## Subject: Reading ELA Grade Level: 4th Source: MAISA reading units

Updated (1/16/23)

Month	Торіс	Standard	I Can statements	Vocabulary	Assessme nts
September- October	Unit 1- Launching Strong Reading Habits	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. 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.	RL.4.1 I can explain a story by referring to details and examples in the text 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	accountability fluency just-right books partnerships reading logs retelling self-monitoring stamina	Unit 1 Test
		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.	RL.4.10 I can read and understand fourth grade stories, plays and poems in		
		Fluency RF.4.4. Read with sufficient accuracy and fluency to support comprehension.	RF.4.4.A I can read and understand fourth grade texts. Dependently.		
		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	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.		

		others' ideas and expressing their own clearly. 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. SL.4.1b. Follow agreed-upon rules for discussions and carry out assigned roles. 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. SL.4.1d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.	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.		
November- December	Unit 2- Analyzing Characters	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. RL.4.2. Determine a theme of a story, drama, or poem from details in the text;	RL.4.1 I can explain a story by referring to details and examples in the text RL.4.2 I can figure out the theme of a fiction text by thinking about the details in the text.	connecting empathizing envisioning growing ideas noticing details patterns in a character's behavior predicting revising theories	Unit 2 Test
		summarize the text. RL.4.3. Describe in depth a character,	RL.4.2 I can summarize a fiction text in my own words.		

setting, or event in a story or drama,	RL.4.3 I can use specific details in fiction text to help	
drawing on specific	me describe a character,	
details in the text	setting or event in the story	
	setting of event in the story	
(e.g., a character's		
thoughts, words, or		
actions).		
DI 4.6 Commons and		
RL.4.6. Compare and		
contrast the point of		
view from which	RL.4.6 I can compare and	
different stories are	contrast different stories by	
narrated, including	thinking about the points of	
the difference	view from which they are	
between first- and	told.	
third-person	RL.4.6 I can tell the	
narrations.	difference between first-	
DI 4 10 Du the and of	and third- person narrators.	
RL.4.10. By the end of the year, read and		
comprehend		
literature, including	RL.4.10 I can read and	
stories, dramas, and	understand fourth grade	
poetry, in the grades	stories, plays and poems	
4–5 text complexity	independently.	
band proficiently, with	independentiy.	
scaffolding as needed		
at the high end of the		
range		
3		
RF.4.4. Read with		
sufficient accuracy	RF.4.4.A I can read and	
and fluency to	understand fourth grade	
support	texts.	
comprehension.	RF.4.4.B I can read fourth	
	grade books and poems	
SL.4.1. Engage	aloud accurately, at the	
effectively in a range	right speed and with	
of collaborative	expression. RF.4.4.C I can	
discussions	use what I understand from	
(one-on-one, in	my reading to help me	
groups, and	figure out or correct words I	
teacher-led) with diverse partners on	am having trouble with.	
grade 4 topics and	SL.4.1 I can effectively	
texts, building on	participate in different types	
others' ideas and	of discussions and with	
expressing their own	different people.	
clearly.	SL.4.1 I can build on	
SL.4.1a. Come to	others' ideas and express	
discussions prepared,	my own ideas clearly.	
having read or	SL.4.1.A I can come to	
studied required	discussions prepared to	
material; explicitly	share my ideas because I	
	have read or studied the	
draw on that		
preparation and other	required material.	

		explore ideas under discussion.	to explore new ideas about a topic during a discussion.		
			<u><u></u><u></u><u></u><u></u><u></u><u></u><u></u><u></u><u></u><u></u><u></u><u></u><u></u><u></u><u></u><u></u><u></u><u></u><u></u></u>		
		SL.4.1b. Follow			
		agreed-upon rules for			
		discussions and carry			
		out assigned roles.			
		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.			
		SL.4.1d. Review the			
		key ideas expressed			
		and explain their own			
		ideas and			
		understanding in light			
		of the discussion.			
January	Unit	RI.4.1. Refer to details	RI.4.1 I can explain what	domain specific	Unit 3
,	3-Informational	and examples in a	informational text teaches	vocabulary main idea	Test
	Reading	text when explaining what the text says	me by referring to details and examples from the	narrative	
		explicitly and when	text. RI.4.1 I can draw	informational /	
		drawing inferences	inferences from	hybrid texts	
		from the text.	informational texts by	supporting details	
			referring to details and	text structures	
		RI.4.2. Determine the	examples from the text.		
		main idea of a text			
		and explain how it is	RI.4.2 I can figure out the		
		supported by key	main idea in informational		
		details; summarize	texts.		
		the text.	RI.4.2 I can explain how		
		DI 4 2 Explain exants	the main idea in		
		RI.4.3. Explain events, procedures, ideas, or	informational texts is		
		concepts in a	supported by the details in the text.		
		historical, scientific,	RI.4.2 I can use my own		
		or technical text,	words to summarize		
		including what	informational texts I have		
		happened and why,	read.		
		based on specific			
		information in the	RI.4.3 I can read about and		
		text.	explain historical events		
		DIAA Determeting the	and tell why they happened		
		RI.4.4. Determine the	using information that was given in the text.		
		meaning of general academic and	RI.4.3 I can read about a		
		domain-specific	scientific procedure, idea or		
		words or phrases in a	concept and explain what		
		text relevant to a	and why it happened using		
		grade 4 topic or	information that was given		
	1	1 3			

subject area	in the text.	
RI.4.5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of	RI.4.4 I can figure out the meanings of words and phrases in science and social studies texts.	
events, ideas, concepts, or information in a text or part of a text.	RI.4.5 I can describe the organization (e.g., time order, comparison, cause & effect or problem & solution) of events, ideas,	
RI.4.7. Interpret information presented visually, orally, or quantitatively (e.g., in	concepts or information in informational texts.	
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.	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.	
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.	RI.4.10 I can read and understand 4th grade informational texts independently.	
Fluency RF.4.4. Read with		
sufficient accuracy and fluency to support	DE 4.4.4 Loop rood and	
comprehension. SL.4.1. Engage	RF.4.4.A I can read and understand fourth grade texts.	
effectively in a range of collaborative discussions	RF.4.4.B I can read fourth grade books and poems aloud accurately, at the	
(one-on-one, in groups, and	right speed and with expression.	
teacher-led) with diverse partners on	RF.4.4.C I can use what I understand from my	

				r	,
		grade 4 topics and	reading to help me figure		
		texts, building on	out or correct words I am		
		others' ideas and	having trouble with.		
		expressing their own			
		clearly.	SL.4.1 I can effectively		
			participate in different types		
		SL.4.1a. Come to	of discussions and with		
		discussions prepared,	different people.		
		having read or	SL.4.1 I can build on		
		studied required	others' ideas and express		
		material; explicitly	my own ideas clearly.		
		draw on that			
		preparation and other			
		information known			
		about the topic to	SL.4.1.A I can come to		
		explore ideas under	discussions prepared to		
		discussion.	share my ideas because I		
			have read or studied the		
		SL.4.1b. Follow	required material.		
		agreed-upon rules for	SL.4.1.A I can use what I		
		discussions and carry	know and what I have read		
		out assigned roles.	to explore new ideas about		
			a topic during a discussion.		
		SL.4.1c. Pose and	SL.4.1.B I can follow		
		respond to specific	agreed-upon rules for		
		questions to clarify or	discussion and carry out		
		follow up on	my assigned role.		
		information, and	SL.4.1.C I can ask and		
		make comments that	answer questions to help		
		contribute to the	me understand		
		discussion and link to	discussions, stay on topic		
		the remarks of others.	and that contribute to		
			others' ideas and remarks.		
		SL.4.1d. Review the	SL.4.1.D I can think about		
		key ideas expressed	what is discussed and		
		and explain their own	explain any new thinking		
		ideas and	that I have.		
		understanding in light			
		of the discussion.			
Fobruary	Unit	RL.4.1. Refer to details	RL.4.1 I can explain a story	analyze	Unit 4
February	4-Interpretive and	and examples in a text	by referring to details and	point-of-view	Test
	•	when explaining what	examples in the text.	attend to	
	Analytical	the text says explicitly		characters and	
	Reading	and when drawing		lessons taught in	
		inferences from the		text	
		text.		determine	
				symbolism	
		RL.4.2. Determine a	RL.4.2 I can figure out the	develop theories	
		theme of a story,	theme of a fiction text by	and themes	
		drama, or poem from	thinking about the details in		
		details in the text;	the text.		
		summarize the text.			
			RL.4.2 I can summarize a		
		RL.4.4. Determine the	fiction text in my own		
		meaning of words and	words.		
		phrases as they are			
		used in a text, including			
		those that allude to	RL.4.4 I can figure out the		

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

		details; summarize the text. 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. 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. 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.	<ul> <li>RI.4.2 I can figure out the main idea in informational texts.</li> <li>RI.4.2 I can explain how the main idea in informational texts is supported by the details in the text.</li> <li>RI.4.2 I can use my own words to summarize informational texts I have read.</li> <li>RI.4.3 I can read about and explain historical events and tell why they happened using information that was given in the text.</li> <li>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.</li> <li>RI.4.4 I can figure out the meanings of words and phrases in science and social studies texts.</li> <li>RI.4.5 I can describe the organization (e.g., time order, comparison, cause &amp; comparison, cau</li></ul>		
			effect or problem & solution) of events, ideas, concepts or information in informational texts.		
May-June	Unit 6-Historical Fiction	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. RL.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text. 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	RL.4.1 I can explain a story by referring to details and examples in the text. 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. RL.4.3 I can use specific details in fiction text to help me describe a character, setting or event in the story.	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

	actions). 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. 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. 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. 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.	<ul> <li>RL.4.6 I can compare and contrast different stories by thinking about the points of view from which they are told.</li> <li>RL.4.6 I can tell the difference between first-and third- person narrators.</li> <li>RL.4.7 I can make connections between a written text and a visual or oral presentation of the same text.</li> <li>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.</li> <li>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.</li> <li>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.</li> <li>RL.4.10 I can read and understand fourth grade stories, plays and poems independently.</li> </ul>		
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