

Teacher Guide
Building 4th Grade Reading Strategies
with Lisa Reinicke's
Wings and Feet

This lesson addresses Colorado State Standard 2: Reading for All Purposes
Fourth Grade Level Expectation:

1. Comprehension and fluency matter when reading literary texts in a fluent way

Evidence Outcomes:

Students can:

a. Use Key Ideas and Details to:

- i. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (CCSS: RL.4.1)
- ii. Identify and draw inferences about setting, characters (such as motivations, personality traits), and plot.
- iii. Determine a theme of a story, drama, or poem from details in the text; summarize the text. (CCSS: RL.4.2)
- iv. 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). (CCSS: RL.4.3)
- v. Describe the development of plot (such as the origin of the central conflict, the action of the plot, and how the conflict is resolved)

b. Use Craft and Structure to:

- ii. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text. (CCSS: RL.4.5)

21st Century Skills and Readiness Inquiry Questions:

1. How do people use different reading strategies to better understand different genres (poetry, stories, nonfiction)?
2. What can readers infer about the main character of a text?
3. How are you similar or different from the characters in the text?