Grade 4 Reading R-4.1	**KAS Standard:** Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean). **READING STANDARDS FOR LITERATURE**	**Accommodations and Supports (Should align with IEP)**
KAS-KAAP Content Assessment Standard: Determine the meaning of words and phrases as they are used in text, including those that allude to significant characters found in mythology.		

What does the student need to know to begin? (pre-requisite skills)
- Content specific vocabulary (character, mythology…)
- Understand fictional/nonfictional texts, literal vs. non-literal, and real/non-real concepts and the relationship between them

What will the student be able to do? (student outcomes)

How will you task analyze the skill?

How will you teach this? (SDI, strategies) use of adapted semantic maps develop prior knowledge related to specific vocabulary (e.g. book on tape, sound walks, props, role-playing, etc)4) paraphrasing

What materials you need? Types of fictional Literature including: Fables, folk tales, comics, superheroes etc, Websites on mythology (e.g. www.mrdonn.org_)

What will daily checks for understanding look like (formative assessment)?

What were the outcomes of your practice test (summative assessment)?

Reflections (what worked well, what will you change next time)

Grade 4 Reading R-4.2	**KAS Standard:** Determine the meaning of general academic and domain- specific words or phrases in a text relevant to a grade 4 topic or subject area. **READING STANDARDS FOR INFORMATIONAL TEXT**	**Accommodations and Supports (Should align with IEP)**
KAS-KAAP Content Assessment Standard: Determine the meaning of specific words or phrases in text relevant to 4th grade content.		

What does the student need to know to begin? (pre-requisite skills)

What will the student be able to do? (student outcomes)
- Identify and define specific words and phrases in grade level text
- Determine relevant and non-relevant information (e.g. matches or doesn't match topic; fit or does not fit)

How will you task analyze the skill?

How will you teach this? (SDI, strategies)   Graphic organizers (e.g. T-charts for match and does not match),develop prior knowledge related to specific vocabulary (e.g. book on tape, sound walks, props, role-playing, etc),paraphrasing

What materials will you need? Variety of Graphic organizers, Visual represented concepts

What will daily checks for understanding look like (formative assessment)?

What were the outcomes of your practice test (summative assessment)?

Reflections (what worked well, what will you change next time)

Grade 4 Reading R-4.3	**KAS Standard:** Determine the main idea of a text and explain how it is supported by key details; summarize the text. **READING STANDARDS FOR INFORMATIONAL TEXT**	**Accommodations and Supports (Should align with IEP)**
KAS-KAAP Content Assessment Standard: Determine the main idea of a text and how it is supported by details.		

What does the student need to know to begin? (pre-requisite skills)
- Identify difference between main idea and key details

What will the student be able to do? (student outcomes)

How will you task analyze the skill?

How will you teach this? (SDI, strategies)
1) Teach the main idea by:
- Get the Gist content enhancement strategy
- Who or what is most important
- Identify important details for who or what is most important
- Combine above into a "gist" sentence
- Respond main idea in 10 words or less based on gist sentence
- Repeat across texts, genre, etc.
2) To teach supporting details:
- Define and identify supporting details
- Graphic organizer
- Determine details that support and provide an understand about the main idea
3) to answer question on how key details support the main idea (who, what, when, why, how)
- Use of graphic organizers
- Use of repeated story line, repeated reading, familiar concepts
- Use of preview text,
- Use of reduce amount of text,
- Use of paraphrase
- change question format
  Use of priming, explicit teaching

What materials will you need?
- Marzano, ELSB, story-based lessons, Coach, Ladders, News to you, Weekly Reader
- visual manipulatives (objects, photos…)
- adapted text
- graphic organizers

What will daily checks for understanding look like (formative assessment)?

What were the outcomes of your practice test (summative assessment)?

Reflections (what worked well, what will you change next time)

Grade 4 Reading R-4.4	**KAS Standard:** 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, or actions). **READING STANDARDS FOR LITERATURE**	**Accommodations and Supports (Should align with IEP)**
KAS-KAAP Content Assessment Standard: Describe a character, setting and event in a story using details from a text.		
What does the student need to know to begin? (pre-requisite skills) locating key details and elements (character, setting, plot),identify main idea and supporting details		
What will the student be able to do? (student outcomes)		

How will you task analyze the skill?

How will you teach this? (SDI, strategies)
1) PECS, writing with symbols, board maker, or other modified texts (move to materials)
2) comprehension module from cooperative, ELSB, SBLs
3) websites (fcat.usf.edu, readingquest.org, Florida center for reading research, pinkmonkey.com, sparknotes.com) (materials)
4) attainment company (materials)
5) technology (smart board, Microsoft audio summarizing) (materials)
6) comic strips
7) graphic organizers (3 column "character, setting, event"), time lines, story based lessons
8) read aloud/think aloud
9) highlighting, chunking, paraphrasing
10) use a variety of medium

What materials will you need?

What will daily checks for understanding look like (formative assessment)?

What were the outcomes of your practice test (summative assessment)?

Reflections (what worked well, what will you change next time)

Grade 4 Reading R-4.5	**KAS Standard:** Determine a theme of a story, drama, or poem from details in the text; summarize the text. **READING STANDARDS FOR LITERATURE**	**Accommodations and Supports (Should align with IEP)**
KAS-KAAP Content Assessment Standard: Determine a theme of a story from details in the text.		

What does the student need to know to begin? (pre-requisite skills)
1) content specific vocabulary
2) identify relevant material

What will the student be able to do? (student outcomes)

How will you task analyze the skill?

How will you teach this? (SDI, strategies)
1) graphic organizers
2) 3-2-1 determine main idea
3) repeated story line, repeated reading, familiar concepts
4) preview text, adapted text
5) reduce amount of text, paraphrase
6) visual manipulatives (objects, photos…)
7) change question format
8) priming, explicit teaching
9) "get the gist" strategy
10) Marzano, ELSB, Coach, Ladders, News to you, Weekly Reader

What materials will you need?

What will daily checks for understanding look like (formative assessment)?

What were the outcomes of your practice test (summative assessment)?

Reflections (what worked well, what will you change next time)

Grade 4 Reading R-4.6	**KAS Standard:** 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. **READING STANDARDS FOR INFORMATIONAL TEXT**	**Accommodations and Supports (Should align with IEP)**
KAS-KAAP Content Assessment Standard: Interpret and explain how visually, orally, and quantitatively presented information (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) contributes to understanding of the text.		

What does the student need to know to begin? (pre-requisite skills)
1) identify data, read and interpret it in a variety of displays (i.e. chart, diagram, timeline…)
2) number sense (what will happen to the students who don't have number sense or the concept of more/less? They should still be able to work towards this skill using diagrams, web pages, animations, etc.)
3) concept of more/less

What will the student be able to do? (student outcomes)

How will you task analyze the skill?

How will you teach this? (SDI, strategies) Chunking, paraphrasing, highlighting relevant information (color coding), explicit teaching of text features

What materials/resources will you need?

What will daily checks for understanding look like (formative assessment)?

What were the outcomes of your practice test (summative assessment)?

Reflections (what worked well, what will you change next time)