

4th Grade Curriculum Guide

for the *Read Side by Side Reading Program*



4th Grade

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The *Read Side by Side Reading Program* exposes all students to longer, more complex texts. Each unit teaches an approach to reading chapter books that motivates readers. This approach is outlined in the acronym C. I. A., which stands for collect, interpret, and apply.

The fourth grade series provides five complete units. These units incorporate a three-part instructional model: read-aloud, book clubs, and extended reading. The three-part curriculum design intentionally builds students' confidence and skill.

Part 1 is the read-aloud instruction, where the teacher reads the text aloud to the students as they follow along in their own copy of the text. Students are brought into the lesson through turn-and-talk discussion, taking notes, and writing.

Part 2 is the book club instruction, where students read books differentiated to their reading level and transfer skills learned in the read-aloud to texts that they are reading. Book club time is where the magic happens; students become competent, confident readers. Their interest and motivation to read increases, and they can't wait to read the next book in the genre or series!

Part 3 provides a collection of books to fuel students' passion for reading.

When you utilize all five units in your classroom, you will be exposing students to a variety of genres and making reading, writing, and social studies connections across the school year. You will be amazed at your students' level of engagement as they master grade-level standards and read quality literature.

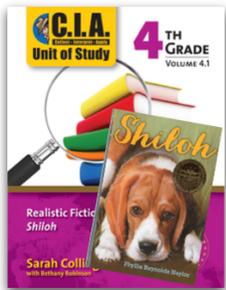
4th Grade Scope & Sequence

Year Long Theme: A journey; both a personal journey and a literal journey.

Social Studies Focus: Westward expansion and the pioneering spirit.

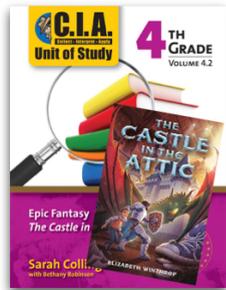
4.1 Read-Aloud

Shiloh



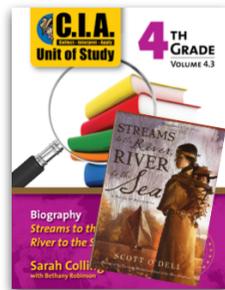
4.2 Read-Aloud

The Castle in the Attic



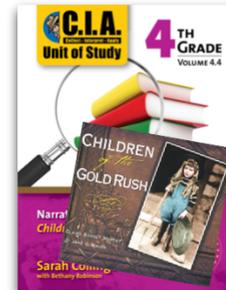
4.3 Read-Aloud

*Streams to the River,
River to the Sea*



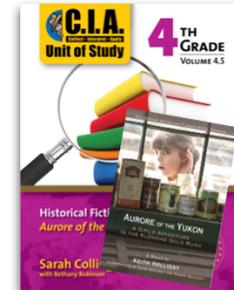
4.4 Read-Aloud

*Children of the Gold
Rush*



4.5 Read-Aloud

Aurore of the Yukon



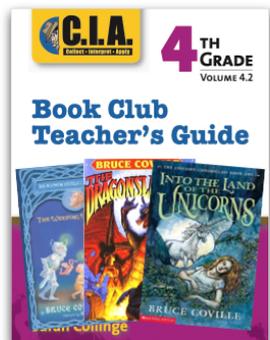
4.1 Book Club

*Shoeshine Girl,
Because of Winn-
Dixie, and How to
Steal a Dog.*



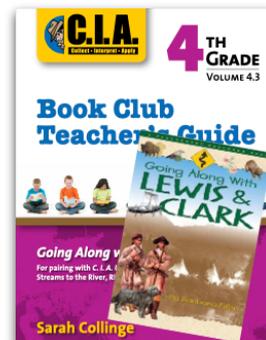
4.2 Book Club

*The Weeping
Werewolf, The
Dragonslayers,
and Into the Land
of the Unicorns.*



4.3 Book Club

*Going Along with
Lewis and Clark.*



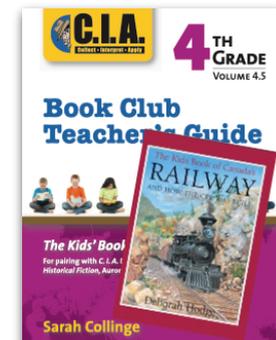
4.4 Book Club

*In the Year of Miss
Agnes, Riding
Freedom and The
Sign of the Beaver.*



4.5 Book Club

*The Kids' Book of
Canada's Railway.*



4th Grade Pacing Guide

To teach all five units in the fourth grade school year, you will need to designate a total of 90-minutes a day for the teaching of reading. You will need 45-minutes for the read-aloud block and another 45-minutes for the book club block. These times do not have to be back-to-back in your schedule, nor do they have to be in any particular order.

If you are using the writing units, you will need an additional 30-minute writing block.

To create a stagger in your schedule, we recommend waiting to start your book clubs until students have finished quadrant 1 of the read-aloud. If you are using the writing units, we recommend waiting to start until students have finished quadrant 1 of the book clubs. This stagger schedule will create some “open times” throughout the year. These open times create an opportunity for self-selected reading or other language arts instruction.

Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36												
Read-Aloud	4.1 Read-Aloud (26 Days)						4.2 Read-Aloud (32 Days)						4.3 Read-Aloud (43 Days)						4.4 Read-Aloud (25 Days)					4.5 Read-Aloud (26 Days)					Open Time	Open Time	Open Time																	
Book Club	Open Time	Open Time	4.1 Book Club (26 Days)						4.2 Book Club (28 Days)						Open Time	Open Time	Open Time	4.3 Book Club (32 Days)						4.4 Book Club (27 Days)					4.5 Book Club (33 Days)																			
Write	Open Time	Open Time	Open Time	Open Time	Open Time	4.1 Realistic Fiction (15 Days)						Open Time	Open Time	Open Time	4.2 Fantasy (15 Days)						Open Time	Open Time	Open Time	Open Time	Open Time	Open Time	Open Time	4.3 Historical Fiction (15 Days)					Open Time	Open Time	Open Time	4.4 Argument (15 Days)					Open Time	Open Time	Open Time	4.5 Expository (15 Days)				

Range of Reading Levels

Text Complexity, CCSS 10

Read-Aloud Novels					
	<i>4.1 Shiloh</i>	<i>4.2 The Castle in the Attic</i>	<i>4.3 Streams to the River</i>	<i>4.4 Children of the Gold Rush</i>	<i>4.5 Aurore of the Yukon</i>
Lexile:	890	750	740	1070	Unknown
Complexity:	Low	Medium	High	High	High
Page Count:	144	192	176	74	134
Book Club Novels					
4.1 Book Clubs	Below-Level <i>Shoeshine Girl</i>	On-Level <i>Because of Winn-Dixie</i>	Above Level <i>How to Steal a Dog</i>	<p>During the book club time, students will be matched to a text in their <i>instructional</i> range. The scaffolds of the read-aloud, as well as peer and teacher support will help students practice and gain skill.</p> <p>The <i>Assessment and Intervention Guide</i> provides tools for matching students to book club texts, as well as strategies for working with struggling readers.</p>	
Lexile:	530	670	700		
Complexity:	Low	Low	Low		
Page Count:	96	184	176		
4.2 Book Clubs	Below-Level <i>The Weeping Werewolf</i>	On-Level <i>The Dragonlayers</i>	Above Level <i>Into the Land of the Unicorns</i>		
Lexile:	630	680	850		
Complexity:	Medium	Medium	Medium		
Page Count:	80	128	176		
4.4 Book Clubs	Below-Level <i>The Year of Miss Agnes</i>	On-Level <i>Riding Freedom</i>	Above Level <i>The Sign of the Beaver</i>		
Lexile:	790	720	770		
Complexity:	Low	Medium	Medium		
Page Count:	128	144	144		

*4.3 & 4.5 book club titles do not have a Lexile score. Each book is a high complexity level. All students will be matched to these texts and scaffolds will be suggested for the lowest students.

Reading Standards Alignment

All lessons in the curriculum are aligned to the Common Core State Standards Initiative (CCSS, 2010) and the Next Generation Standards Initiative (NGSS, 2013). Lessons move students from literal, to inferential, to interpretive thinking as students read through each quadrant of the text. Students practice all standards in every book. The standards increase in rigor as students apply them to new genres, topics, themes, and text types.

The CIA Process	Standards (CCSS & NGSS)
Quadrant 1: Collect Critical Information	Key Ideas and Details (1-3)
Quadrant 2 & 3: Interpret the Text	Craft & Structure (4-6)
Quadrant 4: Apply to Your Life	Integrate Knowledge (7-9)

Key Ideas and Details, CCSS 1-3

Power Standard (Quadrant 1): The student has a *literal* understanding of the key ideas and details and can summarize the text.

		Read-Aloud Quadrant 1 Lessons	Book Club Quadrant 1 Lessons
Unit 4.1	Realistic Fiction	Days 1-9.	Days 1-10.
Unit 4.2	Epic Fantasy	Days 1-10.	Days 1-11.
Unit 4.3	Biography & Nonfiction	Days 1-19.	Days 1-10.
Unit 4.4	Nonfiction & Historical Fiction	Days 1-11.	Days 1-10.
Unit 4.5	Historical Fiction & Nonfiction	Days 1-13.	Days 1-11.

Reading Standards Alignment, Cont.

Craft & Structure, CCSS 4-6

Power Standard (Quadrants 2 & 3): The student has an *inferential* understanding of the ideas in the text including key vocabulary, character traits/feelings/motives, the author’s craft, and the author’s message/theme.

		Read-Aloud Quadrant 2 & 3 Lessons	Book Club Quadrant 2 & 3 Lessons
Unit 4.1	Realistic Fiction	Days 10-22.	Days 11-21.
Unit 4.2	Epic Fantasy	Days 11-29.	Days 12-23.
Unit 4.3	Biography & Nonfiction	Days 20-39.	Days 11-26.
Unit 4.4	Nonfiction & Historical Fiction	Days 12-24.	Days 11-22.
Unit 4.5	Historical Fiction & Nonfiction	Days 14-21.	Days 12-28.

Integration of Knowledge, CCSS 7-9

Power Standard (Quadrant 4): The student builds knowledge while reading and connects knowledge to other sources.

		Read-Aloud Quadrant 4 Lessons Nonfiction Sources	Book Club Quadrant 4 Lessons Nonfiction Sources
Unit 4.1	Realistic Fiction	Days 6, 19, and 23-26.	Days 22-26.
Unit 4.2	Epic Fantasy	Days 5, 18, and 30-32.	Days 24 – 28.
Unit 4.3	Biography & Nonfiction	Days 3, 4, 5, 6, 28, and 40-43.	Days 11, 18, 24, and 27-32.
Unit 4.4	Nonfiction & Historical Fiction	Days 4, 12, 20, and 25.	Days 23 – 27.
Unit 4.5	Historical Fiction & Nonfiction	Days 22-26.	Days 29-33.

Reading Standards Alignment, Cont.

Phonics & Vocabulary, CCSS 4

Power Standard 11: Know and apply phonics and word analysis skills to decode words and determine meaning.

Multi-Syllabic Words	Daily Vocabulary Lessons	All Read-Aloud Lessons	All Book Clubs
	Students practice reading and breaking words into syllables during the daily vocabulary routine.	Students practice reading known and unknown multi-syllabic words using phonics skills.	Students practice reading multi-syllabic words as they read their differentiated book club text. Vocabulary activities are provided on a must-do-may-do list. These activities give students practice reading and writing multi-syllabic words.
Morphemes (prefixes, suffixes, roots)	Daily Vocabulary Lessons	All Read-Aloud Lessons	All Book Clubs
	Students practice circling the prefix, underlining the root, and boxing the suffix during the daily vocabulary routine. They look up the meaning of the morphemes and infer the meaning of the word.	Students practice inferring the meaning of unknown words as they read, using their knowledge of morphemes to guide them.	Students practice reading multi-syllabic words as they read their differentiated book club text. Vocabulary activities are provided on a must-do-may-do list. These activities give students practice reading and writing multi-syllabic words.
Context Clues	Daily Vocabulary Lessons	All Read-Aloud Lessons	All Book Clubs
	Students practice inferring the meaning of words using the context to guide them.	Students practice inferring the meaning of unknown words as they read, using context clues to guide them.	Students practice inferring the meaning of unknown words as they read, using context clues to guide them.
Vocabulary Acquisition	Daily Vocabulary Lessons	All Read-Aloud Lessons	All Book Clubs
	Students acquire and use new words in discussion and writing.	Students acquire and use new words in discussion and writing.	Students acquire and use new words in discussion and writing.

Writing Standards Alignment

Writing, CCSS 1-10

Power Standard: The student writes for a variety of purposes in which the type of writing, and the development and organization of the writing, are appropriate to the task and purpose.

	Short Writing: Research, recall, and draw evidence from the text in order to organize and write a piece of short, expository or opinion writing (CCSS 1, 2, 4, 7-9, 10).		Longer Writing: Research, recall, and draw evidence from the text in order to organize, write, and strengthen a longer, published piece that is narrative, expository or opinion (CCSS 1-10).
	Read-Aloud Short Writing	Book Club Short Writing	Writing Unit Longer Writing
Unit 4.1	Retell Summary, Turning Point Summary, Synthesis Summary, Opinion, and Evaluation.	Retell Summary, Turning Point Summary, Synthesis Summary, and Evaluation.	Realistic Fiction: Write a story about finding and rehoming a stray animal.
Unit 4.2	Retell Summary, Turning Point Summary, Synthesis Summary, and Comparison.	Retell Summary, Turning Point Summary, Synthesis Summary, and Evaluation.	Fantasy: Write a story in which a realistic character enters the fantastical world, or a fantastical character enters the real world.
Unit 4.3	Retell Summary, Turning Point Summary, Synthesis Summary, Comparison, Opinion, and Evaluation.	Retell Summary, Turning Point Summary, Synthesis Summary, and Evaluation.	Historical Fiction: Write a series of 4 diary entries that tell one or more events of the Lewis and Clark Expedition from the perspective of one of the members of the Corps of Discovery.
Unit 4.4	Retell Summary, Turning Point Summary, Comparison, and Reflection.	Retell Summary, Turning Point Summary, Synthesis Summary, and Evaluation.	Argumentative: How did the Yukon gold rush impact both people and the environment? Form an argument as to whether it had a mostly positive or mostly negative impact.
Unit 4.5	Retell Summary, Turning Point Summary, Synthesis Summary, and Evaluation.	Retell Summary, Turning Point Summary, Synthesis Summary, and Evaluation.	Expository: Summarize what you have learned about trains past, present, and future.

Bring the *Read Side by Side Reading Program* to your school!

We partner with schools and districts across the US and internationally!
We would love to work with you!



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