Grade – Fourth

Standard: Reading

Skill: Functional Texts – Read to determine the relevance and importance of functional information.

Context: These texts include reading materials such as directions, schedules, maps, online information, diagrams, and explanations for doing something or getting somewhere. They provide basic information readers need to accomplish day-to-day tasks. Overriding strategies for making the most effective use of such texts are to read carefully, look for information that serves a specific need, and consider the usefulness of all details as in following directions.

Instructional suggestions: (Created to be user-friendly, teachers should be able to read these ideas and put them into practice in their classroom.)

- Teach students how to identify relevant information for a specific task using grade-level-appropriate functional text (e.g. brochures, pamphlets, applications). Have students use T-charts and graphic organizers to record their thinking.

- Use think-pair-share in the above activities.

- Expose students to charts and graphs and provide opportunities to practice reading and interpreting the information from those charts.

Grade – Fourth

Standard: Reading

Skill: Expository Texts – Read to understand a text's major points and supporting details.

Context: These texts include such things as textbooks, encyclopedias, biographies, news articles, magazines, online information, demonstrations, scientific explanations, and historical and political analyses. These are usually read to learn new information that increase a reader understands of some topic.

Instructional suggestions: (Created to be user-friendly, teachers should be able to read these ideas and put them into practice in their classroom.)

- Model and then have students practice using supporting details from the text, especially in an extended response.

- Graphic Organizers will help with guided reading groups and start to reinforce the skill of major points and details (e.g. Use a T-chart with two columns. In column 1, students record main ideas; in column 2, students record supporting details).

- Have students read the text and condense it by summarizing the main idea.

- Teach students how to use a title, introduction, topic sentence, heading, and subheading to glean information about the text prior to reading.

- During read alouds: Read a chapter to students, then have students make up the title to the chapter. Or you can read a paragraph and make up a title to the paragraph.

- Details through writing: Provide outlines that are based on main points and details in the text, leaving some blanks for students to fill in.

- Have students write their own expository text with major points and supporting details.

- Have students determine the major points and details of chapter readings when learning science or Wyoming history.

Grade – Fourth

Standard: Reading

Skill: Expository Texts – Read to understand how the information in the text fits into broader topics and issues.

Context: These texts include such things as textbooks, encyclopedias, biographies, news articles, magazines, online information, demonstrations, scientific explanations, and historical and political analyses. These are usually read to learn new information that increase a reader understands of some topic.

Instructional suggestions: (Created to be user-friendly, teachers should be able to read these ideas and put them into practice in their classroom.)

- Have students make text-to-text, text-to-self, and text-to-world connections using story maps/story mountains. Have students apply what they have read to their own experiences.

- Expose students to different types of expository text (i.e. Weekly Readers, National Geographic Explorer, etc.) and teach students to recognize and understand the significance of various expository text features (bold type, headings, subheadings, captions, etc.)

- Students take point and counter-point positions within stories. Have students take opposing sides and debate the main issues of the piece. Students must support their debate by citing examples from the text and by using personal knowledge about and connections to the world.

- After researching a topic, have students write an editorial from a viewpoint. Students get the facts from the resource and then form an opinion from it.

Grade – Fourth

Standard: Reading

Skill: Narrative Texts – Read to recognize and understand an author's development of character traits as a basic story element**.**

Context: These texts include historical fictions, stories, poems, novels, plays, and essays that are read to learn about people, to vicariously experience the characters and settings, to escape to imaginary places and times, and to become absorbed in adventure and fictional events, and various problems and solutions that structure the plots of these texts.

Instructional suggestions: (Created to be user-friendly, teachers should be able to read these ideas and put them into practice in their classroom.)

- Have students identify, compare, and contrast character traits (looks, acts, feels) within and between stories using graphic organizers, charts, and/or reading response journals.

- Develop student awareness of character traits through written responses, oral responses (to read alouds), and acting-out or performing skits.
  - Students work in small groups to describe a character trait. What would it look like? What would it sound like? Use a word web to record students' thinking during this activity.

- Have students practice writing from different points-of-view and by using the element of personification.

- Read Tracks in the Snow, by Lucy Jane Bledsoe, and have a class discussion about the author's development of character traits.

Grade – Fourth

Standard: Reading

Skill: Narrative Texts – Read to understand how the plot of a story develops as a series of high points and/or how it can be depicted as a problem and its solution.

Context: These texts include historical fictions, stories, poems, novels, plays, and essays that are read to learn about people, to vicariously experience the characters and settings, to escape to imaginary places and times, and to become absorbed in adventure and fictional events, and various problems and solutions that structure the plots of these texts.

Instructional suggestions: (Created to be user-friendly, teachers should be able to read these ideas and put them into practice in their classroom.)

- Have students use sticky notes to identify the hierarchy of events in a story using terms such as best, most, least likely, etc.

- Have students identify the problem and solution using problem/solution graphic organizers.

- Take familiar stories like Red Riding Hood or Three Little pigs and change either the characters , problems or events. Ask students to predict how these changes would influence the events and outcome of the story.

- Build a line graph (shaped like a hill or bell curve) that has rising action, falling action and high point or climax. Plot out story events on the line graph. Model this for students while they record on a sheet of paper.

- Have students practice organizing the story based on its sequence of events; have students identify the turning point of the story.

- Have students create movie strips to illustrate the events of the story. Media Blender, a computer program, is a suggested tool to complete this activity.

- Define and use vocabulary such as: plot, climax, high point, problem, resolution, solution, etc.

- Compare story elements to baking. For example, if students are making cookies, what happens if they forget to add the sugar? Relate this concept to story elements: Ingredients would be the elements. "A cookie without sugar is like a story without a plot, etc…"