

Silver Falls School District Grade-Level Curriculum Guide  
**READING & LITERATURE, GRADE 4**

*State Requirements, Grade 5: Guiding Focus for Grades 4-5*

<p><b>Common Curriculum Goals:</b> Recognize, pronounce, and know the meaning of words in text.</p>	<p><b>Eligible content that may appear on state assessment, Grade 5:</b> Students will:</p> <ul style="list-style-type: none"> <li>• use context clues to choose the correct meaning for identified words in the reading passage.</li> <li>• use knowledge of commonly used prefixes and suffixes to help define words in context.</li> <li>• use knowledge of contractions and possessives to help determine the meaning of words in the passage.</li> <li>• use illustrations such as pictures, charts, graphs, or diagrams to determine the meaning of words in the passage.</li> </ul>
<p><b>State Content Standard:</b> Recognize, pronounce, and know the meaning of words in text by using phonics, language structure, contextual clues, and visual cues.</p>	
<p><b>State Benchmark, Grade 5:</b> Determine meanings of words using contextual and structural clues, illustrations, and other reading strategies.</p>	

*Local Goals for Grade 4 that Support the Grade 5 Benchmark*

*Goal Source*

*Teacher Notes*

WCC	District	Teacher	Supporting Goals	code *	Notes on Instruction	Notes on Assessment
✓	✓		Listen actively to selections read aloud	M		
✓	✓		Use word recognition skills to help define words in context, e.g., sight words, phonics, context clues	D RB		
✓	✓		Use semantics, syntax, and graphophonemics to help define words in context	M		
✓	✓		Use context clues to determine the meanings of words in a passage	D RB		
✓	✓		Know basic sight words at grade level	D RB		

\* **I** = introduce    **D** = develop    **RB** = All students given opportunities to reach benchmarks.    **M** = maintain    **E** = extend (opportunities to exceed benchmarks)

Local Goals for Grade 4 that Support the Grade 5 Benchmark – Word Meaning page 2

Goal Source			Teacher Notes			
WCC	District	Teacher	Supporting Goals	code *	Notes on Instruction	Notes on Assessment
✓	✓		Use knowledge of commonly used prefixes to help define words in context, e.g., multi, into, uni, bi	D RB		
✓	✓		Use knowledge of commonly used suffixes to help define words in context, e.g., able, est, ion	D RB		
✓	✓		Use knowledge of contractions to help determine the meanings of words in a passage	RB		
✓	✓		Use knowledge of possessives to help determine the meaning of words in a passage, e.g., ours, yours, their	D RB		
✓	✓		Use illustrations to help determine the meaning of words in a passage, e.g., charts, graphs, pictures	RB		

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*State Requirements, Grade 5: Guiding Focus for Grades 4-5*

<p><b>Common Curriculum Goals:</b></p> <ul style="list-style-type: none"> <li>Use a variety of reading strategies to increase comprehension and learning</li> </ul>	<p><b>Eligible content that may appear on state assessment, Grade 5:</b> Students will:</p> <ul style="list-style-type: none"> <li>use tables of contents and indexes to locate specific information.</li> <li>use information in illustrations, charts, graphs, and diagrams and tables to help understand a reading passage.</li> <li>use a glossary to locate words and/or help clarify word meaning.</li> <li>use headings to locate where needed information is likely to be found.</li> </ul>
<p><b>State Content Standard:</b> Locate information and clarify meaning by skimming, scanning, close reading, and other reading strategies.</p>	
<p><b>State Benchmark, Grade 5:</b> Locate information and clarify meaning by using illustrations, tables of contents, glossaries, indexes, headings, graphs, charts, diagrams, and/or tables.</p>	

*Local Goals for Grade 4 that Support the Grade 5 Benchmark*

**Goal Source**

**Teacher Notes**

WCC	District	Teacher	Supporting Goals	code *	Notes on Instruction	Notes on Assessment
✓	✓		Use a variety of reading strategies to increase comprehension, e.g., skimming, scanning, close reading	D M		
✓	✓		Use tables of contents and indexes to locate specific information	RB		
✓	✓		Use information in illustrations, charts, and graphs to help understand a reading passage	RB		
✓	✓		Use a glossary to locate words and/or help clarify word meaning	RB		
✓	✓		Use headings to locate where needed information is likely to be found	RB		
✓	✓		Use a variety of supportive materials, e.g., dictionary, atlas, encyclopedia, almanac, magazine, newspaper, to locate specific information	D		

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*State Requirements, Grade 5: Guiding Focus for Grades 4-5*

<b>Common Curriculum Goals:</b> <ul style="list-style-type: none"> <li>• Increase word knowledge through systematic vocabulary development.</li> </ul>	<b>NOTE: There are no content or performance standards vocabulary; vocabulary is to be taught and assessed, but scores are not to be used to determine standards attainment.</b>
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*Local Goals for Grade 4 that Support the Grade 5 Benchmark*

<i>Goal Source</i>			<i>Teacher Notes</i>			
WCC	District	Teacher	Supporting Goals	code *	Notes on Instruction	Notes on Assessment
✓	✓		Use a variety of resources to aid in the understanding of new words, e.g. dictionary, thesaurus, glossary, discussion	D		

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*State Requirements, Grade 5: Guiding Focus for Grades 4-5*

<p><b>Common Curriculum Goals:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate literal comprehension of a variety of printed materials.</li> </ul>	<p><b>Eligible content that may appear on state assessment, Grade 5:</b> Students will identify or summarize:</p> <ul style="list-style-type: none"> <li>• the order of events or a specific event from a sequence of events.</li> <li>• a statement or sentence that best indicates the main idea of the selection.</li> <li>• directly stated facts, e.g., actions or events; directions for an experiment or problem solving exercise; information from charts/graphs; names of characters, places, or things in the selection; special circumstances relevant to the story.</li> <li>• details such as key words, phrases, or sentences that explicitly state important characteristics, circumstances, or similarities and differences in characters, times, or places.</li> <li>• directly stated opinions ‡</li> </ul>
<p><b>State Content Standard:</b> Demonstrate literal comprehension of a variety of printed materials.</p>	
<p><b>State Benchmark, Grade 5:</b> Identify sequence of events, main ideas, facts, supporting details, and opinions in literary, informative, and practical selections.</p>	

*Local Goals for Grade 4 that Support the Grade 5 Benchmark*

<i>Goal Source</i>			<i>Teacher Notes</i>			
WCC	District	Teacher	Supporting Goals	code *	Notes on Instruction	Notes on Assessment
✓	✓		Recall the order of events from a selection	D		
✓	✓		Summarize a specific event from a selection	D		
✓	✓		Use a complete sentence to identify the main idea of a selection	D		
✓	✓		Identify supporting details of a literary selection , e.g., setting, characters, plot	D		
✓	✓		Identify supporting details, e.g., directions for an experiment, information from charts, graphs, factual details, from an informative selection	D		

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‡ Proposed eligible content for revised aligned benchmark. Students will first be held accountable for this content on the 1999-2000 statewide assessment

*Local Goals for Grade 4 that Support the Grade 5 Benchmark – Literal Comprehension page 2*

<i>Goal Source</i>			<i>Teacher Notes</i>			
WCC	District	Teacher	Supporting Goals	code *	Notes on Instruction	Notes on Assessment
✓	✓		Summarize a selection	D		
✓	✓		Use key words, phrases, or sentences that “show” characterization	D		
✓	✓		Identify similarities and differences in characters, times, or places	I D		
✓	✓		Identify directly stated opinions	I D		

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**READING & LITERATURE, GRADE 4**

*State Requirements, Grade 5: Guiding Focus for Grades 4-5*

<p><b>Common Curriculum Goals:</b> .</p> <ul style="list-style-type: none"> <li>• Demonstrate inferential comprehension of a variety of printed materials.</li> </ul>	<p><b>Eligible content that may appear on state assessment, Grade 5:</b>                  Students will:</p> <ul style="list-style-type: none"> <li>• identify implicit relationships such as cause and effect, sequence-time relationships, comparisons, classifications, and generalizations.</li> <li>• predict future outcomes or actions.</li> <li>• infer an author's unstated intention(s) or meaning by drawing conclusions from images, patterns, or symbols in the text.</li> </ul>
<p><b>State Content Standard:</b>                  Demonstrate inferential comprehension of a variety of printed materials.</p>	
<p><b>State Benchmark, Grade 5:</b>                  Identify relationships, images, patterns, or symbols and draw conclusions about their meanings in printed material.</p>	

*Local Goals for Grade 4 that Support the Grade 5 Benchmark*

<i>Goal Source</i>			<i>Teacher Notes</i>			
WCC	District	Teacher	Supporting Goals	code *	Notes on Instruction	Notes on Assessment
✓	✓		Identify cause and effect relationships	D		
✓	✓		Identify implicit relationships such as time sequence and comparisons	I D		
✓	✓		Predict probable future outcomes, actions, or events	D		
✓	✓		Draw inferences about an individual character's motive, feeling, or attitude	I D		
✓	✓		Draw conclusions from images or patterns in a selection	I D		

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*State Requirements, Grade 5: Guiding Focus for Grades 4-5*

<p><b>Common Curriculum Goals:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate evaluative comprehension of a variety of printed materials.</li> </ul>	<p><b>Eligible content that may appear on state assessment, Grade 5:</b>                  Students draw conclusions about:</p> <ul style="list-style-type: none"> <li>• author's motivation or purpose</li> <li>• probable reasons for actions or beliefs</li> <li>• whether identified portions of the passage are facts or opinions</li> <li>• whether there is support in the passage to draw a particular conclusion ‡</li> </ul>
<p><b>State Content Standard:</b>                  Demonstrate evaluative comprehension of a variety of printed materials.</p>	
<p><b>State Benchmark, Grade 5:</b>                  Analyze and evaluate information and form conclusions.</p>	

*Local Goals for Grade 4 that Support the Grade 5 Benchmark*

<i>Goal Source</i>			<i>Teacher Notes</i>			
WCC	District	Teacher	Supporting Goals	code *	Notes on Instruction	Notes on Assessment
✓	✓		Draw conclusions about author's purpose	D		
✓	✓		Draw conclusions about probable reasons for a character's actions	D		
✓	✓		Identify portions of the passage that are facts or opinions	D		
✓	✓		Relate whether there is evidence in the passage to support a particular conclusion	I D		
✓	✓		Explain personal reactions and responses to the passage	I D		

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*State Requirements, Grade 5: Guiding Focus for Grades 4-5*

<p><b>Common Curriculum Goals:</b></p> <ul style="list-style-type: none"> <li>• Connect reading selections to other texts, experiences, issues, and events.</li> <li>• Read for enjoyment and information.</li> </ul>	<p><b>Eligible content that may appear on state assessment, Grade 5:</b> Students will:</p> <ul style="list-style-type: none"> <li>• make connections between the selection and the reader's experiences and background knowledge of other texts, movies, television programs, or music.</li> <li>• make connections between the selection and issues of events in the community or world.</li> </ul>
<p><b>State Content Standard:</b> Draw connections and explain relationships between reading selections and other texts, experiences, issues, and events.</p>	
<p><b>State Benchmark, Grade 5:</b> Extend and deepen comprehension by relating text to other texts, experiences, issues, and events.</p>	

*Local Goals for Grade 4 that Support the Grade 5 Benchmark*

<i>Goal Source</i>			<i>Teacher Notes</i>			
WCC	District	Teacher	Supporting Goals	code *	Notes on Instruction	Notes on Assessment
✓	✓		Compare this selection to a personal experience	D		
✓	✓		Compare and contrast the selection to other text and media, e.g., television, movies, music	D		
✓	✓		Make connections between the theme or message of the selection to issues or events in the community	I D		
✓	✓		Read for enjoyment and information	D M		

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**READING & LITERATURE, GRADE 4**

State Requirements, Grade 5: Guiding Focus for Grades 4-5

*LITERATURE: Understand how literature records, reflects, communicates, and influences human events.*

<p><b>Common Curriculum Goals:</b>          Read a variety of literary forms (e.g., novels, poems, plays, short stories, autobiographies, essays) of varying complexity from a variety of cultures and time periods.</p>	<p><b>Eligible content that may appear on state assessment, Grade 5:</b>          Students will:</p> <ul style="list-style-type: none"> <li>• identify whether a passage is from a story, poem, play, or a non-fiction selection.</li> <li>• identify where a selection may be categorized in the library.</li> <li>• identify characteristics representative of a given form.</li> <li>• distinguish between two or more literary forms.</li> </ul>
<p><b>State Content Standard:</b>          Read selections from a variety of cultures and time periods and recognize distinguishing characteristics of various literary forms.</p>	
<p><b>State Benchmark, Grade 5:</b>          Read a variety of literary selections, including novels, short stories, poetry, plays, and nonfiction from a variety of cultures and time periods and identify characteristics of literary forms.</p>	

Local Goals for Grade 4 that Support the Grade 5 Benchmark

<i>Goal Source</i>			<i>Teacher Notes</i>			
WCC	District	Teacher	Supporting Goals	code *	Notes on Instruction	Notes on Assessment
✓	✓		Identify various forms of literature, e.g., poems, stories, plays, non-fiction	D RB		
✓	✓		Read literary selections from a variety of cultures and time periods	D		
✓	✓		Identify where a selection may be categorized in the library	D RB		
✓	✓		Identify characteristics of a given form, e.g., recognize elements of a poem, play, short story	D		
✓	✓		Distinguish between two or more literary forms	I D		

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State Requirements, Grade 5: Guiding Focus for Grades 4-5

*LITERATURE: Understand how literature records, reflects, communicates, and influences human events.*

<p><b>Common Curriculum Goals:</b></p> <ul style="list-style-type: none"> <li>Evaluate how the form of a literary work and the use of literary elements and devices (e.g., setting, plot, theme, character, word choice, point of view, tone, language) contribute to the work's message and impact.</li> <li>Analyze the development and treatment of themes in a literary work.</li> </ul> <p><b>State Content Standard:</b> Analyze the author's ideas, techniques, and methods and make supported interpretations of the selection.</p> <p><b>State Benchmark, Grade 5:</b> Identify character, plot, setting, and theme and describe how they contribute to the meaning of a literary selection.</p> <p>Identify literary devices such as similes, rhyme, and dialogue.</p> <p>Recognize how structure and word choice contribute to the effect of a literary selection.</p>	<p><b>Eligible content that may appear on state assessment, Grade 5:</b> Students will:</p> <ul style="list-style-type: none"> <li>identify how literary elements contribute to the overall meaning of a selection, e.g., how the setting contributes to mood.</li> <li>identify a theme of a selection, e.g., showing courage, treating parents with respect.</li> <li>identify which type of literary device is used in a given passage or which passage is an example of a given literary device, e.g., identifying simile, metaphor, or personification in a passage; identifying examples of sound devices such as alliteration, onomatopoeia, or rhyme patterns.</li> <li>identify how decisions the author makes about structure and/or word choice contribute to the effect of a selection.</li> <li>identify how dialogue is used to develop characters and mood in a selection.</li> </ul>
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*Local Goals for Grade 4 that Support the Grade 5 Benchmark*

**Goal Source**

**Teacher Notes**

WCC	District	Teacher	Supporting Goals	code *	Notes on Instruction	Notes on Assessment
✓	✓		Identify how literary elements, e.g., plot, character, setting, mood, contribute to the overall meaning of a selection	D		
✓	✓		Identify a theme of the selection, e.g., courage, respect, friendship	I D		
✓	✓		Identify various literary devices, e.g., simile, metaphor, personification, foreshadow	I D		
✓	✓		Identify various sound devices, e.g., onomatopoeia, rhyme pattern	I D		

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*Local Goals for Grade 4 that Support the Grade 5 Benchmark – Literary form, elements, and devices, page 2*

✓	✓	Identify how the author's word choice and/or structure contributes to the effect of the selection, e.g., imagery, literary and sound devices	I D		
✓	✓	Identify how dialogue is used to develop characters in a selection	I D		
✓	✓	Identify how dialogue is used to create mood in a selection	I D		

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