacy Centers	See Comprehension Appendix <ul style="list-style-type: none"> • Story Map • Venn Diagram • Retelling Question Game Making Meaning
Comprehension	1.C. Comprehend a broad range of reading materials. 2.A. Understand how literary elements and techniques are used to convey meaning. 2.B. Read and interpret a variety of literary works. ***English Language Proficiency Standards <i>Grade Level Cluster 3-5</i> 2.Reading.5	I explicitly teach, model, and provide planned opportunities for students to infer : <ul style="list-style-type: none"> • cause effect relationships in informational text, • main idea, • a character’s traits and motives, and • conclusions about the author’s meaning supported by the text. 	1 1 1 2	Formative MAP: Interpretive Reading Comp. Summative ISAT IMAGE	Think Aloud Read Aloud Shared Reading Guided Reading Independent Reading Literacy Centers	See Comprehension Appendix <ul style="list-style-type: none"> • QARs Question Game Making Meaning

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Writing	3.B. Compose well-organized and coherent writing for specific purposes and audiences. 3.C. Communicate in writing to address a variety of purposes. ***English Language Proficiency Standards <i>Grade Level Cluster 3-5</i> <i>2. Writing.1-5</i>	I explicitly teach, model, and provide planned opportunities for students to explain their thinking in writing extended response to text that: <ul style="list-style-type: none"> • identifies important information found explicitly and implicitly in the text, and • uses this information to interpret the text and/or make connections to other situations or contexts through analysis, evaluation, or comparison/contrast. 	1	Formative ISBE: Extended-Response Reading Rubric Summative ISAT: Extended Response	Modeled Writing Shared Writing Guided Writing Independent Writing Literacy Centers	
Writing	3.B. Compose well-organized and coherent writing for specific purposes and audiences. 3.C. Communicate in writing to address a variety of purposes. ***English Language Proficiency Standards <i>Grade Level Cluster 3-5</i> <i>2. Writing.3-5</i>	I explicitly teach, model, and provide planned opportunities for students to write a narrative piece that: <ul style="list-style-type: none"> • establishes and supports a central theme which describes the setting, characters, objects and events, • provides a logical sequence of events- beginning, middle and end, • provides transitions to link paragraphs, • uses words that describe, • uses simple and compound sentences, and • creates interesting sentences. 	2	Formative Six Traits Writing Summative Six Traits Writing	Modeled Writing Shared Writing Guided Writing Independent Writing Literacy Centers	

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Writing	3.A. Use correct grammar, spelling, punctuation, capitalization, and structure. ***English Language Proficiency Standards <i>Grade Level Cluster 3-5</i> <i>2.Writing.3-5</i>	I explicitly teach, model how to, and provide planned opportunities for students to write using: <ul style="list-style-type: none"> • fully developed paragraphs (topic sentence, details, summary/conclusion) and a variety of sentences, • correct subject/verb agreement. • capitalization of all previously taught rules plus names of books, magazines, newspapers, organizations, and the first word in a quotation, when appropriate, • appropriate punctuation, • correct use of regular verbs, irregular verbs, adverbs, prepositions, and coordinating conjunctions, and • correct spelling of previously studied words. 	1	Formative Six Traits Writing Summative Six Traits Writing	Modeled Writing Shared Writing Guided Writing Independent Writing Literacy Centers	

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Writing	3.A. Use correct grammar, spelling, punctuation, capitalization, and structure. ***English Language Proficiency Standards <i>Grade Level Cluster 3-5</i> <i>2.Writing.3-5</i>	I explicitly teach, model, and provide planned opportunities for students to edit their work for: <ul style="list-style-type: none"> • capitalization, • spelling, • punctuation, • correct use of subjects and verbs, • correct use of present, past, and future tense, • correct use of pronouns, adjectives, and articles, • focus, • main idea, • supporting details, • descriptive words, and • use of transitions. 	2	Formative Six Traits Writing Summative Six Traits Writing	Modeled Writing Shared Writing Guided Writing Independent Writing Literacy Centers	

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