

4th Grade Good Habits Great Readers Scope and Sequence

The following is an outline of the concepts and topics that we will cover this year in our Good Habits Great Readers literacy program. There are seven units, each consisting of 2-5 topic areas. We will spend four to five school days on each topic area. The units and concepts will occur in the sequence listed below and will also translate to your child's weekly reading logs and literacy homework.

- **Unit 1: Great Readers See Themselves as Readers**

- Choosing Books
 - Favorite books and authors, Selecting books, Broadening your reading diet
- Building Reading Stamina
 - Increasing reading stamina, Setting reading goals, Comprehension break down

- **Unit 2: Great Readers Make Sense of Text**

- Making Predictions
 - Activating prior knowledge, Using text structure, Using text Features
- Asking Questions
 - Text-explicit questions, Text-implicit questions, Generating questions
- Asking Questions
 - Generating questions to anticipate, Questioning the author, Resolving Confusion
- Clarifying
 - Discussion to clarify, Reading ahead & rereading, Activating prior knowledge
- Summarizing and Synthesizing
 - Pausing to paraphrase, Distinguishing between main idea and details, Combining related information

- **Unit 3: Great Readers Use What They Know**

- Activating Background Knowledge
 - Thinking about what you know, Considering your purpose, Previewing
- Activating Background Knowledge
 - Background knowledge throughout reading, Asking questions to fill gaps, Revising background knowledge
- Making Connections
 - Text-to-self connections, Text-to-text connections, Text-to-world connections
- Making Inferences
 - Using what you know, Using inferences to clarify, Revising and expanding inferences

- **Unit 4: Great Readers Understand How Stories Work**

- Understanding Story Elements
 - Previewing a text, Identifying story elements, Point of view

- Understanding and Analyzing Characters
 - Character's purpose, Dialogue and actions, Character development
- Understanding Setting and Plot
 - Identifying setting, Relationships between setting and characters, Tracking plot
- Understanding and Analyzing Theme
 - Relating to characters and events, Identifying theme, Relating to theme
- **Unit 7 (Part One) : Great Readers Think Critically About Books**
 - Questioning the Commonplace in a Text
 - Heroes and villains, Gender roles, Role of wealth and class
 - Considering the Role of the Author
 - Author's sources, Author's motives, The characters and author's message
- **Unit 5: Great Readers Read to Learn**
 - Locating Facts and Information
 - Predicting information, Boldfaced words and the glossary, Identifying facts
 - Making Inferences from Nonfiction
 - Inferences from a stated fact, Using prior knowledge, Evaluating inferences
 - Identifying and Using Text Features
 - Identifying visual sources, Inferring from visual sources, Evaluating visual sources
 - Identifying and Using Text Structures
 - Text structure, Text structure and author's purpose, Multiple text structures
 - Evaluating Nonfiction
 - Questions about the author, Authenticity of information, Clarity of information
- **Unit 6: Great Readers Monitor and Organize Ideas and Information**
 - Taking Notes on Fiction
 - Graphic organizers, Using a graphic organizer to understand, Using a graphic organizer to evaluate
 - Taking Notes on Nonfiction
 - Graphic organizers, Using a graphic organizer to understand, Graphic organizers to aid retelling
 - Self-Monitoring
 - Monitoring comprehension, Rereading, Sequencing ideas
 - Visualizing
 - Using background knowledge, Descriptive phrases, Modifying visualizations
- **Unit 7 (Part Two) : Great Readers Think Critically About Books**
 - Seeking Alternative Perspectives
 - Other perspectives on a topic, Historical and cultural influences, Comparing other perspectives.
 - Reading Critically
 - Recognizing bias, Recognizing what might be missing, Making and supporting judgments