

**Grade 4
Scope and Sequence**

Time Frame	Unit of Study	Key Learning of Unit	Student Outcomes	Benchmark (At end of time frame)
September	Building Reading Habits: Thinking Like a Reader	Readers actively apply metacognitive strategies to make inferences as they read.	<ul style="list-style-type: none"> • I can define inference and explain how a reader uses details and examples from a text to reach a logical conclusion. • I can read closely and find answers explicitly in text. I can analyze an author's words and refer to details and examples needed to support both explicit and inferential questions. 	P
October- November	Following Characters into Meaning	Readers explore draw conclusions about characters to identify main ideas and themes.	<ul style="list-style-type: none"> • I can define theme. • I can analyze details in a text to determine a theme. • I can define summary. • I can write a summary using details from the text. 	P-Q
December- January	Reflecting and Evaluating My Reading	Readers identify cause and effect relationships in texts to deepen understanding as they read.	<ul style="list-style-type: none"> • I can closely read complex grade level text. • I can reread a text to find more information or clarify ideas. • I can use reading strategies to help me understand difficult complex text. 	Q

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February-March	Strengthening Literary Discussions	<p>Readers use prior knowledge to form new ideas and opinions about texts.</p> <p>Readers evaluate information along with their life experiences in order to draw conclusions.</p> <p>Readers expand on others' ideas to develop new understandings.</p>	<ul style="list-style-type: none"> • I can define inference and explain how a reader uses direct quotes from a text to reach a logical conclusion. • I can read closely and find answer explicitly in text. • I can read closely and find answer that require an inference. • I can analyze an author's words and find details and examples to support both explicit and inferential questions. 	R
March-April	Broadening my Reading	Reading interpret narrative and non-fiction texts to synthesize understandings.	<ul style="list-style-type: none"> • I can identify the issues "tucked inside" the text I read. • What does that tell us about the author's message? • I can identify basic points of view as first person and third person. • I can determine a narrator's or speaker's point of view in a story. • I can compare the point of view in different stories. I can contrast the point of view in different stories. 	R-S
May	Reading Across Genres	Readers identify the unique characteristics specific to different genres.	<ul style="list-style-type: none"> • I can identify the main characters, supporting characters, and the qualities those characters have. • I can identify the patterns in different types of genres. • I can use the patterns of a given genre and write a piece that reflects those elements. 	S

