

**Fourth Grade**  
**Reading Comprehension Strategy Instruction Content Map**  
 ~ Draft July 2008

***Comprehension strategy instruction focuses readers on understanding text. Proficient readers demonstrate these behaviors. All students need explicit comprehension strategy instruction in order to become proficient readers. This instruction begins with “Read Alouds and Shared Reading” with the whole class and should be taught during the literacy block throughout the year. This table shows focus reading comprehension strategies for the grade per quarter.***

Q1	Q2	Q3	Q4
<p><b>INFERRING</b></p> <p><b>Teaching Points</b></p> <ul style="list-style-type: none"> <li>▪ Infer cause and effect in influencing characters’ feelings or underlying motives</li> <li>▪ Infer characters’ feelings and motivations through reading their dialogue and what other characters say about them</li> <li>▪ Follow multiple characters in different events, inferring their feelings about each other</li> <li>▪ Demonstrate understandings of characters (their traits, how and why they change), using evidence to support statements</li> </ul>	<p><b>MAKING CONNECTIONS</b></p> <p><b>Teaching Points</b></p> <ul style="list-style-type: none"> <li>▪ Make connections between the reader's real-life experiences and people who live in diverse cultures, distant places, and different times (TEXT TO WORLD)</li> <li>▪ Bring background knowledge to the understanding of a text before, during, and after reading (TEXT TO SELF)</li> <li>▪ Bring knowledge from personal experiences to the interpretation of characters and events, particularly content and situations related to preadolescents (TEXT TO SELF)</li> </ul>	<p><b>DETERMINING IMPORTANCE</b></p> <p><b>Teaching Points</b></p> <ul style="list-style-type: none"> <li>▪ Gain important information from text and visual features               <ul style="list-style-type: none"> <li>○ Fiction: identify character’s actions, motives, personality traits that contribute to overall themes</li> <li>○ Nonfiction: decipher between what’s interesting and what’s essential to understanding the concept</li> <li>○ Use knowledge of narrative and expository text features to make predictions about text organization and content</li> </ul> </li> </ul>	<p><b>SYNTHESIZING</b></p> <p><b>Teaching Points</b></p> <ul style="list-style-type: none"> <li>▪ Mentally form categories of related information and revise them as new information is gained</li> <li>▪ Demonstrate knowledge of new content from reading</li> <li>▪ Express changes in ideas or perspectives across the reading ( as events unfold) after reading a text</li> <li>▪ Acquire new content and perspective through reading both fiction and nonfiction texts about diverse cultures, times, and places</li> </ul>

<ul style="list-style-type: none"> <li>▪ Infer the big ideas or themes of a text (some texts with mature themes and issues) and discuss how they are applicable to people’s lives today</li> <li>▪ Speculate on alternative meanings that the text may have</li> <li>▪ Infer the meaning of symbols that the writer is using (CLARIFY for 4<sup>th</sup> GRADE)</li> <li>▪ Infer causes of problems or of outcomes in fiction and nonfiction texts</li> <li>▪ Identify significant events and tell how they are related to the problem of the story or the solution</li> <li>▪ Infer meaning of unfamiliar words using context</li> </ul>	<ul style="list-style-type: none"> <li>▪ Make connections between the text and other texts that have been read or heard (particularly texts with diverse settings) and demonstrate in writing (TEXT TO TEXT)</li> <li>▪ Use knowledge from one text to help in understanding diverse cultures and settings encountered in new texts (TEXT TO TEXT)</li> <li>▪ Make connections between characters in different texts (similar setting, type of problem, type of person) (TEXT TO TEXT)</li> <li>▪ Specify the nature of connections (topic, content, type of story, writer)</li> <li>▪ Make meaningful connections and identify distracting connections</li> </ul>	<ul style="list-style-type: none"> <li>▪ Identify main ideas and information in order to identify key ideas or themes</li> <li>▪ Sort important information from insignificant details</li> <li>▪ Use knowledge of important and relevant parts of text to answer questions and synthesize text</li> <li>▪ Use knowledge of text features to answer questions and determine importance</li> <li>▪ Use background knowledge to aid in determining importance</li> <li>▪ Use text evidence to form opinions and understand big ideas and issues</li> <li>▪ Make a distinction between what they think is most important and what the author most wants them to understand</li> </ul>	<ul style="list-style-type: none"> <li>▪ When reading chapters, connected short stories, or sequels, incorporate new knowledge to better understand characters and plots from material previously read</li> </ul>
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