**Re-Entry Instructional Plan - Rivercrest Ready!**

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| **4th Grade                                                          Essential Standards for Content Area: Literacy/Reading        Created May 2020****Created by Daniel Brewer and Alexx Conley** |
| **Essential Standards Taught During the School Year (Majority of Students at Mastery)** | **Essential Standards We Addressed but Needed More Time****(Not Yet at Mastery at majority of students)** | **Essential Standards for 4th Quarter/Not Yet Taught****(Mastery Not Known)** |
| **Standard: RL4.1:** Explicit Details/Making                                   Inferences**Standard: RL4.2/**Theme/Summary**Standard: RL4.3**/Describe Char/Setting**Standard: RL4.6**/Point of View Narration**Standard: 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.**Standard: RL4.4:** Meanings of       words/phrases/figurative lang,**Standard: RI.4.2** Examine a grade-appropriate informational text. ● Provide a summary. ● Determine the main idea of a text and explain how it is supported by key details (of informational) | Standard: RL4.5: Poems/DramaStandard:RI.4.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical textsStandard: 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.Standard: 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.Standard: 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.Standard: 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 (We didn’t really get into the informational texts in Journeys because those are in the last two units.)Standard: 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 | Standard: RL4.7/Compare a drama to textStandard: RL.4.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events in stories and traditional literature from different cultures.Standard: RI.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.Standard RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.Standard: RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. |

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| **Essential Standards(Boulders) - Grade: 4                                  Content: Reading****NOTE: Most reading literacy standards will spiral back in each selection.** |
| **Quarter 1** | **Quarter 2** | **Quarter 3** | **Quarter 4** |
| RL4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text | RL4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text-**con’t/spiral** | 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. | 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.  |
| RL4.2: Examine a grade-appropriate literary text. ● Provide a summary. ● Determine a theme of a story, drama, or poem from details in the text | RL4.2: Examine a grade-appropriate literary text. ● Provide a summary. ● Determine a theme of a story, drama, or poem from details in the text/**con’t/spiral** | RI.4.2 Examine a grade-appropriate informational text. ● Provide a summary. ● Determine the main idea of a text and explain how it is supported by key details | RI.4.2 Examine a grade-appropriate informational text. ● Provide a summary. ● Determine the main idea of a text and explain how it is supported by key details |
| 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, actions). | 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, actions). **con’t/spiral** | 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.4.3 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. |
| RL.4.4 Determine the meaning of words and phrases as they are used in a text, including figurative language. | RL.4.4 Determine the meaning of words and phrases as they are used in a text, including figurative language. **con’t/spiral** | 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 | 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. |
| 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.4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations-**con’t/spiral** |  | 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 |
| RI.4.8 Explain how an author uses reasons and evidence to support particular points in a 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.4.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts | RI.4.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts | RI.4.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts |  |
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| **Standards(Rocks) - Grade:                                   Content:** |
| **Quarter 1** | **Quarter 2** | **Quarter 3** | **Quarter 4** |
| RL.4.5 Compare and contrast the structural elements of poems (e.g., verse, rhythm, meter), drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions), and prose. | 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 | 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. | RI.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. |
| RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text | RI.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. | RI.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. | 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. |
| RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. | RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text. | RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text. | RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. |
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