

| 4th Grade  | Reading Literature & Informational Text                  |   |   |                             |  | Common Core  | CRAFT Menu  |
|--|--|---|---|-----------------------------|--|--|---|
| C  | R  |   |   |                             | A  | F  | T   |
| Comprehension  | Respond  |   |   |                             | Attributes   | Foundations  | Text...Tone...Type  |
| The strategies readers use to make sense of the text in order to remember, enjoy, and use what we read.<br>I can...  | In my "Notebook" I make my thinking visible.<br>I use... |   |   |                             | I show the traits of a 21 <sup>st</sup> century learner.<br>I am strong in...  | I work accurately and fluently to make meaning.<br>I can...  | I read like a writer to make sense of the text<br>I can...  |
| KEY IDEAS and DETAILS  | CHOICES for RESPONSE for each CORE section               |   |   |                             | Habitudes of 21st Learner  |  | TEXT - STRUCTURE  |
| (4.6) Literature & Informational<br>I CAN express my own opinion apart from that of the author, narrator, or those of the characters.                            | <u>Cooking Up Inferences</u>                             | <u>Double Entry Diary</u>                 | <u>Sticky Notes</u>                             | <u>3 Step Ladder to FQR</u> | <b>IMAGINATION</b><br>I use my imagination to be creative, cope with & solve problems, and to learn about myself and the world around me.                            | (RF 4.3)<br>I CAN use my knowledge of letter sounds and patterns to decode words.  | (RL 4.5) Literature<br>I CAN explain major differences between poems/drama/prose, and refer to the structural elements of poems and drama when writing or speaking.                             |
| (4.1) Literature<br>I CAN refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.       | <u>Text Code with a Purpose in Mind</u>                  | <u>It Says, I Say, So</u>                 | <u>Cooking Up Inferences</u>                    | <u>Quoting the Text</u>     | <b>SELF-AWARENESS</b><br>I recognize my strengths and weaknesses as a reader, a writer, and a learner.   | (RF 4.3)<br>I CAN use my analysis of word structure to help me decode unfamiliar multi-syllabic words.   | (RI-4.5) Informational<br>I CAN describe the overall structure (chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. |
| (RI-4.1) Informational<br>I CAN refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. | <u>Back It Up with KEY Points</u>                        | <u>Inferring the Meaning of New Words</u> | <u>Inferring Putting Puzzle Pieces Together</u> |                             | <b>PASSION</b><br>I am "passion-driven" sharing my individual uniqueness and brilliance with the world.  |  | (RI-4.6) Informational<br>I CAN compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.             |
|  |  |   |   |                             |  |  | <b>TONE</b> - I can determine word choice and voice while I read.   |
| (RL 4.2) Literature<br>I CAN determine a theme of a story, drama, or poem from details in the text.  | <u>Cheer It in "4"</u>                                   | <u>Character Cash</u>                     |   | <u>Text-to-Self</u>         | <b>PERSEVERANCE</b><br>I strive every day to show commitment in my school work and push through any difficulties.<br>I strive to handle difficult situations calmly. |  | (RL-4.4) Literature<br>I CAN determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology.                   |
| (RL 4.2) Literature<br>I CAN use strategies to show the main idea and key details from the text while summarizing the text.                                      | <u>FAST</u>  | <u>Analyze Characters with WALLY</u>      | <u>Double Entry Diary</u>                       | <u>Text-to-Text</u>         |  | (RI-4.4) Informational<br>I CAN determine the meaning of unknown words by using context clues and the author's use of definitions, restatement, and example. |   |
|  | <u>Character Report Card</u>                             |   | <u>Back It Up with Key Points</u>               | <u>Text-to-World</u>        |  |  |   |
| (RI 4.2) Informational<br>I CAN determine the main idea of a text and explain how it is supported by key details; summarize the text.                            | <u>Note-taking with a GROOVE</u>                         | <u>Back It Up with KEY Points</u>         | <u>Shake It Up with Read &amp; Pause</u>        |                             | <b>COURAGE</b><br>I can confront challenges, take risks, and overcome my fears.  |  | (RL-4.6) Literature<br>I CAN compare/contrast points of view from different stories narrated, including first & third-person narrations.  |
|  | <u>"I" Note Taking</u>                                   | <u>Climb the 3 Step Ladder</u>            | <u>Informational 2/3 Sided Note Taking</u>      |                             | <b>CURIOSITY</b><br>I use my curiosity to ask questions and seek answers.  |  | (RI 4.6) Informational<br>I CAN compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.             |

| C   | R  |  |                                     | A  | F   | T  |
|---|--|--|-------------------------------------|--|---|--|
| Comprehension   | Respond  |  |                                     | Attributes   | Foundations   | TYPE of Communication & Tools  |
| <p>The strategies readers use to make sense of the text in order to remember, enjoy, and use what we read.<br/>I can...</p>   | <p>In my "Notebook" I make my thinking visible.<br/>I use...</p> |  |                                     | <p>I show the traits of a 21st century learner.<br/>I am strong in...</p>  | <p>I work accurately and fluently to make meaning.</p>  | <p>I can use a variety of tools to COMMUNICATE.<br/>I can...</p>   |
| <p><b>(RL 4.3) Literature</b><br/>I CAN describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (a character's thoughts, words, or actions).</p>                    | <p><u>Double Bubble Connection</u></p>                           | <p><u>It Says...I Say...So...</u></p>    | <p><u>Text Connections</u></p>      | <p><u>The Leader in Me</u></p>   |   | <p><b>(RL-4.7) Literature</b><br/>I CAN make connections between the text of a story and a visual/oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.</p>   |
| <p><b>(RI 4.3) Informational</b><br/>I CAN 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.</p> | <p><u>Shake It UP with Read &amp; Pause</u></p>                  | <p><u>Back It UP with Key Points</u></p> | <p><u>Examine Relationships</u></p> | <p><b>Habit 1:<br/>Be Proactive</b></p>                                    |   | <p><b>(RI-4.7) Informational</b><br/>I CAN interpret information presented visually, orally, or quantitatively (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.</p>                |
|   |  |  |                                     |  |   |  |
| <p><b>(RI 4.8) Informational</b><br/>I CAN explain how an author uses reasons and evidence to support particular points in a text.</p>  | <p><u>Back It UP with Key Points</u></p>                         | <p><u>Note-taking with A GROOVE</u></p>  |                                     | <p><b>Habit 2:<br/>Begin with the End in Mind</b></p>                      | <p><b>(RF 4.4.A)</b><br/>I CAN read grade-level text with purpose and understanding.</p>  | <p><b>(W 4.6) Writing</b><br/>I CAN with some guidance and support from adults, use technology, (Internet), to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p> |
|   | <p><u>Can... Has...Is...</u></p>                                 | <p><u>Informational Note-taking</u></p>  |                                     | <p><b>Habit 3:<br/>Put First Things First</b></p>                          | <p><b>(RF-4.4.B)</b><br/>I CAN read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> |  |
| <p><b>(RL-4.9) Literature</b><br/>I CAN compare/contrast the treatment of similar themes/topics/patterns of events in stories, myths, and literature from different cultures.</p>   | <p><u>Double Bubble Connections</u></p>                          | <p><u>Double Entry Diary</u></p>         |                                     | <p><b>Habit 4:<br/>Think Win-Win</b></p>                                   | <p><b>(RF 4.4.C)</b><br/>I CAN use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>               | <p><b>(RI 4.10) Informational</b><br/>I CAN read and understand information reading from multiple subject areas (S.S., Science, Math).</p>   |
| <p><b>(RI 4.9) Informational</b><br/>I CAN integrate information from two texts on the same topic to write or speak about the subject knowledgeably.</p>  | <p><u>Shake It UP with Read &amp; Pause</u></p>                  | <p><u>Climb the 3 Step Ladder</u></p>    | <p><u>"I" Note Taking</u></p>       | <p><b>Habit 5:<br/>Seek First to Understand, Then to Be Understood</b></p> |   |  |
|   |  |  |                                     | <p><b>Habit 6:<br/>Synergize</b></p>                                       | <p><b>(RL 4.10) Literature</b><br/>I CAN read and comprehend different types of literature.</p>   |  |
| <p><b>CRAFTed by:</b></p>   | <p>Jill Nicholson - 2014</p>                                     |  |                                     |  |   |  |









