

# PARENT GUIDE

## GRADE FOUR READING CURRICULUM

### DIOCESE OF CLEVELAND

Below is a list of the skills your child will be taught in Grade Four.

As parents, you are encouraged to support the work of your child’s teacher in helping your child acquire each of these skills.

<b>Capacities of the Literate Individual</b>	
	They demonstrate independence.
	They build strong content knowledge.
	They respond to the varying demands of audience, task, purpose, and discipline.
	They comprehend as well as critique.
	They value evidence.
	They use technology and digital media strategically and capably.
	They come to understand other perspectives and cultures.
<b>Reading: Foundational Skills</b>	
<b>Phonics and Word Recognition</b>	
	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.
<b>Fluency</b>	
	Read with sufficient accuracy and fluency to support comprehension.
	Read grade-level text with purpose and understanding.
	Read grade-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.
<b>Reading: Literature</b>	
<b>Key Ideas and Details</b>	
	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).
<b>Craft and Structure</b>	
	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).
	Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
<b>Integration of Knowledge and Ideas</b>	
	Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.

<b>Integration of Knowledge and Ideas continued</b>	
	Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
<b>Range of Reading and Level of Text Complexity</b>	
	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
<b>Reading: Informational Text</b>	
<b>Key Ideas and Details</b>	
	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
<b>Craft and Structure</b>	
	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
<b>Integration of Knowledge and Ideas</b>	
	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
	Explain how an author uses reasons and evidence to support particular points in a text.
	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
<b>Range of Reading and Level of Text Complexity</b>	
	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
<b>Speaking and Listening</b>	
<b>Comprehension and Collaboration</b>	
	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.
	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.
	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
<b>Presentation of Knowledge and Ideas</b>	
	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.
<b>Writing</b>	
<b>Text Types and Purposes</b>	
	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.

