

Mayflower Mill Elementary School
Reading Curriculum Map Grade 4 p. 1 of 28

| Week | Story | Day | Procedural Focus | Instructional Strategies | Standards | Resources | Assessment |
|------|---|-----|---------------------------------|--|-----------|---|------------|
| 1 | P r o c e d u r e W o r k | 1 | Independent Reading | <ul style="list-style-type: none"> -I Chart - What it looks like, what it sounds like for students and teacher. -Model and practice student procedures for “Read to Self” -Begin working on stamina | | <i>I Chart Read to Self</i> | |
| | | 2 | Independent Reading | <ul style="list-style-type: none"> -Review I chart - Model and practice student procedures for “Read to Self” -Discuss where to sit in the room -Work on reading stamina | | <i>- I Chart Read to Self</i> | |
| | | 3 | Choosing Good Fit Books | <ul style="list-style-type: none"> -Teach how to choose good fit books -Review I chart -Working on reading stamina | | <ul style="list-style-type: none"> -Chart <i>Ways to Choose Books</i> -<i>Daily 5</i> page 30 Shoe Lesson -<i>The Cafe</i> page 179 | |
| | | 4 | Making Good Book Choices | <ul style="list-style-type: none"> -Review I chart -Readers have criteria to judge whether a book is just right for independent reading. -Working on reading stamina | | <ul style="list-style-type: none"> -Chart <i>Easy, Just Right, Challenging</i> -Refer to I-PICK chart page 30 - Use weights for models | |

Fountas and
Pinnell Benchmark
Assessment

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|--|--|----------|---------------------------|---|--|---|--|
| | | 5 | Reading to Someone | <ul style="list-style-type: none"> -I Chart What it looks like, what it sounds like for students and teacher -Model EEKK -Practice stamina with partner -Review I-Chart for Read to Self -Work on Read to Self Stamina | | <ul style="list-style-type: none"> -I Chart Read to Someone -I Chart Read to Self | |
|--|--|----------|---------------------------|---|--|---|--|

| Week | S t o r y | Day | Procedural Focus | Instructional Strategies | Standards | Resources | Assessment |
|------|-----------------------|----------|--------------------------------|--|----------------|---|------------|
| | | 6 | Check for Understanding | <ul style="list-style-type: none"> -Model and practice “Check for Understanding” -Add to Café Menu -Review I-Chart for Read to Self -Work on Read to Self Stamina -Review I Chart for Read to Someone -Work on Read to Someone Stamina | 4.1.1 RF.4.a-c | <ul style="list-style-type: none"> -I Chart <i>Read to Someone</i> Café book p. 154 -Café Menu -I Chart <i>Read to Self</i> | |

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|----------|--|--|----------------|---|
| 7 | How to Choose a Partner How to Choose Books | <ul style="list-style-type: none"> -Model procedure for selecting a partner for Read to Someone -Raise your hand as a silent signal that you need a partner - Give eye contact with another person who has their hand raised -Walk to the person and say, “Do you want to be my partner?” - Partner says “Sure” -Model procedure for selecting book for Read to Someone -Talk about it and make a deal - Rock, paper, scissors -Review I Chart for Read to Someone -Work on Read to Someone Stamina -Review I-Chart for Read to Self -Work on Read to Self Stamina | 4.1.1 RF.4.a-c | <ul style="list-style-type: none"> - I Chart <i>Read to Someone</i> -I Chart <i>Read to Self</i> |
| 8 | How to Buzz with Each Other | <ul style="list-style-type: none"> -Students learn how to listen to each other and share effectively as partners or in small groups -Model and practice Coaching or Time -If partner comes to a word they don’t know the other partner: counts to 3, asks “Do you want coaching or time?” - If coaching, they use clues to help partner -Review I Chart for Read to Someone -Work on Read to Someone Stamina -Review I-Chart for Read to Self -Work on Read to Self Stamina | 4.1.1 RF.4.a-c | <ul style="list-style-type: none"> -Chart <i>How to Buzz Effectively</i> First 20 Days pg. 148 -Chart <i>Read to Self</i> |

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| | | | | | | |
|--|--|-----------|---|--|----------------------------|---|
| | | 9 | Abandoning Books | <ul style="list-style-type: none"> -Students learn that, after a good try, they may have a reason to abandon a book -Sometimes readers abandon books for specific reasons -Review I-Chart for Read to Self -Work on Read to Self Stamina -Review I Chart for Read to Someone -Work on Read to Someone Stamina | | <ul style="list-style-type: none"> -Chart <i>Why Readers Abandon Books</i> First 20 Days pg. 148 -Chart <i>Read to Self</i> |
| | | 10 | Distinguishing Between Fantasy and Reality | <ul style="list-style-type: none"> -Students are able to distinguish between two types of books as a foundation for learning about genre. -Each genre has specific characteristics. -Students learn to categorize books so that they can vary their reading. -Review I-Chart for Read to Self -Work on Read to Self Stamina | <p>(4.2.8) (4.3.1)</p> | <ul style="list-style-type: none"> First 20 Days pg. 148-149 - Chart <i>Books We've Shared</i> Examples of Books that have been read aloud -Chart <i>Fiction</i> -Chart <i>Read to Self</i> |

| Week | S t o r y | Day | Procedural Focus | Instructional Strategies | Standards | Resources | Assessment |
|------|-----------------------|-----|------------------|--------------------------|-----------|-----------|------------|
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|---|---|----|--|--|-----------|--|------------------------------|
| 3 | P r o c e d u r e W o r k | 11 | Different Kinds of Nonfiction | <ul style="list-style-type: none"> -There are many different kinds of nonfiction. -Each genre has specific characteristics. -Students learn to categorize type of nonfiction so that they can vary their reading. -Review I-Chart for Read to Self -Work on Read to Self Stamina -Review I Chart for Read to Someone -Work on Read to Someone Stamina | (4.2.8) | <ul style="list-style-type: none"> -Chart <i>Books We've Shared</i> First 20 Days pg. 150 -Chart <i>Nonfiction</i> -Chart <i>Read to Self</i> | Book Sort Assessment (Genre) |
| | | 12 | Keeping a Record for your Reading | <ul style="list-style-type: none"> -I-Chart What it looks like, what it sounds like for students and teacher -Reading Log -Review I-Chart for Read to Self -Work on Read to Self Stamina | 4.4.1 W.5 | - I Chart <i>Work on Writing</i> | |
| | | 13 | Procedures for Work on Writing | <ul style="list-style-type: none"> -Model what to do when writing words they can't spell (underline and go on) -Review I Chart Work on Writing -Work on Writing Stamina -Reading Log -Review I-Chart for Read to Self -Work on Read to Self Stamina Mini Lesson 1 -Initial sounds in words (first 3 letters) | | <ul style="list-style-type: none"> - I Chart <i>Work on Writing</i> -Café pg. 189-190 (modify for spelling) | |
| | | 14 | Procedures for Work on Writing | <ul style="list-style-type: none"> -Review I chart - Model and practice student procedures for "Work on Writing" -Brainstorm and practice where to sit -Brainstorm and practice what materials to use during writing (notebook, pencil, drawing) - Work on Writing Stamina -Review I-Chart for Read to Self -Work on Read to Self Stamina | | - I Chart <i>Work on Writing</i> | |

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|--|--|-----------|--|---|--|---|
| | | 15 | Writing Responses to your Reading | <ul style="list-style-type: none"> -Readers can share their thinking about reading through writing. - Model two types of chapter notes for students: predictions and connections Possible Types of Responses: <ul style="list-style-type: none"> -wonderings -predictions -connections -inferences -drawing conclusions -book recommendations -letters - Work on Writing Stamina -Review I-Chart for Read to Self -Work on Read to Self Stamina | (4.5.4) 4.5.2 W.2 a-e 4.5.6 W.10 | -Chart <i>Chapter Notes</i> First 20 Days pg. 152 |
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| Week | S t o r y | Day | Procedural Focus | Instructional Strategies | Standards | Resources | Assessment |
|------|-----------------------|-----------|---|---|------------------------|---|------------|
| | | 16 | Use Sticky Notes to Prepare for Response for Reading | <ul style="list-style-type: none"> -Students learn process to help them remember their thinking so that they can write about it and talk about it -Write down predictions and connections on sticky notes | 4.4.1 W.5 4.4.5 W.8 | -Chart <i>Chapter Notes</i> First 20 Days pg. 152 Sticky Notes | |

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| 17 | <p>CAFÉ: Accuracy and Expand Vocabulary</p> <p>Word Work</p> | <p>Mini Lesson 1 -Cross Checking</p> <p>Mini Lesson 2 - Tune into Interesting Words</p> <p>Mini Lesson 3 -Introduce Materials and their locations -Brainstorm I-chart How to Work with Materials -Model correct and incorrect -Choice: Work on Writing, Read to Self</p> | (4.5.5) | <p><i>The Café-</i> page 170 <i>The Café-</i> page 185 - I Chart <i>Word Work</i></p> |
| 18 | <p>CAFÉ: Comprehension, Accuracy and Expand Vocabulary</p> <p>Listen to Reading</p> | <p>Mini Lesson 1 -Back up and reread</p> <p>Mini Lesson 2 -Review check for understanding, cross checking, tune into interesting words, and back up and reread</p> <p>Mini Lesson 3 -Introduce Listen to Reading Materials and their locations -Brainstorm I-chart How to Work with Materials -Model correct and incorrect -Choice: Work on Writing, Read to Self, Read to Someone, Word Work</p> | 4.1.7 L.4.a-c | <p><i>The Café-</i> page 155 - I Chart <i>Listen to Reading</i></p> |

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| Week | St ory | Instructional Focus | Instructional Strategies | Standards | Resources | Assessment |
|------|---------------------|--|---|--|---|------------|
| 5 | T he Gardener | Comprehension | Recognize Literacy Elements (Narrative Elements) | 4.1.7 4.2.3 4.1.2 4.3.3 (4.2.2) (4.3.2) RI.1 RI.4 SL.1c L.5 RL.3 | CAFÉ: p. 167 | |
| | | Accuracy Phonemic Awareness and Phonics | Chunk letters and sounds together Blend Sounds; stretch and reread (Syllables CVC Spelling Pattern) | | CAFÉ p. 175 CAFÉ: P. 173 Interactive CAFÉ Menu | |
| | | Fluency Comprehension, Accuracy, Rate, Expression | Reread Text | | CAFÉ: pg. 180 Poem | |
| | | Expand Vocabulary | Use prior knowledge and context to predict and confirm meaning (Use Context to Confirm Meaning) | | CAFÉ p. 188 | |

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| Week | Story | Instructional Focus | Instructional Strategies | Standards | Resources | Assessment |
|------|--|--|--|--|------------------------------|------------|
| 6 | Do na va n's W or d Jar | Comprehension | | | CAFÉ: p. 167 CAFÉ: p. 161 | |
| | | Accuracy Phonemic Awareness and Phonics | Flip the sound (CVC and CVCe patterns) Chunk letters and sounds together (Use decoding/phonics) | 4.1.2 4.1.3 4.1.4 4.1.5 (4.2.2) 4.2.3 4.3.2 4.3.3 4.5.6 4.6.8 | CAFÉ p. 174 CAFÉ p. 175 | |
| | | Fluency Comprehension, Accuracy, Rate, Expression | Reread text | RI.1 RL.3 SL1.c L.2cd L.4 L4.a L.4b L.5 | CAFÉ: p. 180 Poem | |
| | | Expand Vocabulary | Use word parts to determine the meaning of words (Prefixes, suffixes, and roots) | | CAFÉ: pg. 187 | |

| Week | Story | Instructional Focus | Instructional Strategies | Standards | Resources | Assessment |
|------|---|--|--|---|--|------------|
| 7 | My Na me is Ma ria Isa bel | Comprehension | Recognize literacy elements (Narrative Elements) Use prior knowledge and context to predict and confirm meaning (Make and confirm predictions) | | CAFÉ: p. 167 CAFÉ p. 188 | Acuity |
| | | Accuracy Phonemic Awareness and Phonics | Flip the sound Look carefully at letters and words (Letter patterns: igh, eigh) | 4.1.2 4.1.5 (4.2.2) 4.2.3 (4.3.2) 4.3.3 RI.1 RL.3 L.4b L.5abc | CAFÉ: p. 174 Interactive CAFÉ Menu | |
| | | Fluency Comprehension, Accuracy, Rate, Expression | Reread text | | CAFÉ p. 180 Poem: | |

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| | Expand Vocabulary | | |
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| Week | St ory | Instructional Focus | Instructional Strategies | Standards | Resources | Assessment |
|------|--|--|---|--|--------------|------------|
| 8 | L ou Ge hr ig: T he Lu cki est Ma n | Comprehension | Summarize text; includes sequence of main events (Summarize) | 4.1.2 4.1.3 4.1.5 (4.2.2) 4.2.3 4.2.6 (4.3.2) 4.3.6 4.4.7 RI.1 RL.2 L.5abc L.4 L.4b | CAFÉ: p. 164 | Acuity |
| | | Accuracy Phonemic Awareness and Phonics | Chunk letters and sounds together (Word Structure: Compound words) | | CAFÉ: p. 175 | |
| | | Fluency Comprehension, Accuracy, Rate, Expression | Reread text | | Poem: | |
| | | Expand Vocabulary | Use word parts to determine the meaning of words (Word Structure: Compound words) (Prefixes, suffixes, and roots) | | CAFÉ p. 187 | |

| Week | St ory | Instructional Focus | Instructional Strategies | Standards | Resources | Assessment |
|------|--------------------------------|----------------------|---|---|--------------|------------|
| | A me lia a nd r | Comprehension | Use text features (Locate information) | 4.1.2 4.1.3 4.1.5 (4.2.2) 4.2.3 (4.3.2) 4.3.3 4.4.5 | CAFÉ: p. 163 | |

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| | <p>Accuracy Phonemic Awareness and Phonics</p> | <p>Flip the sound (Letter patterns: ough)</p> <p>Skip the word then come back (Read ahead)</p> | <p>CAFÉ: p. 174</p> <p>CAFÉ: p. 176</p> |
| | <p>Fluency Comprehension, Accuracy, Rate, Expression</p> | <p>Reread</p> | <p>CAFÉ: p. 180</p> <p>Poem:</p> |
| | <p>Expand Vocabulary</p> | | |

| Week | St ory | Instructional Focus | Instructional Strategies | Standards | Resources | Assessment |
|------|--|---|---|---|---------------------------------------|------------|
| 10 | T he B a k e r's N e i g h b o r | <p>Comprehension</p> | <p>Recognize and explain cause and effect relationships (Cause and effect)</p> | <p>4.1.3 4.1.5 (4.2.2) 4.2.3 (4.2.6) (4.3.2) 4.3.3 (4.3.5) 4.5.3 RI.1 RL.3 L.2d L.4 L.4b W7</p> | <p>CAFÉ: p. 168</p> | |
| | | <p>Accuracy Phonemic Awareness and Phonics</p> | <p>Flip the sound (Letter patterns: consonants-s,-c, and -j,-g)</p> <p>Chunk letters and sounds together (Use decoding and phonics)</p> | | <p>CAFÉ p. 174</p> <p>CAFÉ p. 175</p> | |
| | | <p>Fluency Comprehension, Accuracy, Rate, Expression</p> | <p>Reread text</p> | | <p>Poem:</p> | |
| | | <p>Expand Vocabulary</p> | | | | |

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| Week | Story | Instructional Focus | Instructional Strategies | Standards | Resources | Assessment |
|------|--------------------------|---|---|---|--------------------------------|------------|
| 11 | The Emperor and the Kite | Comprehension | Recognize literacy elements (Narrative Elements) Check for understanding (Self-Question) | (4.2.2) 4.2.3 (4.3.2) 4.3.3 (4.3.5) 4.3.6 4.4.7 RI.1 RL.2 RL.3 W8 | CAFÉ p. 167 CAFÉ p. 154 | |
| | | Accuracy Phonemic Awareness and Phonics | Chunk letters and sounds together (Word Structure: Compound words) | | CAFÉ: p. 175 | |
| | | Fluency Comprehension, Accuracy, Rate, Expression | Reread | | CAFÉ p. 180 Poem: | |
| | | Expand Vocabulary | | | | |

| Week | Story | Instructional Focus | Instructional Strategies | Standards | Resources | Assessment |
|------|-----------------------|---|---|--|--------------|------------|
| 12 | Nights of the Puffins | Comprehension | Summarize text: include sequence of main events (Summarize) | 4.1.2 4.1.3 (4.2.2) 4.2.3 (4.2.4) (4.3.2) 4.3.6 4.4.7 RI.1 RL.2 L.4 L.5abc W8 | CAFÉ: p. 165 | |
| | | Accuracy Phonemic Awareness and Phonics | Use beginning and ending sounds (syllables: open syllables) | | CAFÉ: p. 172 | |

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|--|---|---|---------------------------|
| | Fluency Comprehension, Accuracy, Rate, Expression | Adjust and apply different reading rates to match text (Adjust reading rate) | Poem: CAFE: p. 182 |
| | Expand Vocabulary | | |

| Week | St ory | Instructional Focus | Instructional Strategies | Standards | Resources | Assessment |
|------|--|---|--|---|---------------------------------|------------|
| 13 | T he G a r d e n o f H a p p i n e s s | Comprehension | Recognize and explain cause and effect relationships (Cause and effect) Make and adjust predictions: use text to confirm (Make and confirm predictions) | 4.1.2 4.1.7 (4.2.2) 4.2.3 (4.2.6) (4.3.2) 4.3.3 (4.4.6) 4.4.7 RI.1 RI.4 RL.3 L.5abc W8 | CAFÉ: p. 168 CAFÉ p. 161 | |
| | | Accuracy Phonemic Awareness and Phonics | Use beginning and ending sounds (Closed syllables) | | CAFÉ: p. 172 | |
| | | Fluency Comprehension, Accuracy, Rate, Expression | Reread text | | CAFE: p. 180 Poem: | |
| | | Expand Vocabulary | | | | |

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| Week | Story | Instructional Focus | Instructional Strategies | Standards | Resources | Assessment |
|------|-------------------------|---|--|--|---------------------------------|------------|
| 14 | How to Babysit an Organ | Comprehension | Summarize text: include sequence of main events (Summarize) Use text features (Use text structure and format) | 4.1.3 4.2.1 (4.2.2) 4.2.3 (4.2.6) (4.3.2) 4.3.6 4.4.7 RI.1 RI.5 RL.2 L.4 W8 | CAFÉ: p. 164 CAFÉ p. 163 | |
| | | Accuracy Phonemic Awareness and Phonics | Look carefully at letters and word (Syllables: VV syllable pattern) | | Interactive CAFÉ menu | |
| | | Fluency Comprehension, Accuracy, Rate, Expression | Reread text | | CAFÉ: p. 180 Poem: | |
| | | Expand Vocabulary | | | | |

| Week | Story | Instructional Focus | Instructional Strategies | Standards | Resources | Assessment |
|------|----------------------|---|---|---|--------------|------------|
| 15 | Sarah Plain and Tall | Comprehension | Infer and support with evidence (Draw conclusions) | 4.1.2 4.2.1 (4.2.2) 4.2.3 (4.2.4) 4.2.5 (4.2.6) (4.3.2) 4.3.3 (4.3.5) 4.4.7 (4.4.8) RI.1 RI.5 RI.9 RL.3 L.5abc | CAFÉ: p. 162 | |
| | | Accuracy Phonemic Awareness and Phonics | Skip the word, then come back (Read ahead) | | CAFÉ: p. 176 | |

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|--|--|---|---|---------------------------|
| | | Fluency Comprehension, Accuracy, Rate, Expression | Reread text | CAFE: p. 180 Poem: |
| | | Expand Vocabulary | Use dictionaries, Thesauruses, and glossaries as tools (Syllables: accent marks) | CAFÉ: p. 190 |

| Week | St ory | Instructional Focus | Instructional Strategies | Standards | Resources | Assessment |
|------|------------------------------|---|--|--|---------------------------|------------|
| 16 | St eal ing Ho me | Comprehension | Compare and contrast within and between text (Compare and contrast) | 4.1.7 (4.2.2) 4.2.3 4.2.5 (4.3.2) 4.3.3 (4.3.5) 4.4.7 RI.1 RI.4 RI.9 RL.3 W8 | CAFÉ: p. 169 | Acuity |
| | | Accuracy Phonemic Awareness and Phonics | Flip the sound (Syllable schwa) | | CAFÉ p. 174 | |
| | | Fluency Comprehension, Accuracy, Rate, Expression | Reread Text | | CAFÉ: p. 180 Poem: | |
| | | Expand Vocabulary | Use prior knowledge and context to predict and confirm meaning (Use context to confirm meaning) | | CAFÉ: p. 188 | |

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| Week | Story | Instructional Focus | Instructional Strategies | Standards | Resources | Assessment |
|------|-----------------------------|--|---|---|---------------------------------|------------|
| 17 | The Cricket in Times Square | Comprehension | Infer and support with evidence (Draw conclusions) Make a picture or mental image (Create mental images) | 4.1.2 4.1.3 4.1.6 (4.2.2) 4.2.3 (4.2.4) (4.3.2) 4.3.3 4.4.5 4.4.7 RI.1 RL.3 L.4 L4.bc L.5abc W8 | CAFÉ: p. 162 CAFÉ p. 159 | Acuity |
| | | Accuracy Phonemic Awareness and Phonics | Use beginning and ending sounds (Word structure: root word + inflection, -es, -ing, -ed) | | CAFÉ p. 172 | |
| | | Fluency Comprehension, Accuracy, Rate, Expression | Reread Text | | CAFÉ: p. 180 Poem: | |
| | | Expand Vocabulary | | | | |

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| Week | St ory | Instructional Focus | Instructional Strategies | Standards | Resources | Assessment |
|------|---|---|---|--|---------------------------------|------------|
| 18 | T wo Lan ds, O ne He art | Comprehension | Monitor and fix-up: Back up and reread (Reread to clarify) Compare and contrast within and between a text (Compare and contrast) | 4.1.3 (4.2.2) 4.2.3 4.2.5 (4.3.2) 4.3.3 4.4.7 (4.4.8) RI.1 RI.9 RL.3 L.4 W8 | CAFÉ p. 155 CAFÉ: p. 169 | |
| | | Accuracy Phonemic Awareness and Phonics | | | | |
| | | Fluency Comprehension, Accuracy, Rate, Expression | Reread Text | | CAFÉ: p. 180 Poem: | |
| | | Expand Vocabulary | Use word parts to determine the meaning of words (Compound words) | | CAFÉ: p. 187 | |

| Week | St ory | Instructional Focus | Instructional Strategies | Standards | Resources | Assessment |
|------|---|---|---|--|--------------------------------|------------|
| 19 | Lo ok to th e No rth : A W olf P up Di ary | Comprehension | Use text features (Use text structure and format) Summarize text: include sequence of events (Summarize) | 4.1.5 4.2.1 (4.2.2) 4.2.3 (4.2.6) (4.3.2) 4.3.6 4.4.7 RI.1 RI.5 RL.2 L.4 W8 | CAFÉ p. 163 CAFÉ p. 164 | |
| | | Accuracy Phonemic Awareness and Phonics | Flip the sound (Letter patterns: consonants -s, -c, and -j, -g) | | CAFÉ: p. 174 | |

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| | | | | |
|--|---|-------------|--|---------------------------|
| | Fluency Comprehension, Accuracy, Rate, Expression | Reread text | | CAFÉ: p. 180 Poem: |
| | Expand Vocabulary | | | |

| Week | St ory | Instructional Focus | Instructional Strategies | Standards | Resources | Assessment |
|------|---|---|---|---|----------------------|--|
| 20 | T he K i d's I n v e n t i o n B o o k | Comprehension | Use main idea and supporting details to determine importance (Main idea and details) | | CAFÉ: p. 165 | Fountas and Pinnell Benchmark Assessment |
| | | Accuracy Phonemic Awareness and Phonics | Chunk letters and sounds together (Syllables: VCCV, Syllable pattern) | 4.1.3 4.1.6 4.2.1 (4.2.2) 4.2.3 (4.3.2) 4.4.3 4.4.7 RI.1 RI.5 L.4 | CAFÉ: p. 175 | |
| | | Fluency Comprehension, Accuracy, Rate, Expression | Reread text Adjust and apply different reading rates to match text (Adjust reading rate) | L.4bc W2a W8 | CAFÉ p. 180 Poem: | |
| | | Expand Vocabulary | | | CAFÉ p. 188 | |

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| Week | St ory | Instructional Focus | Instructional Strategies | Standards | Resources | Assessment |
|------|--|--|---|---|--------------|--|
| 21 | En cy clo pe dia Br ow n: T he Ca se of Pa bl o's No se | Comprehension | Summarize text: include sequence of main events (Sequence) | 4.1.2 4.1.3 4.1.6 (4.2.2) 4.2.3 (4.3.2) 4.4.7 RI.1 L.4 L4bc L.5abc W8 | CAFÉ: p. 165 | Fountas and Pinnell Benchmark Assessment |
| | | Accuracy Phonemic Awareness and Phonics | Skip the word, then come back (Read ahead) | | CAFÉ: p. 176 | |
| | | Fluency Comprehension, Accuracy, Rate, Expression | | | Poem: | |
| | | Expand Vocabulary | Use word parts to determine meaning (Word structure: prefix + root word) | | CAFÉ p. 187 | |

| Week | St ory | Instructional Focus | Instructional Strategies | Standards | Resources | Assessment |
|------|--|---|---|--|--------------|--|
| 22 | In th e Da ys of Ki ng Ad ob e | Comprehension | Summarize text: Include sequence of main events (Main Idea and Details) Back up and reread (Reread to Clarify) | 4.1.2 (4.2.2) 4.2.3 (4.3.1) (4.3.2) (4.3.2) 4.3.3 4.3.4 4.4.7 RI.1 RL.3 RL.9 L.5abc W8 | CAFÉ: p. 165 | Fountas and Pinnell Benchmark Assessment |
| | | Accuracy Phonemic Awareness and Phonics | Use beginning and ending sounds (Syllables: Open and closed syllables) | | CAFÉ: p. 155 | |

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|--|---|--|--|-------|
| | Fluency Comprehension, Accuracy, Rate, Expression | | | Poem: |
| | Expand Vocabulary | | | |

| Week | Story | Instructional Focus | Instructional Strategies | Standards | Resources | Assessment |
|------|------------------|---|---|--|--------------|--|
| 23 | Red Writing Hood | Comprehension | Summarize text: include sequence of main events (Sequence) Make a picture or a mental image (Create Mental Images) | 4.1.3 (4.2.2) 4.2.3 (4.3.2) 4.3.4 4.4.7 RI.1 RL.9 L.4 W8 | CAFÉ: p. 164 | Fountas and Pinnell Benchmark Assessment |
| | | Accuracy Phonemic Awareness and Phonics | Chunk letters and sounds together (Syllables: VV Syllable Pattern) | | CAFÉ: p. 159 | |
| | | Fluency Comprehension, Accuracy, Rate, Expression | | | CAFÉ: p. 175 | |
| | | Expand Vocabulary | | | Poem: | |
| | | | | | | |

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| Week | Story | Instructional Focus | Instructional Strategies | Standards | Resources | Assessment |
|------|---|---|--|--|---------------------------------|------------|
| 24 | One Grain of Rice: A Mathematical Folk Tale | Comprehension | Compare and contrast within and between text (Compare and Contrast) Make and adjust predictions: Use text to confirm (Make and Confirm Predictions) | 4.1.3 4.1.5 (4.2.2) 4.2.3 4.2.5 (4.3.2) 4.3.3 4.3.4 4.4.7 (4.4.8) RI.1 RI.9 RL.3 RL.9 L.4 L.4b W8 | CAFÉ: p. 169 CAFÉ: p.161 | Acuity |
| | | Accuracy Phonemic Awareness and Phonics | | | CAFÉ: p. 172 | |
| | | Fluency Comprehension, Accuracy, Rate, Expression | | | Poem: | |
| | | Expand Vocabulary | Use word parts to determine the meaning of words (Word Structure: Root Word + Suffix) | | CAFÉ: p. 187 | |

| Week | Story | Instructional Focus | Instructional Strategies | Standards | Resources | Assessment |
|------|-------|----------------------|---|---|----------------------------------|------------|
| 25 | Fire! | Comprehension | Use text features (Elements of nonfiction: Text structure) Summarize text: Include sequence of main events (Summarize) | 4.1.3 4.2.1 (4.2.2) 4.2.3 (4.2.6) (4.3.2) 4.3.6 4.4.7 4.5.3 RI.1 RI.5 RL.2 L.4 W7 W8 | CAFÉ: p. 163 CAFÉ: p. 164 | Acuity |

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|--|--|--|---------------------------|--|--------------|
| | | Accuracy Phonemic Awareness and Phonics | Flip the Sound (Schwa) | | CAFÉ: p. 174 |
| | | Fluency Comprehension, Accuracy, Rate, Expression | | | Poem: |
| | | Expand Vocabulary | | | |

| Week | St ory | Instructional Focus | Instructional Strategies | Standards | Resources | Assessment |
|------|---|--|--|---|--------------|------------|
| 26 | A V e r y I m p o r t a n t D a y | Comprehension | Determine and analyze author's purpose and support with text (Author's Purpose) | 4.1.2 4.1.3 4.1.5 (4.2.2) 4.2.3 (4.3.2) 4.3.3 4.4.7 (4.4.8) RI.1 RL.3 L.4 L.4b L.5abc W8 | CAFÉ: p. 166 | Acuity |
| | | Accuracy Phonemic Awareness and Phonics | Chunk Letter and Sounds Together (cle Syllable Pattern) (Use decoding and phonics) | | CAFÉ: p. 175 | |
| | | Fluency Comprehension, Accuracy, Rate, Expression | | | Poem | |
| | | Expand Vocabulary | | | | |

| Week | St ory | Instructional Focus | Instructional Strategies | Standards | Resources | Assessment |
|------|---|---|--------------------------|--|-----------|------------|
| 27 | S a g u a r o C a c t u s | Comprehension | | 4.1.3 4.1.6 4.2.1 (4.2.2) 4.2.3 (4.3.2) 4.4.7 RI.1 RI.5 L.4 L.4bc W8 | | |
| | | Accuracy Phonemic Awareness and Phonics | | | | |

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|--|---|--|----------------------------------|
| | Fluency Comprehension, Accuracy, Rate, Expression | Adjust and apply different reading rates to match text (Adjust reading rate) | CAFÉ: p. 182 Poem: |
| | Expand Vocabulary | Use dictionaries, thesauruses, and glossaries as tools (Syllables: Unaccented Syllables) Use pictures, illustrations, and diagrams (Elements of nonfiction: text structure) | CAFÉ: p. 190 CAFÉ: p. 186 |

| Week | St ory | Instructional Focus | Instructional Strategies | Standards | Resources | Assessment |
|------|----------------------------|---|---|---|---------------------------------|------------|
| 28 | Bl ue Wi llo w | Comprehension | Determine and analyze author's purpose and support with text (Author's Purpose) Summarize text: Include sequence of main events (Summarize Text) | 4.1.2 4.1.3 4.1.6 (4.2.2) 4.2.3 (4.2.6) (4.3.2) 4.3.3 (4.3.5) 4.3.6 4.4.7 RI.1 RL.3 RL.2 L.4 L.4bc L.5abc W8 | CAFÉ: p.166 CAFÉ: p. 164 | ISTEP+ |
| | | Accuracy Phonemic Awareness and Phonics | Use Beginning and Ending Sounds (Word Structure: Root Word + Inflection) | | CAFÉ: p. 172 | |
| | | Fluency Comprehension, Accuracy, Rate, Expression | | | Poem | |
| | | Expand Vocabulary | | | | |

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| Week | Story | Instructional Focus | Instructional Strategies | Standards | Resources | Assessment |
|------|--------------|---|---|---|--------------|------------|
| 29 | In My Family | Comprehension | Summarize text: Include sequence of main events (Sequence) | Reading <ul style="list-style-type: none"> RF.4.a, RF.4.b, RF.4.c, RL.10, RL.2, 2.2.5 Phonics RF.3.f, 2.1.2 | CAFÉ: p. 164 | ISTEP+ |
| | | Accuracy Phonemic Awareness and Phonics | Cross Checking (Letter Patterns: Words with Silent Letters) | | CAFÉ: p. 170 | |
| | | Fluency Comprehension, Accuracy, Rate, Expression | | | Poem: | |
| | | Expand Vocabulary | Use prior knowledge and context to predict and confirm meaning (Use context to confirm meaning) | | CAFÉ: p. 188 | |

| Week | Story | Instructional Focus | Instructional Strategies | Standards | Resources | Assessment |
|------|-------|---------------------|--------------------------|-----------|-----------|------------|
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|----|---------------------|--|--|---|--------------|--|
| 30 | The Gold Rush | Comprehension | (Fact and Opinion) Use text features (Use text structure and format) | 4.1.3 4.1.4 4.2.1 (4.2.2) 4.2.3 4.2.5 (4.2.6) (4.3.2) 4.4.5 4.4.7 RI.1 RI.5 RI.9 RL.4 L.4 W8 | CAFÉ: p. 163 | |
| | | Accuracy Phonemic Awareness and Phonics | | | | |
| | | Fluency Comprehension, Accuracy, Rate, Expression | | | Poem: | |
| | | Expand Vocabulary | Use Word Parts to Determine the Meaning of Words (Word Structure: Root + Root) | | CAFÉ: p. 187 | |

| Week | St ory | Instructional Focus | Instructional Strategies | Standards | Resources | Assessment |
|------|---------------------------------------|--|---|---|--------------|------------|
| 31 | I Have Heard of a Land | Comprehension | Ask questions throughout the reading process (Self Question) | 4.1.2 4.1.6 (4.2.2) 4.2.3 (4.3.2) 4.3.3 (4.5.4) 4.4.7 RI.1 RL.3 L.4bc L.5abc W8 | CAFÉ: p. 160 | |
| | | Accuracy Phonemic Awareness and Phonics | Chunk Letter and Sounds Together (Letter Patterns: words with -augh) | | CAFÉ: p. 175 | |
| | | Fluency Comprehension, Accuracy, Rate, Expression | | | Poem: | |
| | | Expand Vocabulary | Use prior knowledge and context to predict and confirm meaning (Word Relationships) | | CAFÉ p. 188 | |

| Week | St ory | Instructional Focus | Instructional Strategies | Standards | Resources | Assessment |
|------|-----------|---------------------|--------------------------|-----------|-----------|------------|
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|----|--|--|--|---|--------------|--|
| 32 | Paul Bunyan and Babe the Blue Ox | Comprehension | (Fact and opinion) Make a picture or mental image (Create mental images) | 4.1.2 (4.2.2) 4.2.3 (4.2.6) (4.3.1) (4.3.2) 4.4.7 RI.1 L.5abc W8 | CAFÉ: p. 163 | |
| | | Accuracy Phonemic Awareness and Phonics | Blend sounds; stretch and reread (Syllables: VCCV syllable pattern) | | CAFÉ: p. 173 | |
| | | Fluency Comprehension, Accuracy, Rate, Expression | | | Poem: | |
| | | Expand Vocabulary | | | | |

| Week | St ory | Instructional Focus | Instructional Strategies | Standards | Resources | Assessment |
|------|---|--|---|--|---------------------------------|--|
| 33 | Fly Trap s! Pian ts Tha t Bite Bac k | Comprehension | Back up and Reread (Reread To Clarify) | 4.1.2 4.1.4 4.2.1 (4.2.2) 4.2.3 (4.3.2) 4.4.7 RI.1 RI.5 RL.4 L.5abc W8 | CAFÉ: p. 155 | Fountas and Pinnell Benchmark Assessment |
| | | Accuracy Phonemic Awareness and Phonics | Look carefully at letters and words (Syllables: VCV Syllable Pattern) | | CAFÉ: Interactive CAFÉ Board | |
| | | Fluency Comprehension, Accuracy, Rate, Expression | | | Poem: | |
| | | Expand Vocabulary | Use prior knowledge and context to predict and confirm meaning (Word Relationships) | | CAFÉ: p. 188 | |

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| Week | Story | Instructional Focus | Instructional Strategies | Standards | Resources | Assessment |
|------|----------------------|---|---|--|--------------|--|
| 34 | The Down and Up Fall | Comprehension | Determine and analyze author's purpose and support with text (Author's Purpose) Ask questions throughout the reading process (Self question) | Reading • RF.4.a, RF.4.b, RF.4.c, RL.10, Phonics RF.3.e, RF.3.f, 2.1.2 | CAFÉ: p. 166 | Fountas and Pinnell Benchmark Assessment |
| | | Accuracy Phonemic Awareness and Phonics | | | CAFÉ: p. 160 | |
| | | Fluency Comprehension, Accuracy, Rate, Expression | | | Poem: | |
| | | Expand Vocabulary | Use word parts to determine the meaning of words (Word Structure: Prefix + Root Word + Suffix) | | CAFÉ: p. 187 | |

| Week | Story | Instructional Focus | Instructional Strategies | Standards | Resources | Assessment |
|------|-------|---------------------|--------------------------|-----------|-----------|------------|
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|----|---|---|--|-------|--------|
| 35 | Comprehension | (Concepts in a historical, scientific, or technical text) (Compare and contrast a firsthand and a secondhand account) (Poems, dramas, and prose) (Make connections between text, drama & visual or oral presentations) | Not Covered in Scope and Sequence RI.3 RI.6 RL.5 RL.7 RL.6 4.3.7 4.2.7 | | ISTEP+ |
| | Accuracy Phonemic Awareness and Phonics | | | | |
| | Fluency Comprehension, Accuracy, Rate, Expression | | | Poem: | |
| | Expand Vocabulary | | | | |