|  |  |
| --- | --- |
| **Essential**  **Understandings** | * Effective readers engage in behaviors that contribute to the understanding and enjoyment of becoming lifelong learners while attending to accuracy, fluency, comprehension, expanded vocabulary and purpose. |
| **Essential**  **Questions** | * What are the behaviors that contribute to effective reading? * What are the phonics, word analysis skills, grammar and language conventions students need to read and speak with accuracy, fluency, and comprehension? |
| **Essential**  **Knowledge** | * Readers have a personal responsibility to choose behaviors that contribute to effective reading. * Collaborative discussions following agreed-upon rules are valuable to deepening understanding of a text. * Proficient reading incorporates comprehension, accuracy, fluency, expanded vocabulary and reading with purpose. * There are a variety of ways to respond to a text. * Grade-level vocabulary, language conventions and mechanics contribute to proficient reading and speaking. |
| **Vocabulary/Content** | comprehension, fluency, accuracy, self-monitor, vocabulary, stamina, connections, text, rate, expression, dialogue, focus, author’s craft, collaborate, discussion, strategy, illustrate, literal, non-literal, figurative speech, context, visualize, summarize, predict, questioning, determine importance, infer, inference |
| **Essential**  **Skills** | * Maintain focus and stamina by choosing a quiet location, having appropriate materials, and reading in a ‘whisper voice’, or silently and independently. * Engage in collaborative discussions by following predetermined rules such as be prepared, listening, respecting others’ opinions, taking turns, and contributing. * Read on-level text with purpose and understanding. * Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. * Use context to confirm or self-correct word recognition and understanding, rereading as necessary. * Come to discussions prepared, having read or studied required material, explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. * Follow agreed-upon rules for discussions and carry out assigned roles. * Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. * Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. * Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. * Identify the reasons and evidence a speaker provides to support particular points. * Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. * Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. * Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. * Use knowledge of language and its conventions when writing, speaking, reading, or listening. * Choose words and phrases to convey ideas precisely. * Differentiate between contexts that call for formal English (e.g. presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). * Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. * Consult reference materials (dictionaries, glossaries, thesauruses) both print and digital, to find the pronunciations and determine or clarify the precise meaning of key words and phrases. * Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). * Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.   See Appendix:4BRH   * Demonstrate mastery of grade level appropriate foundational and language skills.   See Appendix4BRH |
| **Related**  **Maine Learning Results** | Foundation Skills – Grade 4   * RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words. * Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. * RF.4.4 Read with sufficient accuracy and fluency to support comprehension. * Read on-level text with purpose and understanding. * Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. * Use context to confirm or self-correct word recognition and understanding, rereading as necessary.   Speaking and Listening- Grade 4   * SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others’ ideas and expressing their own clearly. * Come to discussions prepared, having read or studied required material, explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. * Follow agreed-upon rules for discussions and carry out assigned roles. * Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. * Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. * SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. * SL.4.3 Identify the reasons and evidence a speaker provides to support particular points. * SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. * SL.4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. * SL.4.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.   Language Standards – Grade 4   * L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. * Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). * Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses. * Use modal auxiliaries (e.g., can, may, must) to convey various conditions. * Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). * Form and use prepositional phrases. * Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. * Correctly use frequently confused words (e.g., to, too, two; there, their). * L.4.3 use knowledge of language and its conventions when writing, speaking, reading, or listening. * Choose words and phrases to convey ideas precisely. * (see Writing Habits) * Differentiate between contexts that call for formal English (e.g. presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). * L.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. * Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. * Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph). * Consult reference materials (dictionaries, glossaries, thesauruses) both print and digital, to find the pronunciations and determine or clarify the precise meaning of key words and phrases. * L.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  1. Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context. 2. Recognize and explain the meaning of common idioms, adages, and proverbs. 3. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).  * L.4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). |
| **Sample Lessons**  **and**  **Activities** | Comprehension Strategy lessons  Time to read self-selected texts  Sticky Notes showing evidence of strategies they’re using  Modeling Strategies during Read Alouds/Think Aloud |
| **Sample Classroom**  **Assessment Methods** | Reading Chats and Conferences  Reading Responses/Response Journals  Use the Sticky Notes as evidence of the strategies they’re using  AIMsweb |
| **Sample**  **Resources** | Books:  *Mosaic of Thought*  *Daily 5*  *CAFÉ*  *Notice and Note*  *Academic Choice*  *Stategies That Work* |
|  |  |