

**Macon County Schools
Curriculum Map
Grade 4**

4th Grade

SKILLS TO REVIEW BEFORE UNIT TESTS

Unit 1

- Compare and Contrast (CFU 0401.8.11)
- Details and Facts (SPI 0401.6.2) (SPI 0401.3.4)
- Word Structures: Suffixes (GLE 0401.1.1) (SPI 0401.1.14)
- Context Clues: Synonyms (SPI 0401.1.12)
- Context Clues: Unfamiliar Words (SPI 0401.1.16)
- Context Clues: Multiple-Meaning Words (CFU 0401.1.18)

Unit 2

- Sequence (CFU 0401.8.9) (SPI 0401.5.6) (SPI 0401.6.7)
- Author's Purpose (SPI 0401.8.7)
- Context Clues: Synonyms (SPI 0401.1.12)
- Context Clues: Unfamiliar Words (SPI 0401.1.16)

Unit 3

- Draw Conclusions (CFU 0401.8.2) (SPI 0401.5.2)
- Character (CFU 0401.8.10) (SPI 0401.8.2)
- Main Idea & Details (CFU 0401.6.6) (SPI 0401.6.2) (SPI 0401.2.1)
- Context Clues: Homonyms (SPI 0401.5.2)
- Word Structures: Suffixes (GLE 0401.1.1) (SPI 0401.1.14)

Unit 4

- Draw Conclusions (CFU 0401.8.2) (SPI 0401.5.2)
- Author's Purpose (SPI 0401.8.7)
- Context Clues: Synonyms/Antonyms (SPI 0401.1.12)
- Context Clues: Unfamiliar Words (SPI 0401.1.16)
- Context Clues: Multiple Meaning Words (CFU 0401.1.18)

Unit 5

- Literary Elements: Plot (CFU 0401.8.8) (SPI 0401.8.2) (SPI 0401.8.3)
- Cause and Effect (SPI 0401.5.2)
- Fact and Opinion (CFU 0401.5.1) (SPI 0401.5.3)
- Context Clues: Homonyms & Synonyms (SPI 0401.1.12)
- Context Clues: Unfamiliar Words (SPI 0401.1.16)
- Context Clues: Multiple Meaning Words (CFU 0401.1.18)

Unit 6

- Compare and Contrast (CFU 0401.8.11)
- Draw Conclusions (CFU 0401.8.2) (SPI 0401.5.2)
- Sequence (CFU 0401.8.9) (SPI 0401.5.6) (SPI 0401.6.7)
- Main Idea and Details (CFU 0401.6.6) (SPI 0401.6.2) (SPI 0401.2.1)
- Context Clues: Synonyms (SPI 0401.1.12)
- Context Clues: Unfamiliar Words (SPI 0401.1.16)
- Context Clues: Multiple Meaning Words (CFU 0401.1.18)

Macon County Schools Curriculum Map

Subject : Reading

ONGOING READING SKILLS

Grade: 4

Skill	GLE-CFU-SPI	Standards	Resources	Date Taught	Date Retought
Vocabulary	SPI 0401.1.13 CFU 0401.8.4	-Recognize and use grade appropriate vocabulary within context. -Build vocabulary by listening to literature, participating in discussions, and reading self-selected and assigned texts.			
Reading Fluency	CFU 0401.8.5	-Read with fluency from a variety of texts (e.g., poetry, drama, current events, novels).			
Spelling / Phonics	CFU 0401.1.10 SPI 0401.1.8	-Spell correctly words commonly used in content specific vocabulary. -Identify correctly or incorrectly spelled words in context.			
Genre	GLE 0401.8.2 GLE 0401.8.3	-Experience various literary genres, including fiction / nonfiction, poetry, drama, short stories, folk tales, and myths. -Know and understand the basic characteristics of the genres studied.			
Communication: Oral/Listening	GLE 0401.2.1 GLE 0401.2.2	-Continue to develop oral language skills necessary for communication. - Continue to develop listening skills necessary for communication.			

Macon County Schools Curriculum Map

Subject : Reading

ONGOING READING SKILLS

Grade: 4

Skill	GLE-CFU-SPI	Standards	Resources	Date Taught	Date Retought
Comprehension	GLE 0401.6.1 CFU 0401.6.2 GLE 0401.8.1 CFU 0401.8.3	-Apply skills and strategies to comprehend informational texts. -Derive meaning while reading (e.g., express reactions and personal opinions to a selection, make inferences, draw conclusions based on evidence gained). -Use active comprehension strategies to derive meaning while reading and check for understanding after reading. -Check for understanding after reading (e.g., identify author's purpose; locate information to support opinions, predictions, and conclusions).			
Strategies / Resources	GLE 0401.1.2 CFU 0401.6.9 SPI 0401.6.3	-Demonstrate knowledge of strategies and resources to determine the definition, pronunciation, and usage of the word and phrases. -Use parts of text (e.g., title, title page, table of contents, chapter title, glossary, and index) as aids in understanding informational text. -Use table of contents, title page, and glossary to locate information.			
Communication: Listening / Following Directions	CFU 0401.2.1 CFU 0401.2.2 CFU 0401.2.3 CFU 0401.6.10	-Listen attentively by facing the speaker, asking questions, and summarizing what is said. -Use established rules for attentive listening (e.g., do not interrupt, ask questions, provide appropriate feedback). -Understand and follow multi-step directions (e.g., follow directions for a game). -Arrange and follow multi-tasked instructions in informational and technical texts (e.g., follow directions for a scavenger hunt, complete assembly instructions).			
Communication: Responding to Questions	CFU 0401.2.4	-Formulate and respond to questions from teachers and group members.			
Communication: Speaking	CFU 0401.2.6	-Use rules for polite conversation.			

Macon County Schools Curriculum Map

Subject : Reading

ONGOING READING SKILLS

Grade: 4

Skill	GLE-CFU-SPI	Standards	Resources	Date Taught	Date Retought
Communication: Creative Responses	CFU 0401.2.7	-Participate in creative responses to text (e.g., choral reading, discussion, dramatization, oral presentations).			
Communication: Self-Expression	CFU 0401.2.8	-Express reactions, personal experiences, and opinions orally.			
Communication: Oral Presentations	CFU 0401.2.9	-Create and deliver an oral presentation on an assigned topic (e.g., book reports, demonstrations, science/social studies projects).			
Communication: Discussions	CFU 0401.2.10	-Use different voice levels and speech patterns for small groups, informal discussions, and reports.			
Communication: Non-verbal	CFU 0401.2.11	-Interpret and use a variety of non-verbal communication techniques (e.g., gestures, facial expression, posture).			

Macon County Schools Curriculum Map

Subject : Reading

ONGOING READING SKILLS

Grade: 4

Skill	GLE-CFU-SPI	Standards	Resources	Date Taught	Date Retought
Communication: Working in Teams	CFU 0401.2.12 CFU 0401.2.13 CFU 0401.2.14 SPI 0401.2.2	-Participate in recitations of assigned/self-selected passages. -Continue to develop group discussion skills and to work in teams. -Recognize specific roles assumed by team members in completing tasks. -Given a list of interactive behaviors (i.e., taking turns, behaving courteously, not interrupting, listening, remaining on task), identify those that are appropriate (or inappropriate) for group activities.			
Utilize Reference Material	CFU 0401.4.7 CFU 0401.4.8 SPI 0401.4.4	-Utilize the dictionary, glossary, thesaurus, and other word-referenced materials. -Use and discern appropriate reference sources in various formats (e.g., interviews with family and community; encyclopedia, card/electronic catalogs, almanacs, magazines, newspapers). -Differentiate among the kinds of information available in a variety of reference materials (i.e., dictionary, thesaurus, atlas, encyclopedia).			
Reasoning	GLE 0401.5.1 GLE 0401.5.3	-Continue to develop logic skills to facilitate learning and to enhance thoughtful reasoning. -Apply logic skills to classroom situations and to selections read.			
Pre-reading Strategies	CFU 0401.6.1	-Use a variety of pre-reading strategies (e.g., organize prior knowledge using a graphic organizer, explore significant words to be encountered, relate text to prior personal and historical experiences and current events).			
Cultural Awareness	CFU 0401.8.16	-Develop an awareness of literature as a reflection of its culture.			

Macon County Schools Curriculum Map

Subject : Reading

Grade: 4 Week: 1

Skill	GLE-CFU-SPI	Standards	Resources	Date Taught	Date Retought
Short Vowels VCCV	GLE 0401.1.1	-Demonstrate knowledge of Standard English usage, mechanics, and spelling.	<i>Because of Winn Dixie</i>		
Sequence	SPI 0401.5.6 CFU 0401.6.5 SPI 0401.6.7 CFU 0401.8.9	-Indicate the sequence of events in text. -Understand sequence of events from text. -Arrange instructions in sequential order. -Sequence the events of a selection from beginning to end, determining how the incidents are connected and lead to a solution/conclusion.	<i>The Library</i> by Sarah Stewart		
Author's Purpose	SPI 0401.8.7	-Identify the author's purpose (e.g., to entertain, to inform, to persuade, to share feelings).	<i>Watching Water Birds</i> by Jim Arnosky		
Summarize	CFU 0401.2.5 SPI 0401.2.3	-Construct a summary of a speech. -Select the best summary of a speech.	<i>Dick King – Smith's Animal Friends</i> by Dick King-Smith		
			Leveled Readers		

Macon County Schools Curriculum Map

Subject : Reading

Grade: 4 Week: 2

Skill	GLE-CFU-SPI	Standards	Resources	Date Taught	Date Retought
Long a and i	GLE 0401.1.1	-Demonstrate knowledge of Standard English usage, mechanics, and spelling.	<i>Lewis and Clark and Me</i>		
Author's Purpose	SPI 0401.8.7	-Identify the author's purpose (e.g., to entertain, to inform, to persuade, to share feelings).	<i>Puppy Love</i> by Dick King-Smith		
Answer Questions	SPI 0401.6.1	-Select questions used to focus and clarify thinking before, during, and after reading text.	<i>Tornado</i> by Betsy Byars		
Cause and Effect	SPI 0401.5.2	-Recognize cause/effect relationships within context.	<i>My Dog, My Hero</i> by Betsy Byars		
			Leveled Readers		

Macon County Schools Curriculum Map

Subject : Reading

Grade: 4 Week: 3

Skill	GLE-CFU-SPI	Standards	Resources	Date Taught	Date Retought
Long e and o	GLE 0401.1.1	-Demonstrate knowledge of Standard English usage, mechanics, and spelling.	<i>Grandfather's Journey</i> <i>Tea with Milk</i> by Allen Say <i>Halmoni and the Picnic</i> by Sook Choi <i>The Happiest Ending</i> by Yoshiko Uchida Leveled Readers		
Sequence	SPI 0401.5.6 CFU 0401.6.5 SPI 0401.6.7 CFU 0401.8.9	-Indicate the sequence of events in text. -Understand sequence of events from text. -Arrange instructions in sequential order. -Sequence the events of a selection from beginning to end, determining how the incidents are connected and lead to a solution/conclusion.			
Graphic Organizers	CFU 0401.4.5 SPI 0401.4.3 CFU 0401.6.7 CFU 0401.6.8 SPI 0401.6.4	-Use a graphic organizer to organize information from text or technological sources. -Complete a graphic organizer (e.g., chart, web) organizing material collected from text or technological sources. -Preview text using text features (e.g., illustration, graphs, diagrams). -Understand a variety of informational texts, including primary sources (e.g., autobiographical sketches, letters, diaries, Internet sites). -Use headings, graphics, and captions to make meaning from text.			
Main Idea	SPI 0401.2.1 CFU 0401.6.6 SPI 0401.6.2	-Identify the main idea and supporting points of a speech. -Determine the main idea and supporting details from text. -Identify the stated main idea and supporting details in text.			

Macon County Schools Curriculum Map

Subject : Reading

Grade: 4 Week: 4

Skill	GLE-CFU-SPI	Standards	Resources	Date Taught	Date Retought
Long e	GLE 0401.1.1	-Demonstrate knowledge of Standard English usage, mechanics, and spelling.	<i>The Horned Toad Prince</i>		
Author's Purpose	SPI 0401.8.7	-Identify the author's purpose (e.g., to entertain, to inform, to persuade, to share feelings).	<i>The Desert is Theirs</i> by Byrd Baylor		
Story Structure	CFU 0401.8.8 SPI 0401.8.1 SPI 0401.8.2 SPI 0401.8.3	-Determine the problem in a story, discover its solution, and consider alternate solutions. -Recognize plot features of fairy tales, folk tales, fables, and myths. -Identify characters, setting, and plot in a passage. -Determine the problem in a story and recognize its solution.	<i>Desert Babies</i> by Kathy Darling		
Sequence	SPI 0401.5.6 CFU 0401.6.5 SPI 0401.6.7 CFU 0401.8.9	-Indicate the sequence of events in text. -Understand sequence of events from text. -Arrange instructions in sequential order. -Sequence the events of a selection from beginning to end, determining how the incidents are connected and lead to a solution/conclusion.	<i>Charro: The Mexican Cowboy</i> by George Ancona		
			Leveled Readers		

Macon County Schools Curriculum Map

Subject : Reading

Grade: 4 Week: 5

Skill	GLE-CFU-SPI	Standards	Resources	Date Taught	Date Retought
Long u	GLE 0401.1.1	-Demonstrate knowledge of Standard English usage, mechanics, and spelling.	<i>Letters Home from Yosemite</i>		
Main Idea	SPI 0401.2.1 CFU 0401.6.6 SPI 0401.6.2	-Identify the main idea and supporting points of a speech. -Determine the main idea and supporting details from text. -Identify the stated main idea and supporting details in text.	<i>Postcards from Vietnam</i> by Denise Allard		
Graphic Organizers	CFU 0401.4.5 SPI 0401.4.3 CFU 0401.6.7 CFU 0401.6.8 SPI 0401.6.4	-Use a graphic organizer to organize information from text or technological sources. -Complete a graphic organizer (e.g., chart, web) organizing material collected from text or technological sources. -Preview text using text features (e.g., illustration, graphs, diagrams). -Understand a variety of informational texts, including primary sources (e.g., autobiographical sketches, letters, diaries, Internet sites). -Use headings, graphics, and captions to make meaning from text.	<i>Penguins at Home: Gentoos of Antarctica</i> by Bruce McMillan		
Fact and Opinion	CFU 0401.5.1 SPI 0401.5.3	-Distinguish between fact/opinion and cause/effect. -Distinguish between fact/opinion and reality/fantasy.	<i>Market!</i> by Ted Lewin		
			Leveled Readers		

Macon County Schools Curriculum Map

Subject : Reading

Grade: 4 Week: 6

Skill	GLE-CFU-SPI	Standards	Resources	Date Taught	Date Retought
Adding –s and –es	CFU 0401.1.8	-Form and spell correctly contractions, plurals, and possessives.	<i>What Jo Did</i>		
Cause and Effect	CFU 0401.5.1 SPI 0401.5.2	-Distinguish between fact/opinion and cause/effect. -Recognize cause/effect relationships within context.	<i>Mama and Me and the Model T</i> by Faye Gibbons		
Prior Knowledge	CFU 0401.8.1	-Use a variety of pre-reading strategies (e.g., organize prior knowledge using a graphic organizer, explore significant words to be encountered, relate text to prior personal and historical experiences and current events).	<i>First Base, First Place</i> by Scott Elder		
Draw Conclusions	GLE 0401.5.2 SPI 0401.5.5 CFU 0401.8.2	-Use logic to make inferences and draw conclusions in a variety of oral and written contexts. -Make inferences and draw appropriate conclusions from text. -Derive meaning while reading (e.g., express reactions and personal opinions to a selection, make inferences, draw conclusions based on evidence gained).	<i>Bobby Baseball</i> by Robert Kimmel Smith		
			Leveled Readers		

Macon County Schools Curriculum Map

Subject : Reading

Grade: 4 Week: 7

Skill	GLE-CFU-SPI	Standards	Resources	Date Taught	Date Retought
Irregular Plurals	CFU 0401.1.8	-Form and spell correctly contractions, plurals, and possessives.	<i>Coyote School News</i>		
Draw Conclusions	GLE 0401.5.2 SPI 0401.5.5 CFU 0401.8.2	-Use logic to make inferences and draw conclusions in a variety of oral and written contexts. -Make inferences and draw appropriate conclusions from text. -Derive meaning while reading (e.g., express reactions and personal opinions to a selection, make inferences, draw conclusions based on evidence gained).	<i>City Green</i> by Dyanne DiSalvo-Ryan		
Prior Knowledge	CFU 0401.8.1	-Use a variety of pre-reading strategies (e.g., organize prior knowledge using a graphic organizer, explore significant words to be encountered, relate text to prior personal and historical experiences and current events).	<i>Little House on the Prairie</i> by Laura Ingalls Wilder		
Setting	GLE 0401.8.4 SPI 0401.8.2	-Recognize and understand basic literary terms (e.g., simile metaphor, setting, point of view, alliteration, onomatopoeia). -Identify characters, setting, and plot in a passage.	<i>My Side of the Mountain</i> by Jean Craighead George		
			Leveled Readers		

Macon County Schools Curriculum Map

Subject : Reading

Grade: 4 Week: 8

Skill	GLE-CFU-SPI	Standards	Resources	Date Taught	Date Retought
Words with ar and or	GLE 0401.1.1	-Demonstrate knowledge of Standard English usage, mechanics, and spelling.	<i>Grace and the Time Machine</i>		
Draw Conclusions	GLE 0401.5.2 SPI 0401.5.5 CFU 0401.8.2	-Use logic to make inferences and draw conclusions in a variety of oral and written contexts. -Make inferences and draw appropriate conclusions from text. -Derive meaning while reading (e.g., express reactions and personal opinions to a selection, make inferences, draw conclusions based on evidence gained).	<i>Anansi and the Talking Melon</i> by Eric A. Kimmel		
Answer Questions	SPI 0401.6.1	-Select questions used to focus and clarify thinking before, during, and after reading text.	<i>The Real McCoy: The Life of an African American Inventor</i> by Wendy Towle		
Compare and Contrast	CFU 0401.8.11	-Compare and contrast different versions/representations of the same stories/events that reflect different cultures.	<i>Grandfather's Day</i> by Ingrid Tomey		
			Leveled Readers		

Macon County Schools Curriculum Map

Subject : Reading

Grade: 4 Week: 9

Skill	GLE-CFU-SPI	Standards	Resources	Date Taught	Date Retought
Consonant Pairs ng, nk, ph, wh	GLE 0401.1.1	-Demonstrate knowledge of Standard English usage, mechanics, and spelling.	<i>Marvin of the Great North Woods</i> <i>Storm in the Night</i> by Mary Stolz <i>When Jessie Came Across the Sea</i> by Amy Hest <i>Chester Cricket's New Home</i> by George Selden Leveled Readers		
Fact and Opinion	CFU 0401.5.1 SPI 0401.5.3	-Distinguish between fact/opinion and cause/effect. -Distinguish between fact/opinion and reality/fantasy.			
Monitor and Fix Up	CFU 0401.1.17	-Continue to develop word consciousness (e.g., word play, word walls, word sorts).			
Main Idea	SPI 0401.2.1 CFU 0401.6.6 SPI 0401.6.2	-Identify the main idea and supporting points of a speech. -Determine the main idea and supporting details from text. -Identify the stated main idea and supporting details in text.			

Macon County Schools Curriculum Map

Subject : Reading

Grade: 4 Week: 10

Skill	GLE-CFU-SPI	Standards	Resources	Date Taught	Date Retought
Words with ear, ir, our, and ur	GLE 0401.1.1	-Demonstrate knowledge of Standard English usage, mechanics, and spelling.	<i>So You Want to Be President?</i>		
Main Idea	SPI 0401.2.1 CFU 0401.6.6 SPI 0401.6.2	-Identify the main idea and supporting points of a speech. -Determine the main idea and supporting details from text. -Identify the stated main idea and supporting details in text.	<i>A Picture Book of Benjamin Franklin</i> by David A. Adler		
Summarize	CFU 0401.2.5 SPI 0401.2.3	-Construct a summary of a speech. -Select the best summary of a speech.	<i>Snowflake Bentley</i> by Jacqueline Briggs-Martin		
Generalize	GLE 0401.5.1	-Continue to develop logic skills to facilitate learning and to enhance thoughtful reasoning.	<i>I Want to Be a Veterinarian</i> by Stephanie Maze		
			Leveled Readers		

Macon County Schools Curriculum Map

Subject : Reading

Grade: 4 Week: 11

Skill	GLE-CFU-SPI	Standards	Resources	Date Taught	Date Retought
Adding -ed and -ing	GLE 0401.1.1	-Demonstrate knowledge of Standard English usage, mechanics, and spelling.	<i>The Stranger</i>		
Cause and Effect	CFU 0401.5.1 SPI 0401.5.2	-Distinguish between fact/opinion and cause/effect. -Recognize cause/effect relationships within context.	<i>Did You Hear the Wind Sing Your Name?</i> by Sandra De Conteau Orie		
Ask Questions	SPI 0401.6.1	-Select questions used to focus and clarify thinking before, during, and after reading text.	<i>The Money Tree</i> by Sarah Stewart		
Compare and Contrast	CFU 0401.8.11	-Compare and contrast different versions/representations of the same stories/events that reflect different cultures.	<i>Sees Behind Trees</i> by Michael Dorris		
			Leveled Readers		

Macon County Schools Curriculum Map

Subject : Reading

Grade: 4 Week: 12

Skill	GLE-CFU-SPI	Standards	Resources	Date Taught	Date Retought
Homophones	CFU 0401.1.2	-Recognize usage errors (e.g., double negatives, troublesome word groups: {to/too/two, their/there/they're, its/it's, sit/set, lie/lay}).	<i>Adelina's Whales</i>		
Fact and Opinion	CFU 0401.5.1 SPI 0401.5.3	-Distinguish between fact/opinion and cause/effect. -Distinguish between fact/opinion and reality/fantasy.	<i>Box Turtle at Long Pond</i> by William T. George		
Graphic Organizers	CFU 0401.4.5 SPI 0401.4.3 CFU 0401.6.7 CFU 0401.6.8 SPI 0401.6.4	-Use a graphic organizer to organize information from text or technological sources. -Complete a graphic organizer (e.g., chart, web) organizing material collected from text or technological sources. -Preview text using text features (e.g., illustration, graphs, diagrams). -Understand a variety of informational texts, including primary sources (e.g., autobiographical sketches, letters, diaries, Internet sites). -Use headings, graphics, and captions to make meaning from text.	<i>Wild Flamingos</i> by Bruce McMillan		
Generalize	GLE 0401.5.1	-Continue to develop logic skills to facilitate learning and to enhance thoughtful reasoning.	<i>Komodo Dragon: On Location</i> by Kathy Darling		
			Leveled Readers		

Macon County Schools Curriculum Map

Subject : Reading

Grade: 4 Week: 13

Skill	GLE-CFU-SPI	Standards	Resources	Date Taught	Date Retought
Vowel Sound in Shout	GLE 0401.1.1	-Demonstrate knowledge of Standard English usage, mechanics, and spelling.	<i>How Night Came from the Sea</i>		
Generalize	GLE 0401.5.1	-Continue to develop logic skills to facilitate learning and to enhance thoughtful reasoning.	<i>Walking to the Creek</i> by David Williams		
Visualize	CFU 0401.5.2	-Make inferences and draw conclusions while reading, viewing, or listening to print and non-print media.	<i>Eleven Turtle Tales: Adventure Tales from Around the World</i> by Pleasant Despain		
Cause and Effect	CFU 0401.5.1 SPI 0401.5.2	-Distinguish between fact/opinion and cause/effect. -Recognize cause/effect relationships within context.	<i>Cut from the Same Cloth</i> by Robert D. Sand Souci		
			Leveled Readers		

Macon County Schools Curriculum Map

Subject : Reading

Grade: 4 Week: 14

Skill	GLE-CFU-SPI	Standards	Resources	Date Taught	Date Retought
Compound Words	SPI 0401.1.15	-Identify grade level compound words, contractions, and common abbreviations within context.	<i>Eye of the Storm</i>		
Graphic Sources	GLE 0401.6.2 CFU 0401.6.4 CFU 0401.6.7 CFU 0401.6.8 SPI 0401.6.5 SPI 0401.6.6	-Recognize the different text features of informational texts (e.g., separate text boxes, diagrams, captions, charts, graphs). -Use common text features to enhance understanding (e.g., headings, key words, graphics, captions, side bars). -Preview text using text features (e.g., illustration, graphs, diagrams). -Understand a variety of informational texts, including primary sources (e.g., autobiographical sketches, letters, diaries, Internet sites). -Interpret information using a chart, map, or timeline. -Use available text features (e.g., graphics and illustrations) to make meaning from text.	<i>Flood</i> By Mary Calhoun <i>One Day in the Prairie</i> by Jean Craighead George		
Predict	CFU 0401.5.3 SPI 0401.5.1 SPI 0401.8.4	-Make and adjust predictions while reading, viewing, or listening to print and non-print media. -Locate information to support opinions, predictions, and conclusions. -Make appropriate predictions about text.	<i>Do Tornadoes Really Twist?</i> by Melvin Berger		
Cause and Effect	CFU 0401.5.1 SPI 0401.5.2	-Distinguish between fact/opinion and cause/effect. -Recognize cause/effect relationships within context.	Leveled Readers		

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Subject : Reading

Grade: 4 Week: 15

Skill	GLE-CFU-SPI	Standards	Resources	Date Taught	Date Retought
Possessives	CFU 0401.1.8 SPI 0401.1.9	-Form and spell correctly contractions, plurals, and possessives. -Choose the correct formation of plurals, contractions, and possessives within context.	<i>The Great Kapok Tree</i>		
Generalize	GLE 0401.5.1	-Continue to develop logic skills to facilitate learning and to enhance thoughtful reasoning.	<i>Arctic Babies</i> by Kathy Darling		
Story Structure	CFU 0401.8.8 SPI 0401.8.1 SPI 0401.8.2 SPI 0401.8.3	-Determine the problem in a story, discover its solution, and consider alternate solutions. -Recognize plot features of fairy tales, folk tales, fables, and myths. -Identify characters, setting, and plot in a passage. -Determine the problem in a story and recognize its solution.	<i>Rain Forest</i> by Barbara Taylor		
Author's Purpose	SPI 0401.8.7	-Identify the author's purpose (e.g., to entertain, to inform, to persuade, to share feelings).	<i>In the Heart of the Village</i> by Barbara Bash		
			Leveled Readers		

Macon County Schools Curriculum Map

Subject : Reading

Grade: 4 Week: 16

Skill	GLE-CFU-SPI	Standards	Resources	Date Taught	Date Retought
Contractions	CFU 0401.1.8 SPI 0401.1.9	-Form and spell correctly contractions, plurals, and possessives. -Choose the correct formation of plurals, contractions, and possessives within context.	<i>The Houdini Box</i>		
Compare and Contrast	CFU 0401.8.11	-Compare and contrast different versions/representations of the same stories/events that reflect different cultures.	<i>Harry Houdini: Escape Artist</i> by Patricia Lakin		
Predict	CFU 0401.5.3 SPI 0401.5.1 SPI 0401.8.4	-Make and adjust predictions while reading, viewing, or listening to print and non-print media. -Locate information to support opinions, predictions, and conclusions. -Make appropriate predictions about text.	<i>Atariba and Niguayona</i> by Harriet Rohmer and Jesus Guerrero Rea		
Plot and Character	CFU 0401.8.8 CFU 0401.8.10 SPI 0401.8.2 SPI 0401.8.3	-Determine the problem in a story, discover its solution, and consider logical alternate solutions. -Identify and describe main and minor characters, considering the importance of their actions, motives, and appearances. -Identify characters, setting, and plot in a passage. -Determine the problem in a story and recognize its solution.	<i>Wizards</i> by Candace Savage		
			Leveled Readers		

Macon County Schools Curriculum Map

Subject: Reading

Grade: 4

Week: 17

Skill	GLE-CFU-SPI	Standards	Resources	Date Taught	Date Retought
Final le, al, and en	CFU 0401.1.7	-Spell correctly high-frequency and commonly misspelled words appropriate to grade level.	<i>Encantado: Pink Dolphins of the Amazons</i>		
Compare and Contrast	CFU 0401.8.11	-Compare and contrast different versions/representations of the same stories/events that reflect different cultures.	<i>Animal Fact / Animal Fable</i> by Seymour Simon		
Visualize	CFU 0401.5.2	-Make inferences and draw conclusions while reading, viewing, or listening to print and non-print media.	<i>Alice and the Boa Constrictor</i> by Laurie Adams		
Generalize	GLE 0401.5.1	-Continue to develop logic skills to facilitate learning and to enhance thoughtful reasoning.	<i>Puffins</i> by Susan E. Quinlan		
			Leveled Readers		

Macon County Schools Curriculum Map

Subject : Reading

Grade: 4 Week: 18

Skill	GLE-CFU-SPI	Standards	Resources	Date Taught	Date Retought
Final er, ar	CFU 0401.1.7	-Spell correctly high-frequency and commonly misspelled words appropriate to grade level.	<i>The King in the Kitchen</i>		
Character and Setting	CFU 0401.8.10 SPI 0401.8.2	-Identify and describe main and minor characters, considering the importance of their actions, motives, and appearances. -Identify characters, setting, and plot in a passage.	<i>One Riddle, One Answer</i> by Lauren Thompson		
Monitor and Fix Up	CFU 0401.1.17	-Continue to develop word consciousness (e.g., word play, word walls, word sorts).	<i>The Malachite Palace</i> by Alma Flor-Ada		
Graphic Sources	GLE 0401.6.2 CFU 0401.6.4 CFU 0401.6.7 CFU 0401.6.8 SPI 0401.6.5 SPI 0401.6.6	-Recognize the different text features of informational texts (e.g., separate text boxes, diagrams, captions, charts, graphs). -Use common text features to enhance understanding (e.g., headings, key words, graphics, captions, side bars). -Preview text using text features (e.g., illustration, graphs, diagrams). -Understand a variety of informational texts, including primary sources (e.g., autobiographical sketches, letters, diaries, Internet sites). -Interpret information using a chart, map, or timeline. -Use available text features (e.g., graphics and illustrations) to make meaning from text.	<i>True Lies</i> by George Shannon Leveled Readers		

Macon County Schools Curriculum Map

Subject : Reading

Grade: 4 Week: 19

Skill	GLE-CFU-SPI	Standards	Resources	Date Taught	Date Retought
Consonants j, ks, and kw	GLE 0401.1.1	-Demonstrate knowledge of Standard English usage, mechanics, and spelling.	<i>Seeker of Knowledge</i>		
Graphic Sources	GLE 0401.6.2 CFU 0401.6.4 CFU 0401.6.7 CFU 0401.6.8 SPI 0401.6.5 SPI 0401.6.6	-Recognize the different text features of informational texts (e.g., separate text boxes, diagrams, captions, charts, graphs). -Use common text features to enhance understanding (e.g., headings, key words, graphics, captions, side bars). -Preview text using text features (e.g., illustration, graphs, diagrams). -Understand a variety of informational texts, including primary sources (e.g., autobiographical sketches, letters, diaries, Internet sites). -Interpret information using a chart, map, or timeline. -Use available text features (e.g., graphics and illustrations) to make meaning from text.	<i>There's a Monster in the Alphabet</i> by James Rumford <i>Out of Darkness</i> by Russell Freedman		
Ask Questions	SPI 0401.6.1	-Select questions used to focus and clarify thinking before, during, and after reading text.	<i>The Mystery of Hieroglyphics</i> by Carol Donoughue		
Main Idea	SPI 0401.2.1 CFU 0401.6.6 SPI 0401.6.2	-Identify the main idea and supporting points of a speech. -Determine the main idea and supporting details from text. -Identify the stated main idea and supporting details in text.	Leveled Readers		

Macon County Schools Curriculum Map

Subject : Reading

Grade: 4 Week: 20

Skill	GLE-CFU-SPI	Standards	Resources	Date Taught	Date Retought
Prefixes un, dis, and in	CFU 0401.1.18 SPI 0401.1.14	-Use a variety of previously learned strategies (e.g., understanding of roots and affixes, context clues, reference sources) to determine the meaning of unfamiliar words. -Use prefixes, suffixes, and root words as aids in determining meaning within context.	<i>Encyclopedia Brown and the Case of the Slippery Salamander</i>		
Plot	CFU 0401.8.8 SPI 0401.8.2 SPI 0401.8.3	-Determine the problem in a story, discover its solution, and consider alternate solutions. -Identify characters, setting, and plot in a passage. -Determine the problem in a story and recognize its solution.	<i>The Case of the Dirty Clue</i> by George Edward Stanley		
Prior Knowledge	CFU 0401.8.1	-Use a variety of pre-reading strategies (e.g., organize prior knowledge using a graphic organizer, explore significant words to be encountered, relate text to prior personal and historical experiences and current events).	<i>Encyclopedia Brown: Boy Detective</i> by Donald Sobol		
Compare and Contrast	CFU 0401.8.11	-Compare and contrast different versions/representations of the same stories/events that reflect different cultures.	<i>Inspector Forsooth's Whodunits</i> by Derrick Niederman		
			Leveled Readers		

Macon County Schools Curriculum Map

Subject : Reading Grade: 4 Week: 21

Skill	GLE-CFU-SPI	Standards	Resources	Date Taught	Date Retought
Multisyllabic Words	SPI 0401.1.14	-Use prefixes, suffixes, and root words as aids in determining meaning within context.	<i>Sailing Home: A Story of a Childhood at Sea</i>		
Author's Purpose	SPI 0401.8.7	-Identify the author's purpose (e.g., to entertain, to inform, to persuade, to share feelings).	<i>Houses and Homes</i> by Ann Morris <i>Houses and Snow, Skin, and Bones</i> by Bonnie Shemie		
Predict	CFU 0401.5.3 SPI 0401.5.1 SPI 0401.8.4	-Make and adjust predictions while reading, viewing, or listening to print and non-print media. -Locate information to support opinions, predictions, and conclusions. -Make appropriate predictions about text.	<i>Houses: Structures, Methods, and Ways of Living</i> by Piero Ventura		
Sequence	SPI 0401.5.6 CFU 0401.6.5 SPI 0401.6.7 CFU 0401.8.9	-Indicate the sequence of events in text. -Understand sequence of events from text. -Arrange instructions in sequential order. -Sequence the events of a selection from beginning to end, determining how the incidents are connected and lead to a solution/conclusion.	Leveled Readers		

Macon County Schools Curriculum Map

Subject : Reading

Grade: 4 Week: 22

Skill	GLE-CFU-SPI	Standards	Resources	Date Taught	Date Retought
Syllable Patterns v/cv and vc/v	GLE 0401.1.1	-Demonstrate knowledge of Standard English usage, mechanics, and spelling.	<i>Lost City: The Discovery of Machu Picchu</i> <i>Then and Now</i> by Stefania Perring		
Compare and Contrast	CFU 0401.8.11	-Compare and contrast different versions / representations of the same stories/events that reflect different cultures.	<i>Inca Town</i> by Fiona MacDonald		
Visualize	CFU 0401.5.2	-Make inferences and draw conclusions while reading, viewing, or listening to print and non-print media.	<i>Machu Picchu: The Story of the Amazing Inkas and Their City in the Clouds</i> by Elizabeth Mann		
Sequence	SPI 0401.5.6 CFU 0401.6.5 SPI 0401.6.7 CFU 0401.8.9	-Indicate the sequence of events in text. -Understand sequence of events from text. -Arrange instructions in sequential order. -Sequence the events of a selection from beginning to end, determining how the incidents are connected and lead to a solution/conclusion.	Leveled Readers		

Macon County Schools Curriculum Map

Subject : Reading

Grade: 4 Week: 23

Skill	GLE-CFU-SPI	Standards	Resources	Date Taught	Date Retought
Greek Word Parts	SPI 0401.1.14	-Use prefixes, suffixes, and root words as aids in determining meaning within context.	<i>Amelia and Eleanor Go for a Ride</i>		
Sequence	SPI 0401.5.6 CFU 0401.6.5 SPI 0401.6.7 CFU 0401.8.9	-Indicate the sequence of events in text. -Understand sequence of events from text. -Arrange instructions in sequential order. -Sequence the events of a selection from beginning to end, determining how the incidents are connected and lead to a solution/conclusion.	<i>Nobody Owns the Sky</i> by Reeve Lindburgh		
Story Structure	CFU 0401.8.8 SPI 0401.8.1 SPI 0401.8.2 SPI 0401.8.3	-Determine the problem in a story, discover its solution, and consider alternate solutions. -Recognize plot features of fairy tales, folk tales, fables, and myths. -Identify characters, setting, and plot in a passage. -Determine the problem in a story and recognize its solution.	<i>A Picture Book of Eleanor Roosevelt</i> by David Adler		
Drawing Conclusions	GLE 0401.5.2 SPI 0401.5.5 CFU 0401.8.2	-Use logic to make inferences and draw conclusions in a variety of oral and written contexts. -Make inferences and draw appropriate conclusions from text. -Derive meaning while reading (e.g., express reactions and personal opinions to a selection, make inferences, draw conclusions based on evidence gained).	<i>Sky Pioneer</i> by Corinne Szabo		
			Leveled Readers		

Macon County Schools Curriculum Map

Subject : Reading

Grade: 4 Week: 24

Skill	GLE-CFU-SPI	Standards	Resources	Date Taught	Date Retought
Words with Latin Roots	SPI 0401.1.14	-Use prefixes, suffixes, and root words as aids in determining meaning within context.	<i>Antarctic Journal</i>		
Main Idea	SPI 0401.2.1 CFU 0401.6.6 SPI 0401.6.2	-Identify the main idea and supporting points of a speech. -Determine the main idea and supporting details from text. -Identify the stated main idea and supporting details in text.	<i>Antarctic Ice</i> by Jim Mastro and Norbert Wu		
Text Structure	SPI 0401.6.6	-Use available text features (e.g., graphics and illustrations) to make meaning from text.	<i>Destination, Antarctica</i> by Robert Swan		
Draw Conclusions	GLE 0401.5.2 SPI 0401.5.5 CFU 0401.8.2	-Use logic to make inferences and draw conclusions in a variety of oral and written contexts. -Make inferences and draw appropriate conclusions from text. -Derive meaning while reading (e.g., express reactions and personal opinions to a selection, make inferences, draw conclusions based on evidence gained).	<i>To the Top of the World: Adventures with Arctic Wolves</i> by Jim Brandenburg		
			Leveled Readers		

Macon County Schools Curriculum Map

Subject : Reading

Grade: 4 Week: 25

Skill	GLE-CFU-SPI	Standards	Resources	Date Taught	Date Retought
Related Words	GLE 0401.1.1	-Demonstrate knowledge of Standard English usage, mechanics, and spelling.	<i>Moonwalk</i>		
Draw Conclusions	GLE 0401.5.2 SPI 0401.5.5 CFU 0401.8.2	-Use logic to make inferences and draw conclusions in a variety of oral and written contexts. -Make inferences and draw appropriate conclusions from text. -Derive meaning while reading (e.g., express reactions and personal opinions to a selection, make inferences, draw conclusions based on evidence gained).	<i>Satellites and Space Probes</i> by Niki Walker and Bobbi Kalman		
Monitor and Fix Up	CFU 0401.1.17	-Continue to develop word consciousness (e.g., word play, word walls, word sorts).	<i>Out of This World</i> by Carole Stott		
Theme	CFU 0401.8.14	-Explore the concept of theme.	<i>Home on the Moon: Living on a Space Frontier</i> by Marianne Dyson		
			Leveled Readers		

Macon County Schools Curriculum Map

Subject : Reading

Grade: 4 Week: 26

Skill	GLE-CFU-SPI	Standards	Resources	Date Taught	Date Retought
Schwa	CFU 0401.1.7	-Spell correctly high-frequency and commonly misspelled words appropriate to grade level.	<i>My Brother Martin</i>		
Cause and Effect	CFU 0401.5.1 SPI 0401.5.2	-Distinguish between fact/opinion and cause/effect. -Recognize cause/effect relationships within context.	<i>Marian Anderson: A Great Singer</i> by Patricia and Frederick McKissack		
Answer Questions	SPI 0401.6.1	-Select questions used to focus and clarify thinking before, during, and after reading text.	<i>My Heroes, My People</i> by Morgan Monceaux		
Fact and Opinion	CFU 0401.5.1 SPI 0401.5.3	-Distinguish between fact/opinion and cause/effect. -Distinguish between fact/opinion and reality/fantasy.	<i>The African American Family</i> by Dorothy Hoobler		
			Leveled Readers		

Macon County Schools Curriculum Map

Subject : Reading

Grade: 4 Week: 27

Skill	GLE-CFU-SPI	Standards	Resources	Date Taught	Date Retought
Prefixes mis, non, and re	SPI 0401.1.14	-Use prefixes, suffixes, and root words as aids in determining meaning within context.	<i>Jim Thorpe's Bright Path</i>		
Fact and Opinion	CFU 0401.5.1 SPI 0401.5.3	-Distinguish between fact/opinion and cause/effect. -Distinguish between fact/opinion and reality/fantasy.	<i>Jingle Dancer</i> by Cynthia Leitch Smith		
Text Structure	SPI 0401.6.6	-Use available text features (e.g., graphics and illustrations) to make meaning from text.	<i>Native American Look Book: Art and Activities for Kids</i> by Missy Sullivan		
Graphic Sources	GLE 0401.6.2 CFU 0401.6.4 CFU 0401.6.7 CFU 0401.6.8 SPI 0401.6.5 SPI 0401.6.6	-Recognize the different text features of informational texts (e.g., separate text boxes, diagrams, captions, charts, graphs). -Use common text features to enhance understanding (e.g., headings, key words, graphics, captions, side bars). -Preview text using text features (e.g., illustration, graphs, diagrams). -Understand a variety of informational texts, including primary sources (e.g., autobiographical sketches, letters, diaries, Internet sites). -Interpret information using a chart, map, or timeline. -Use available text features (e.g., graphics and illustrations) to make meaning from text.	<i>As Long as the Rivers Flow</i> by Paula Gunn Allen Leveled Readers		

Macon County Schools Curriculum Map

Subject : Reading

Grade: 4 Week: 28

Skill	GLE-CFU-SPI	Standards	Resources	Date Taught	Date Retought
Suffixes -less, -ment, -ness	SPI 0401.1.14	-Use prefixes, suffixes, and root words as aids in determining meaning within context.	<i>How Tia Lola Came to Stay</i>		
Character and Theme	CFU 0401.8.14 SPI 0401.8.2	-Explore the concept of theme. -Identify characters, setting, and plot in a passage.	<i>Families Are Funny</i> by Nan Hunt		
Summarize	CFU 0401.2.5 SPI 0401.2.3	-Construct a summary of a speech. -Select the best summary of a speech.	<i>Go Fish</i> by Mary Stolz		
Author's Purpose	SPI 0401.8.7	-Identify the author's purpose (e.g., to entertain, to inform, to persuade, to share feelings).	<i>Millions</i> by Frank Cottrell Boyce		
			Leveled Readers		

Macon County Schools Curriculum Map

Subject : Reading Grade: 4 Week: 29

Skill	GLE-CFU-SPI	Standards	Resources	Date Taught	Date Retought
Suffixes -ful, -ly, and -ion	SPI 0401.1.14	-Use prefixes, suffixes, and root words as aids in determining meaning within context.	<i>To Fly: The Story of the Wright Brothers</i>		
Generalize	GLE 0401.5.1	-Continue to develop logic skills to facilitate learning and to enhance thoughtful reasoning.	<i>A Picture Book of Benjamin Franklin</i> by David Adler		
Ask Questions	SPI 0401.6.1	Select questions used to focus and clarify thinking before, during, and after reading text.	<i>A Picture Book of Amelia Earhart</i> by David Adler		
Graphic Source	GLE 0401.6.2 CFU 0401.6.4 CFU 0401.6.7 CFU 0401.6.8 SPI 0401.6.5 SPI 0401.6.6	-Recognize the different text features of informational texts (e.g., separate text boxes, diagrams, captions, charts, graphs). -Use common text features to enhance understanding (e.g., headings, key words, graphics, captions, side bars). -Preview text using text features (e.g., illustration, graphs, diagrams). -Understand a variety of informational texts, including primary sources (e.g., autobiographical sketches, letters, diaries, Internet sites). -Interpret information using a chart, map, or timeline. -Use available text features (e.g., graphics and illustrations) to make meaning from text.	<i>Always Inventing: A Photobiography of Alexander Graham Bell</i> by Tom L. Matthews Leveled Readers		

Macon County Schools Curriculum Map

Subject : Reading

Grade: 4 Week: 30

Skill	GLE-CFU-SPI	Standards	Resources	Date Taught	Date Retought
Words with Silent Consonants	CFU 0401.1.7	-Spell correctly high-frequency and commonly misspelled words appropriate to grade levels.	<i>The Man Who Went to the Far Side of the Moon</i>		
Graphic Sources	GLE 0401.6.2 CFU 0401.6.4 CFU 0401.6.7 CFU 0401.6.8 SPI 0401.6.5 SPI 0401.6.6	-Recognize the different text features of informational texts (e.g., separate text boxes, diagrams, captions, charts, graphs). -Use common text features to enhance understanding (e.g., headings, key words, graphics, captions, side bars). -Preview text using text features (e.g., illustration, graphs, diagrams). -Understand a variety of informational texts, including primary sources (e.g., autobiographical sketches, letters, diaries, Internet sites). -Interpret information using a chart, map, or timeline. -Use available text features (e.g., graphics and illustrations) to make meaning from text.	<i>Discovering the New World: The Voyages of Christopher Columbus</i> by Andrew Langley <i>Arctic Explorer: The Story of Matthew Henson</i> by Jeri Ferris		
Monitor and Fix Up	CFU 0401.1.17	-Continue to develop word consciousness (e.g., word play, word walls, word sorts).	<i>Around the World in a Hundred Years: From Henry the Navigator to Magellan</i> by Jean Fritz		
Fact and Opinion	CFU 0401.5.1 SPI 0401.5.3	-Distinguish between fact/opinion and cause/effect. -Distinguish between fact/opinion and reality/fantasy.	Leveled Readers		

Macon County Schools Curriculum Map

Subject : Reading

Skills Untaught by Scott Foresman

Grade: 4

Skill	GLE-CFU-SPI	Standards	Resources	Date Taught	Date Retought
Analogies	CFU 0401.5.5 SPI 0401.5.4	-Complete word analogies employing synonyms and antonyms. -Choose a logical word to complete an analogy using synonyms and antonyms.			
Figurative Language: Literary Elements	GLE 0401.8.4 CFU 0401.8.13 CFU 0401.8.15 SPI 0401.8.6 SPI 0401.8.8	-Recognize and understand basic literary terms (e.g., simile, metaphor, setting, point of view, alliteration, onomatopoeia). -Recognize sound devices in poetry (e.g., alliteration, rhythm, rhyme, repetition, onomatopoeia). -Recognize and interpret basic literary devices (e.g., imagery, simile, metaphor, personification, hyperbole). -Identify and interpret similes and metaphors. -Recognize the sounds of language (i.e., alliteration, rhyme, and repetition).			
Forms of Text (plays, poems, novels)	CFU 0401.8.6 CFU 0401.8.7 SPI 0401.8.5	-Recognize varying forms of text (e.g., poems {lines and stanzas}, plays {acts, stage directions}, novels {chapters}). -Read, view, and recognize various literary genres (e.g., poetry, novels, short stories, plays, historical fiction, nonfiction). -Identify the forms of text (e.g., poetry, drama, fiction, nonfiction).			
Point of View	CFU 0401.8.12	-Explore first person point of view.			