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<th>Time Frame</th>
<th>Unit of Study</th>
<th>Key Learning of Unit</th>
<th>Student Outcomes</th>
<th>Benchmark (At end of time frame)</th>
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| September      | Building Reading Habits: Thinking Like a Reader | Readers actively apply metacognitive strategies to make inferences as they read. | • I can define inference and explain how a reader uses details and examples form a text to reach a logical conclusion.  
• I can read closely and find answers explicitly in text. I can analyze an author’s words and refer to details and examples needed to support both explicit and inferential questions. | P                               |
| October-November | Following Characters into Meaning | Readers explore draw conclusions about characters to identify main ideas and themes. | • I can define theme.  
• I can analyze details in a text to determine a theme.  
• I can define summary.  
• I can write a summary using details from the text. | P-Q                             |
| December-January | Reflecting and Evaluating My Reading | Readers identify cause and effect relationships in texts to deepen understanding as they read. | • I can closely read complex grade level text.  
• I can reread a text to find more information or clarify ideas.  
• I can use reading strategies to help me understand difficult complex text. | Q                               |
## Grade 4
### Scope and Sequence

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<tr>
<td>February-March</td>
<td>Strengthening Literary</td>
<td>Readers use prior knowledge to form new ideas and opinions about texts.</td>
<td>- I can define inference and explain how a reader uses direct quotes from a text to reach a logical conclusion.</td>
<td>R</td>
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|                  | Discussions                   | Readers evaluate information along with their life experiences in order to draw conclusions. | - I can read closely and find answer explicitly in text.  
- I can read closely and find answer that require an inference.  
- I can analyze an author's words and find details and examples to support both explicit and inferential questions.                                                                                           |                                  |
|                  |                               | Readers expand on others’ ideas to develop new understandings.                       |                                                                                                                                                                                                                |                                  |
| March-April      | Broadening my Reading         | Reading interpret narrative and non-fiction texts to synthesize understandings.       | - I can identify the issues “tucked inside” the text I read.  
- What does that tell us about the author's message?  
- I can identify basic points of view as first person and third person.  
- I can determine a narrator’s or speaker’s point of view in a story.  
- I can compare the point of view in different stories.  
- I can contrast the point of view in different stories.                                                                                                        | R-S                              |
|                  |                               |                                                                                      |                                                                                                                                                                                                                |                                  |
| May              | Reading Across Genres         | Readers identify the unique characteristics specific to different genres.             | - I can identify the main characters, supporting characters, and the qualities those characters have.  
- I can identify the patterns in different types of genres.  
- I can use the patterns of a given genre and write a piece that reflects those elements.                                                                                               | S                                |