

**Subject: Reading ELA**  
**Grade Level: 4th**  
**Source: MAISA reading units**  
Updated (1/16/23)

Month	Topic	Standard	I Can statements	Vocabulary	Assessments
September-October	Unit 1- Launching Strong Reading Habits	<p><b>RL.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</b></p> <p><b>RL.4.6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</b></p> <p><b>RL.4.10. 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></p> <p><b>Fluency</b>  <b>RF.4.4. Read with sufficient accuracy and fluency to support comprehension.</b></p> <p><b>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</b></p>	<p>RL.4.1 I can explain a story by referring to details and examples in the text</p> <p>RL.4.6 I can compare and contrast different stories by thinking about the points of view from which they are told.  RL.4.6 I can tell the difference between first- and third- person narrators</p> <p>RL.4.10 I can read and understand fourth grade stories, plays and poems in</p> <p>RF.4.4.A I can read and understand fourth grade texts. Dependently.</p> <p>SL.4.1 I can effectively participate in different types of discussions and with different people.  SL.4.1 I can build on others' ideas and express my own ideas clearly.</p>	accountability fluency just-right books partnerships reading logs retelling self-monitoring stamina	Unit 1 Test

		<p>others' ideas and expressing their own clearly.</p> <p><b>SL.4.1a. 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.</b></p> <p><b>SL.4.1b. Follow agreed-upon rules for discussions and carry out assigned roles.</b></p> <p><b>SL.4.1c. 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.</b></p> <p><b>SL.4.1d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</b></p>	<p>SL.4.1.A I can come to discussions prepared to share my ideas because I have read or studied the required material.</p> <p>SL.4.1.A I can use what I know and what I have read to explore new ideas about a topic during a discussion.</p> <p>SL.4.1.B I can follow agreed-upon rules for discussion and carry out my assigned role.</p> <p>SL.4.1.C I can ask and answer questions to help me understand discussions, stay on topic and that contribute to others' ideas and remarks.</p> <p>SL.4.1.D I can think about what is discussed and explain any new thinking that I have.</p>		
November-December	Unit 2- Analyzing Characters	<p><b>RL.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</b></p> <p><b>RL.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.</b></p> <p><b>RL.4.3. Describe in depth a character,</b></p>	<p>RL.4.1 I can explain a story by referring to details and examples in the text</p> <p>RL.4.2 I can figure out the theme of a fiction text by thinking about the details in the text. RL.4.2 I can summarize a fiction text in my own words.</p>	<p>connecting empathizing envisioning growing ideas noticing details patterns in a character's behavior predicting revising theories</p>	Unit 2 Test

		<p><b>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></p> <p><b>RL.4.6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</b></p> <p><b>RL.4.10. 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></p> <p><b>RF.4.4. Read with sufficient accuracy and fluency to support comprehension.</b></p> <p><b>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.</b></p> <p><b>SL.4.1a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to</b></p>	<p>RL.4.3 I can use specific details in fiction text to help me describe a character, setting or event in the story</p> <p>RL.4.6 I can compare and contrast different stories by thinking about the points of view from which they are told. RL.4.6 I can tell the difference between first- and third- person narrators.</p> <p>RL.4.10 I can read and understand fourth grade stories, plays and poems independently.</p> <p>RF.4.4.A I can read and understand fourth grade texts. RF.4.4.B I can read fourth grade books and poems aloud accurately, at the right speed and with expression. RF.4.4.C I can use what I understand from my reading to help me figure out or correct words I am having trouble with.</p> <p>SL.4.1 I can effectively participate in different types of discussions and with different people. SL.4.1 I can build on others' ideas and express my own ideas clearly. SL.4.1.A I can come to discussions prepared to share my ideas because I have read or studied the required material. SL.4.1.A I can use what I know and what I have read</p>		
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		<p><b>explore ideas under discussion.</b></p> <p><b>SL.4.1b. Follow agreed-upon rules for discussions and carry out assigned roles.</b></p> <p><b>SL.4.1c. 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.</b></p> <p><b>SL.4.1d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</b></p>	to explore new ideas about a topic during a discussion.		
January	Unit 3-Informational Reading	<p><b>RI.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</b></p> <p><b>RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.</b></p> <p><b>RI.4.3. 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></p> <p><b>RI.4.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or</b></p>	<p>RI.4.1 I can explain what informational text teaches me by referring to details and examples from the text. RI.4.1 I can draw inferences from informational texts by referring to details and examples from the text.</p> <p>RI.4.2 I can figure out the main idea in informational texts. RI.4.2 I can explain how the main idea in informational texts is supported by the details in the text. RI.4.2 I can use my own words to summarize informational texts I have read.</p> <p>RI.4.3 I can read about and explain historical events and tell why they happened using information that was given in the text. RI.4.3 I can read about a scientific procedure, idea or concept and explain what and why it happened using information that was given</p>	<p>domain specific vocabulary main idea narrative informational / hybrid texts supporting details text structures</p>	Unit 3 Test

		<p><b>subject area</b></p> <p><b>RI.4.5. 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.</b></p> <p><b>RI.4.7. 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.</b></p> <p><b>RI.4.10. 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></p> <p><b>Fluency</b></p> <p><b>RF.4.4. Read with sufficient accuracy and fluency to support comprehension.</b></p> <p><b>SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on</b></p>	<p>in the text.</p> <p>RI.4.4 I can figure out the meanings of words and phrases in science and social studies texts.</p> <p>RI.4.5 I can describe the organization (e.g., time order, comparison, cause &amp; effect or problem &amp; solution) of events, ideas, concepts or information in informational texts.</p> <p>RI.4.7 I can figure out, understand and use information from charts, graphs, diagrams, time lines, animations or other internet presentations to help me explain my understanding of informational texts.</p> <p>RI.4.10 I can read and understand 4th grade informational texts independently.</p> <p>RF.4.4.A I can read and understand fourth grade texts. RF.4.4.B I can read fourth grade books and poems aloud accurately, at the right speed and with expression. RF.4.4.C I can use what I understand from my</p>		
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		<p><b>grade 4 topics and texts, building on others' ideas and expressing their own clearly.</b></p> <p><b>SL.4.1a. 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.</b></p> <p><b>SL.4.1b. Follow agreed-upon rules for discussions and carry out assigned roles.</b></p> <p><b>SL.4.1c. 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.</b></p> <p><b>SL.4.1d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</b></p>	<p>reading to help me figure out or correct words I am having trouble with.</p> <p>SL.4.1 I can effectively participate in different types of discussions and with different people. SL.4.1 I can build on others' ideas and express my own ideas clearly.</p> <p>SL.4.1.A I can come to discussions prepared to share my ideas because I have read or studied the required material. SL.4.1.A I can use what I know and what I have read to explore new ideas about a topic during a discussion. SL.4.1.B I can follow agreed-upon rules for discussion and carry out my assigned role. SL.4.1.C I can ask and answer questions to help me understand discussions, stay on topic and that contribute to others' ideas and remarks. SL.4.1.D I can think about what is discussed and explain any new thinking that I have.</p>		
February	Unit 4-Interpretive and Analytical Reading	<p>RL.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RL.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p>RL.4.4. Determine the meaning of words and phrases as they are used in a text, including those that allude to</p>	<p>RL.4.1 I can explain a story by referring to details and examples in the text.</p> <p>RL.4.2 I can figure out the theme of a fiction text by thinking about the details in the text.</p> <p>RL.4.2 I can summarize a fiction text in my own words.</p> <p>RL.4.4 I can figure out the</p>	<p>analyze point-of-view attend to characters and lessons taught in text determine symbolism develop theories and themes</p>	Unit 4 Test

		<p>significant characters found in mythology (e.g., Herculean).</p> <p>RL.4.6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p> <p>RL.4.9. 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.</p> <p>RL.4.10. 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.</p> <p><b>Fluency</b>  <b>RF.4.4. Read with sufficient accuracy and fluency to support comprehension.</b></p>	<p>meanings of words and phrases an author uses.</p> <p>RL.4.4 I can understand words that have been created from characters found in mythology (e.g., Herculean).</p> <p>RL.4.6 I can compare and contrast different stories by thinking about the points of view from which they are told.</p> <p>RL.4.6 I can tell the difference between first- and third- person narrators.</p> <p>RL.4.9 I can compare and contrast how authors from different cultures write about similar themes (e.g., good vs. evil) in stories, myths and traditional literature.</p> <p>RL.4.10 I can read and understand fourth grade stories, plays and poems independently.</p> <p>RF.4.4.A I can read and understand fourth grade texts.</p>		
March-April	Unit 5-Informational Reading Research	<p><b>RI.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</b></p> <p><b>RI.4.2. Determine the main idea of a text and explain how it is supported by key</b></p>	<p>RI.4.1 I can explain what informational text teaches me by referring to details and examples from the text. RI.4.1 I can draw inferences from informational texts by referring to details and examples from the text.</p>	<p>domain specific vocabulary  main idea  note-taking  supporting details  text structures</p>	Unit 5 Test

		<p><b>details; summarize the text.</b></p> <p><b>RI.4.3. 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></p> <p><b>RI.4.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</b></p> <p><b>RI.4.5. 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.</b></p>	<p>RI.4.2 I can figure out the main idea in informational texts.</p> <p>RI.4.2 I can explain how the main idea in informational texts is supported by the details in the text.</p> <p>RI.4.2 I can use my own words to summarize informational texts I have read.</p> <p>RI.4.3 I can read about and explain historical events and tell why they happened using information that was given in the text.</p> <p>RI.4.3 I can read about a scientific procedure, idea or concept and explain what and why it happened using information that was given in the text.</p> <p>RI.4.4 I can figure out the meanings of words and phrases in science and social studies texts.</p> <p>RI.4.5 I can describe the organization (e.g., time order, comparison, cause &amp; effect or problem &amp; solution) of events, ideas, concepts or information in informational texts.</p>		
May-June	Unit 6-Historical Fiction	<p>RL.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RL.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p>RL.4.3. 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</p>	<p>RL.4.1 I can explain a story by referring to details and examples in the text.</p> <p>RL.4.2 I can figure out the theme of a fiction text by thinking about the details in the text.</p> <p>RL.4.2 I can summarize a fiction text in my own words.</p> <p>RL.4.3 I can use specific details in fiction text to help me describe a character, setting or event in the story.</p>	analyze and track historical events and timelines connect ideas across media and text grow new ideas through conversation perspective of characters story elements	Unit 6 Test



		<p>actions).</p> <p>RL.4.6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p> <p>RL.4.7. 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.</p> <p>RL.4.9. 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.</p> <p>RL.4.10. 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.</p>	<p>RL.4.6 I can compare and contrast different stories by thinking about the points of view from which they are told.</p> <p>RL.4.6 I can tell the difference between first- and third- person narrators.</p> <p>RL.4.7 I can make connections between a written text and a visual or oral presentation of the same text.</p> <p>RL.4.9 I can compare and contrast how authors from different cultures write about similar themes (e.g., good vs. evil) in stories, myths and traditional literature.</p> <p>RL.4.9 I can compare and contrast how authors from different cultures write about patterns of events (e.g., the quest) in stories, myths and traditional literature.</p> <p>RL.4.10 I can read and understand fourth grade stories, plays and poems independently.</p>		
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