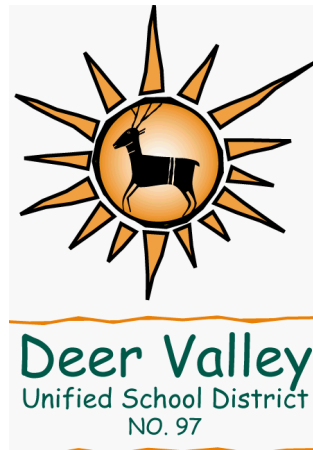


Deer Valley Unified School District

Language Arts Curriculum



4th Grade

Fall, 2007
Revised, Summer 2008

BLUEPRINT FOR GRADE 4 READING – FIRST QUARTER

The Gardener	Donavan's Word Jar	Maria Isabel	Lou Gehrig	Amelia & Eleanor	The Baker's Neighbor	Emperor and the Kite
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Strand I: Reading Process

Concept 4: Vocabulary Acquire and use new vocabulary in relevant contexts.							
PO 2. Use context to determine the relevant meaning of a word. Q 2, 4, 21	X	X	X	X	X	X	X

Concept 6: Comprehension Strategies Employ strategies to comprehend text.							
PO 6. Use reading strategies to comprehend text. Q 3, 6, 7, 10	X	X	X	X	X	X	X

Strand 2: Comprehending Literary Text

Concept 1: Elements of Literature Identify, analyze, and apply knowledge of the structure and elements of literature.							
PO 2. Identify the resolution of a problem or conflict in a plot. Q 8		X	X		X	X	X
PO 3. Identify the moral of a literary selection (e.g., fables, folk tales, fairytales, legends). Q 12							X
PO 4. Distinguish between major and minor characters. Q 9					X	X	
PO 5. Describe a character's traits using textual evidence (e.g., dialogue, actions, narrations, illustrations). Q 5	X	X	X	X	X	X	X
PO 7. Identify all aspects of the setting (e.g., time of day or year, historical period, place, situation). Q 11	X		X		X	X	X
PO 10. Identify common forms of literature (e.g., poetry, novel, short story, biography, autobiography, drama) based upon their characteristics. Q 1	X	X	X	X	X	X	X

BLUEPRINT FOR GRADE 4 READING – FIRST QUARTER (Cont.)

The Gardener	Donavan's Word Jar	Maria Isabel	Lou Gehrig	Amelia & Eleanor	The Baker's Neighbor	Emperor and the Kite
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Strand 3: Comprehending Informational Text

Concept 1: Expository Text Identify, analyze, and apply knowledge of the purpose, structures, and elements of expository text.							
PO 3. Determine author's main purpose (e.g., to inform, to describe, to explain) for writing the expository text. Q 19, 20				X			
PO 4. Locate specific information by using organizational features (e.g., table of contents, headings, captions, bold print, glossaries, indices, italics, key words, topic sentences, concluding sentences) of expository text. Q 14, 18					X		X
PO 7. Distinguish cause from effect. Q 17							
PO 8. Draw valid conclusions based on information gathered from expository text. Q 13, 15, 16					X		X
Concept 2: Functional Text Identify, analyze, and apply knowledge of the purpose, structures, clarity, and relevancy of functional text.							
PO 1. Locate specific information from functional text (e.g., letters, memos, directories, menus, schedules, pamphlets, search engines, signs, manuals, instructions, recipes, labels, forms). Q 23							
PO 2. Interpret details from functional text for a specific purpose (e.g., to follow directions, to solve problems, to perform procedures, to answer questions). Q 22, 24, 25							X

BLUEPRINT FOR GRADE 4 READING – SECOND QUARTER

Night of the Puffings	Garden of Happiness	Babysit an Orangutan	Sarah Plain and Tall	Stealing Home	Cricket in Times Square	Two Lands One Heart	Look to the North
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Strand I: Reading Process

Concept 4: Vocabulary Acquire and use new vocabulary in relevant contexts.								
PO1 Use knowledge of root words and affixes to determine the meaning of unknown words. Q 1, 3	X		X				X	
PO 2. Use context to determine the relevant meaning of a word. Q 12	X	X	X	X	X	X	X	X

Concept 6: Comprehension Strategies Employ strategies to comprehend text.								
PO 5 Connect information and events in a text to experience and to related text and sources. Q 14	X	X	X	X	X	X	X	X
PO 6. Use reading strategies to comprehend text. Q 11, 13	X	X	X	X	X	X	X	X

Strand 2: Comprehending Literary Text

Concept 1: Elements of Literature Identify, analyze, and apply knowledge of the structure and elements of literature.								
PO 1 Identify the main problem or conflict of a plot. Q 18		X			X	X		
PO 2. Identify the resolution of a problem or conflict in a plot. Q 19		X			X	X		
PO 5. Describe a character's traits using textual evidence (e.g., dialogue, actions, narrations, illustrations). Q 16				X	X	X		
PO 6 Identify the speaker or narrator in a literary selection. Q 21		X						
PO 7. Identify all aspects of the setting (e.g., time of day or year, historical period, place, situation). Q 17, 20		X						

BLUEPRINT FOR GRADE 4 READING – SECOND QUARTER (Cont.)

Night of the Puffings	Garden of Happiness	Babysit an Orangutan	Sarah Plain and Tall	Stealing Home	Cricket in Times Square	Two Lands One Heart	Look to the North
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Strand 3: Comprehending Informational Text

Concept 1: Expository Text Identify, analyze, and apply knowledge of the purpose, structures, and elements of expository text.								
PO 3. Determine author's main purpose (e.g., to inform, to describe, to explain) for writing the expository text. Q 9, 22	X		X					X
PO 4. Locate specific information by using organizational features (e.g., table of contents, headings, captions, bold print, glossaries, indices, italics, key words, topic sentences, concluding sentences) of expository text. Q 15				X			X	X
PO 8. Draw valid conclusions based on information gathered from expository text. Q 23, 24, 25	X		X				X	X

Concept 2: Functional Text Identify, analyze, and apply knowledge of the purpose, structures, clarity, and relevancy of functional text.								
PO 1. Locate specific information from functional text (e.g., letters, memos, directories, menus, schedules, pamphlets, search engines, signs, manuals, instructions, recipes, labels, forms). Q 2, 4, 6, 7, 8			X					
PO 2. Interpret details from functional text for a specific purpose (e.g., to follow directions, to solve problems, to perform procedures, to answer questions). Q 5, 10								

BLUEPRINT FOR GRADE 4 READING – THIRD QUARTER

Kid's Invention Book	Case of Pablo's Nose	Days of King Adobe	Red Writing Hood	One Grain of Rice	Fire!	One Important Day	Saguaro Cactus
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Strand I: Reading Process

Concept 4: Vocabulary Acquire and use new vocabulary in relevant contexts.								
PO 2. Use context to determine the relevant meaning of a word. Q 3	X	X	X	X	X	X	X	X

Concept 6: Comprehension Strategies Employ strategies to comprehend text.								
PO 5 Connect information and events in a text to experience and to related text and sources. Q 15	X	X	X	X	X	X	X	X
PO 6. Use reading strategies to comprehend text. Q 4, 17, 18, 19	X	X	X	X	X	X	X	X

Strand 2: Comprehending Literary Text

Concept 1: Elements of Literature Identify, analyze, and apply knowledge of the structure and elements of literature.								
PO 3. Identify the moral of a literary selection. Q 13, 14, 16		X	X	X	X			
PO 5. Describe a character's traits using textual evidence (e.g., dialogue, actions, narrations, illustrations). Q 11, 12	X	X	X	X	X		X	
PO 7. Identify all aspects of the setting (e.g., time of day or year, historical period, place, situation). Q 20			X	X	X		X	
PO 9. Identify characteristics and structural elements of poetry. Q 21								X

BLUEPRINT FOR GRADE 4 READING – THIRD QUARTER (Cont.)

Kid's Invention Book	Case of Pablo's Nose	Days of King Adobe	Red Writing Hood	One Grain of Rice	Fire!	One Important Day	Saguaro Cactus
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Strand 3: Comprehending Informational Text

Concept 1: Expository Text Identify, analyze, and apply knowledge of the purpose, structures, and elements of expository text.								
PO 1. Identify the main idea and supporting details in expository text. Q 5, 6, 7	X					X	X	X
PO 2. Distinguish fact from opinion in expository text. Q 10						X		
PO 3. Determine author's main purpose (e.g., to inform, to describe, to explain) for writing the expository text. Q 2, 8	X					X	X	
PO 4. Locate specific information by using organizational features (e.g., table of contents, headings, captions, bold print, glossaries, indices, italics, key words, topic sentences, concluding sentences) of expository text. Q 1, 9	X					X		X

Concept 2: Functional Text Identify, analyze, and apply knowledge of the purpose, structures, clarity, and relevancy of functional text.								
PO 1. Locate specific information from functional text (e.g., letters, memos, directories, menus, schedules, pamphlets, search engines, signs, manuals, instructions, recipes, labels, forms). Q 24					X			
PO 2. Interpret details from functional text for a specific purpose (e.g., to follow directions, to solve problems, to perform procedures, to answer questions). Q 25	X	X	X		X	X		

Concept 3: Persuasive Text Explain basic elements of argument in text and their relationship to the author's purpose and use of persuasive strategies.								
PO 1. Determine the author's position regarding a particular idea, subject, concept, or object. Q 22, 23								

Trophies

Lead the Way

Theme 1 - You Can Do It!

In this theme, students read about characters who learn more about both themselves and others by tackling challenges creatively.

Essential Question: How has a challenge you have faced helped you to become a stronger person?

Additional Theme Related Books

Easy

- The Gold Coin, by Alma Flor Ada
- The Babe and I, by David A. Adler
- The Great Kapok Tree, by Cherry Lynne
- Miss Viola and Uncle Ed Lee, by Alice Faye Duncan
- Nobody Owns the Sky, by Reeve Lindburgh

Average

- The Malachite Palace, Alma Flor Ada
- A Picture Book of Amelia Earhart, by David A. Adler
- A Picture Book of Eleanor Roosevelt, by David A. Adler
- The Many Troubles of Andy Russell, by David A. Adler
- All-Star Fever, by Matt Christopher
- City Green, by Dyanne DiSalvo-Ryan
- Silent Observer, by Christy MacKinnon
- The Hand-Me-Down Horse, by Marion Hess Pomeranc
- The Money Tree, by Sarah Stewart

Challenging

- The World Record Paper Airplane Book, by Ken Blackburn
- Words and More Words, by Babs Bell Hajdusiewicz
- The Bells of Christmas, by Virginia Hamilton
- Regarding the Fountain, by Kate Klise
- A Season of Comebacks, by Kathy Mackel
- Seven Candles for Kwanzaa, by Andrea Davis Pinkney
- The Young Baseball Player, by Ian Smith
- Sky Pioneer, by Corinne Szabo

Theme: You Can Do It!		Genre: Realistic Fiction		Reading Selection: "The Gardener" by Sarah Stewart		Quarter this will be taught <u>1st</u>
Enduring Understanding: When we find ourselves facing challenges, and needing to implement creative ways to meet those challenges, we learn about both ourselves and others.						
Instructional Focus	Standard and Related Concept	Performance Objectives	Priority E I N	DVQRA	Trophies Text Alignment	
Question of the day -		–Develop oral language	N		20H	
Sharing Literature - Read Aloud	Reading Strand 1 Concept 5: Fluency Read fluently.	PO 1. Read from familiar prose and poetry with fluency and appropriate rhythm, pacing, intonation, and expression relevant to the text.	I		20G-20H	
Preparing to Read Narrative Elements Genres	Reading Strand 2 Concept 1: Elements of Literature Identify, analyze, and apply knowledge of the structures and elements of literature.	PO 1. Identify the main problem or conflict of a plot.	E	Q2	20 I	
		PO 5. Describe a character's traits using textual evidence (e.g., dialogue, actions, narrations, illustrations).	E	Q1, Q2, Q3		
		PO 7. Identify all aspects of the setting (e.g., time of day or year, historical period, place, situation).	E	Q1, Q2, Q3		
		PO 10. Identify common forms of literature (e.g., poetry, novel, short story, biography, autobiography, drama) based upon their characteristics. [Realistic Fiction]	E	Q1	22	
Building Background	Reading Strand 1 Concept 6: Comprehension Strategies Employ strategies to comprehend text.	PO 5. Connect information and events in text to experience and to related text and sources.	I	Q2, Q3	20K	
Vocabulary - Context Clues	Reading Strand 1 Concept 4: Vocabulary Acquire and use new vocabulary in relevant contexts.	PO 2. Use context to determine the relevant meaning of a word.	E	Q1, Q2, Q3	20J, 20L, 20-21 S2-S3	
Figurative Language		PO 4. Identify figurative language, including similes, personification, and idioms.	N		39	
Classify/Categorize		–Organize words into categories according to properties or attributes they have in common.	N		49D	
Word Families		–Use knowledge of related words to extend vocabulary.	N		49K	
Synonyms		PO 6. Identify antonyms, synonyms, and homonyms for given words within text.	I		49K	

Read & Comprehend "The Gardener"	Reading Strand 1 Concept 6: Comprehension Strategies <i>Employ strategies to comprehend text.</i>	PO 1. Predict text content using prior knowledge and text features (e.g., illustrations, titles, topic sentences, key words).	E		22, 35
		PO 5. Connect information and events in a text to experience and to related text and sources.	I	Q2, Q3	46
		PO 6. Use reading strategies (e.g., drawing conclusions, determining cause and effect, making inferences, sequencing) to comprehend text.	E	Q1, Q2, Q3	22-43 49A-49B
	Reading Strand 1 Concept 5: Fluency <i>Read fluently.</i>	PO 1. Read from familiar prose and poetry with fluency and appropriate rhythm, pacing, intonation, and expression relevant to the text.	I		41
	Reading Strand 2 Concept 1: Elements of Literature <i>Identify, analyze, and apply knowledge of the structures and elements of literature.</i>	PO 1. Identify the main problem or conflict of a plot.	E	Q2	48-49 S4-S5 T2
		PO 5. Describe a character's traits using textual evidence (e.g., dialogue, actions, narrations, illustrations).	E	Q1, Q2, Q3	
		PO 7. Identify all aspects of the setting (e.g., time of day or year, historical period, place, situation).	E	Q1, Q2, Q3	
		PO 8. Compare (and contrast) the characters, events, and setting in a literary selection.	N		49D
Cross-Curricular Connections		–Science: Grow a Plant –Science: Growing Plants –Science: Growing Conditions –Math: Transportation –Math: Fractions –Social Studies: The Great Depression –Social Studies: Community Jobs –Social Studies: Compare and Contrast Time Periods	N		20E 37 47 27 33 29 31 47
Writing <i>Friendly Letter</i>	Writing Strand 3 Concept 3: Functional <i>Functional writing provides specific directions or information related to real-world tasks.</i>	PO 2. Write communications, including: thank-you notes, friendly letters , formal letters, messages, invitations.	I		20E 25 S7

Writing Descriptive Paragraph	Writing Strand 3 Concept 2: Expository <i>Expository writing includes nonfiction writing that describes, explains, informs, or summarizes ideas and content.</i>	PO 2. Write an expository paragraph that contains: a topic sentence, supporting details, and relevant information	I		49E-49F S6
	Writing Strand 1 Concept 1: Prewriting <i>Prewriting includes using strategies to generate, plan, and organize ideas for specific purposes.</i>	PO 4. Use organizational strategies (e.g., graphic organizer, KWL chart, log) to plan writing.	I		
	Writing Strand 1 Concept 2: Drafting <i>Drafting incorporates prewriting activities to create a first draft containing necessary elements for a specific purpose.</i>	PO 2. Organize writing into a logical sequence that is clear to the audience.	I		
	Writing Strand 1 Concept 3: Revising <i>Revising includes evaluating and refining the rough draft for clarity and effectiveness.</i>	PO 2. Add details to the draft to more effectively accomplish the purpose.	I		
		PO 6. Apply appropriate tools or strategies (e.g. peer review, checklists, rubrics) to refine the draft.	I		
	Writing Strand 2 Concept 3: Voice <i>Voice will vary according to the type of writing, but should be appropriately formal or casual, distant or personal, depending on the audience and purpose.</i>	PO 2. Convey a sense of originality, sincerity, liveliness, or humor appropriate to topic and type of writing.	I		
Grammar Sentences	Writing Strand 2 Concept 5: Sentence Fluency <i>Fluency addresses the rhythm and flow of language. Sentences are strong and varied in structure and length.</i>	PO 1. Write simple and compound sentences	I		49G-49H S7 T3

Spelling	Writing Strand 2 Concept 6: Conventions <i>Conventions addresses the mechanics of writing, including capitalization, punctuation, spelling, grammar and usage, and paragraph breaks.</i>	PO 8. Use common spelling patterns/generalizations to spell words correctly.	I		49C 49 I - 49J
Speaking and Listening		–Use speaking strategies to effectively retell a story. –Listen and respond to a speaker.	N		49L

CONCEPT MAP

Grade 4

Key Concepts:

The three key elements in a story are:
Setting – when and where the story takes place.
Characters – the people or animals in the story.
Plot – what happens in the story, the sequence of actions or events.

Realistic fiction has characters and events that are like people and events in real life.

Voice refers to the writer's viewpoint and their involvement with the topic they are writing about. Voice helps the reader to know the author and to understand how the author feels about a topic.

A sentence is a group of words that tells a complete thought. A sentence names or refers to someone or something. It tells what that person or thing is or does. The words in a sentence are in an order that makes sense. A sentence begins with a capital letter and ends with an end mark.

A group of words that does not express a complete thought is a fragment.

Theme: **Self-Discovery** **You Can Do It!**

Reading Selection: "The Gardener" by Sarah Stewart

Objectives:

- To identify and use narrative elements such as plot, character, and setting to gain insight into characters' motivations and actions
- To read and understand a realistic fiction selection
- To use sentences correctly
- To use voice in writing a descriptive paragraph

Strategies:

Voice: Before reading "The Gardener", explain to the students that the main character will need to leave her family and home in the country and move to the city to live with her uncle. Ask students to predict how the character will feel about this move. Explain that this will be reflected in the voice of the character as they tell the story. As they read the story does Lydia Grace's voice match their prediction. How is it the same or different?

Sentences and Fragments:

Identify groups of words as sentences or fragments by asking:
1.) Do these words tell a complete thought?
2.) Does the sentence name someone or something?
3.) Does it tell what that person or thing is or does?
4.) Are the words in an order that makes sense?
5.) Does the sentence begin with a capital letter?
6.) Does the sentence end with an endmark?

Setting: Before reading "The Gardener", ask students to predict when and where the story might take place. They should use the pictures on pages 22- 43 to guide their responses.

Key Vocabulary:

anxious– nervous; excited

retire – to stop working after reaching a certain age

vacant– empty; unused

sprucing – decorating or making neat

adore – to love very much

recognizing – knowing who someone is or what something is

Academic Vocabulary:

Plot, Character, Setting
Voice
Descriptive
Fragment

Characterization: Ask students to prepare a TM© Bubble Map to describe Lydia. Use descriptive words and phrases from the letters that help the reader to know more about Lydia.

Theme: You Can Do It! Genre: Realistic Fiction Reading Selection: "Donavan's Word Jar" by Monalisa DeGross					
Enduring Understanding: When we find ourselves facing challenges, and needing to implement creative ways to meet those challenges, we learn about both ourselves and others.					Quarter this will be taught <u>1st</u>
Instructional Focus	Standard and Related Concept	Performance Objectives	Priority E I N	DVQRA	Trophies Text Alignment
Question of the day -		–Develop oral language	N		50H
Sharing Literature - <i>Read Aloud</i>	Reading Strand 1 Concept 5: Fluency <i>Read fluently.</i>	PO 1. Read from familiar prose and poetry with fluency and appropriate rhythm, pacing, intonation, and expression relevant to the text.	I		50G-50H
Preparing to Read <i>Genres</i>	Reading Strand 2 Concept 1: Elements of Literature <i>Identify, analyze, and apply knowledge of the structures and elements of literature.</i>	PO 10. Identify common forms of literature (e.g., poetry, novel, short story, biography, autobiography, drama) based upon their characteristics. [Realistic Fiction, Poetry]	E	Q1	52, 65, 72
Building Background	Reading Strand 1 Concept 6: Comprehension Strategies <i>Employ strategies to comprehend text.</i>	PO 5. Connect information and events in a text to experience and to related text and sources.	I	Q2, Q3	50K
Vocabulary - <i>Prefixes, Suffixes, and Roots</i>	Reading Strand 1 Concept 4: Vocabulary <i>Acquire and use new vocabulary in relevant contexts.</i>	PO 1. Use knowledge of root words and affixes to determine the meaning of unknown words.	E	Q2	50 I - 50 J 76-77 S 10-S11 , T4
Context Clues		PO 2. Use context to determine the relevant meaning of a word.	E	Q1, Q2, Q3	50L, 50-51, S8-S9
Figurative Language		PO 4. Identify figurative language, including similes, personification, and idioms. [hyperbole]	N		61, 72, 77E, S12
Word Pyramids		–Use knowledge of related words to extend vocabulary.	N		77K
Synonyms and Antonyms		PO 6. Identify antonyms, synonyms, and homonyms for given words within text.			77A-77B, 77K

Read & Comprehend <i>"The Gardener"</i> <i>"I Love the Look of Words"</i>	Reading Strand 1 Concept 6: Comprehension Strategies <i>Employ strategies to comprehend text.</i>	PO 1. Predict text content using prior knowledge and text features (e.g., illustrations, titles, topic sentences, key words).	I		52-70 72-73 74 77D T2 T13
		PO 2. Confirm predictions about text for accuracy.	I		
		PO 5. Connect information and events in a text to experience and to related text and sources.	E	Q2, Q3	
		PO 6. Use reading strategies (e.g., drawing conclusions, determining cause and effect, making inferences, sequencing) to comprehend text.	E	Q1, Q2, Q3	
	Reading Strand 1 Concept 5: Fluency <i>Read fluently.</i>	PO 1. Read from familiar prose and poetry with fluency and appropriate rhythm, pacing, intonation, and expression relevant to the text.	I		
	Reading Strand 2 Concept 1: Elements of Literature <i>Identify, analyze, and apply knowledge of the structures and elements of literature.</i>	PO 1. Identify the main problem or conflict of a plot.	E	Q2	
		PO 2. Identify the resolution of a problem or conflict in a plot.	E	Q1, Q2	
		PO 5. Describe a character's traits using textual evidence (e.g., dialogue, actions, narrations, illustrations).	E	Q1, Q2, Q3	
Cross-Curricular Connections		–Health: Healthful Eating –Math: Guess How Many Beans –Music: Folk Music, Lullaby –Math/Art: Shapes and Patterns –Science: Kaleidoscope –Social Studies: Our Elders –Social Studies: Create a Postcard –Math: Make a Line Graph	N		50E 50E 55 57 59 63 75 75
Writing <i>Character Sketch</i>	Writing Strand 1 Concept 1: Prewriting <i>Prewriting includes using strategies to generate, plan, and organize ideas for specific purposes.</i>	PO 1. Generate ideas through a variety of activities (e.g., brainstorming, graphic organizers, drawing, writer's notebook, group discussion, printed material).	I		77E-77F S13
		PO 2. Determine the purpose (e.g., to entertain, to inform, to communicate, to persuade) of a writing piece.	I		
		PO 3. Determine the intended audience of a writing piece.	I		
	Writing Strand 1 Concept 2: Drafting <i>Drafting incorporates prewriting activities to create a first draft containing necessary elements for a specific purpose.</i>	PO 2. Organize writing into a logical sequence that is clear to the audience.	I		

Writing <i>Character Sketch</i>	Writing Strand 1 Concept 3: Revising <i>Revising includes evaluating and refining the rough draft for clarity and effectiveness.</i>	PO 2. Add details to the draft to more effectively accomplish the purpose.	I		77E-77F S13
		PO 6. Apply appropriate tools or strategies (e.g. peer review, checklists, rubrics) to refine the draft.			
	Writing Strand 2 Concept 3: Voice <i>Voice will vary according to the type of writing, but should be appropriately formal or casual, distant or personal, depending on the audience and purpose.</i>	PO 2. Convey a sense of originality, sincerity, liveliness, or humor appropriate to topic and type of writing.			
Grammar <i>Declarative and Interrogative Sentences</i>	Writing Strand 2 Concept 6: Conventions <i>Conventions addresses the mechanics of writing, including capitalization, punctuation, spelling, grammar and usage, and paragraph breaks.</i>	PO 2. Punctuate endings of sentences using: periods, question marks, exclamation points.	I		77G-77H S13, T5
Spelling		PO 8. Use common spelling patterns/generalizations to spell words correctly.	I		77C, 77I
Speaking and Listening		–Present effective introductions. –Identify the major ideas in a presentation.	N		77L
Viewing and Presenting		–Analyze the visual elements of an illustration	N		

CONCEPT MAP

Grade 4

Key Concepts:

A prefix is a word part added to the beginning of a root word or a root to change its meaning.

A suffix is a word part added to the end of a root word or a root to change its meaning.

A root is the basic part of a word that gives the word its meaning.

Writer's express a personal voice through the way they use language. Vivid details and figurative language help make a writer's voice strong.

A declarative sentence tells something. Use a period (.) to end this kind of sentence.

An interrogative sentence asks a question. Use a question mark (?) to end this kind of sentence.

Realistic fiction tells about characters and events that are like people and events in real life.

A character sketch is a brief narrative that reveals a fictional character's traits, physical description, or personality.

Theme:

Self-Discovery

You Can Do It!

Reading Selection: "Donavan's Word Jar" by Monalisa DeGross

Objectives:

-To use morphemic units, such as roots, prefixes, and suffixes, to determine the meaning of words.

-To read and understand a realistic fiction selection; to compare realistic fiction with poetry.

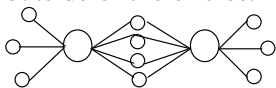
-To use declarative and interrogative sentences correctly.

-To use voice in writing a character sketch.

Strategies:

Compare Two Genres:

Ask students to write "Donavan's Word Jar" in one large bubble and "I Love the Look of Words" in the second large bubble. Identify similarities between the two passages in the center bubbles. Identify differences between the two passages to the outside of the circles.



Realistic fiction: Assign students to work in pairs or small groups. Discuss ways the setting of the story is realistic, what makes the characters believable, and in what ways the plot is realistic.

Character Sketch: "Share the pen."

Model writing a brief character sketch on chart paper. Choose a television, movie, or literary character that all students are familiar with. Ask students to contribute to the sketch by supplying descriptive details and figurative language.

Key Vocabulary:

leisure– time free from work

disappointment – the feeling that comes when one's hopes are not met

uneasy– worried

perseverance – the habit of continuing something in spite of troubles

compromise – to reach an agreement after each side gives up part of its demands

chortle – to laugh or chuckle loudly

Academic Vocabulary:

Root, Prefix, Suffix
Realistic
Poetry
Declarative, Interrogative
Character
Sketch

Prefixes, Suffixes, Roots: Ask students to construct a TM© Brace map to break words into parts.

unfortunate { un
fortune
ate

Theme: You Can Do It!		Genre: Realistic Fiction		Reading Selection: "My Name is Maria Isabel" by Alma Flor Ada		Quarter this will be taught <u>1st</u>
Enduring Understanding: When we find ourselves facing challenges, and needing to implement creative ways to meet those challenges, we learn about both ourselves and others.						
Instructional Focus	Standard and Related Concept	Performance Objectives	Priority E I N	DVQRA	Trophies Text Alignment	
Question of the day -		–Develop oral language	N		78H	
Sharing Literature - Read Aloud	Reading Strand 1 Concept 5: Fluency Read fluently.	PO 1. Read from familiar prose and poetry with fluency and appropriate rhythm, pacing, intonation, and expression relevant to the text.	I		78G-78H	
Preparing to Read Narrative Elements Genres	Reading Strand 2 Concept 1: Elements of Literature Identify, analyze, and apply knowledge of the structures and elements of literature.	PO 1. Identify the main problem or conflict of a plot.	E	Q2	78 I	
		PO 2. Identify the resolution of a problem or conflict in a plot.	E	Q1, Q2		
		PO 10. Identify common forms of literature (e.g., poetry, novel, short story, biography, autobiography, drama) based upon their characteristics. [Realistic Fiction]	E	Q1	80	
Building Background	Reading Strand 1 Concept 6: Comprehension Strategies Employ strategies to comprehend text.	PO 1. Predict text content using prior knowledge and text features (e.g., illustrations, titles, topic sentences, key words).	I	Q3	78J - K, 80	
Vocabulary - Context Clues	Reading Strand 1 Concept 4: Vocabulary Acquire and use new vocabulary in relevant contexts.	PO 2. Use context to determine the relevant meaning of a word.	I	Q1, Q2, Q3	78-79 S14-15	
Reference Sources		PO 5. Determine the meanings, pronunciations, syllabication, synonyms, antonyms, and parts of speech or words using a variety of reference aids, including dictionaries, thesauri, glossaries, CD-ROM and Internet when available. [Word origins]	I		78L, 78-79 101 I	
Antonyms		PO 6. Identify antonyms, synonyms, and homonyms for given words within text.	I		101 I	
Read & Comprehend "My Name is Maria Isabel"	Reading Strand 1 Concept 6: Comprehension Strategies Employ strategies to comprehend text.	PO 1. Predict text content using prior knowledge and text features (e.g., illustrations, titles, topic sentences, key words).	E		80-98 T14 100-101 101B S16-17	
		PO 2. Confirm predictions about text for accuracy.	E			
		PO 5. Connect information and events in a text to experience and to related text and sources.	I	Q2, Q3		

Read & Comprehend <i>"My Name is Maria Isabel"</i>	Reading Strand 1 Concept 6: Comprehension Strategies <i>Employ strategies to comprehend text.</i>	PO 6. Use reading strategies (e.g., drawing conclusions, determining cause and effect, making inferences, sequencing) to comprehend text.	I	Q1, Q2, Q3	80-98 T14 100-101 101B S16-17
	Reading Strand 1 Concept 5: Fluency <i>Read fluently.</i>	PO 1. Read from familiar prose and poetry with fluency and appropriate rhythm, pacing, intonation, and expression relevant to the text.	I		
	Reading Strand 2 Concept 1: Elements of Literature <i>Identify, analyze, and apply knowledge of the structures and elements of literature.</i>	PO 1. Identify the main problem or conflict of a plot.	E	Q2	
		PO 5. Describe a character's traits using textual evidence (e.g., dialogue, actions, narrations, illustrations).	E	Q1, Q2, Q3	
		PO 7. Identify all aspects of the setting (e.g., time of day or year, historical period, place, situation).	I	Q1, Q2, Q3	
Cross-Curricular Connections		–Math: Temperatures Around the World –Social Studies: Holidays –Music: Opera –Science: Young Spiders	N		78E 83 85 89
Writing <i>Personal Narrative</i>	Writing Strand 3 Concept 1: Expressive <i>Expressive writing includes personal narratives, stories, poetry, songs, and dramatic pieces.</i>	PO 1. Write a narrative based on imagined or real events, observations, or memories that includes: a. characters b. setting c. plot d. sensory details e. clear language f. logical sequence of events	E		101 C-D S18-19
	Writing Strand 1 Concept 1: Prewriting <i>Prewriting includes using strategies to generate, plan, and organize ideas for specific purposes.</i>	PO 1. Generate ideas through a variety of activities (e.g., brainstorming, graphic organizers, drawing, writer's notebook, group discussion, printed materials)	I		
		PO 2. Determine the intended audience of a writing piece.	I		
		PO 4. Use organizational strategies (e.g., graphic organizer, KWL chart, log) to plan writing.	I		
	Writing Strand 1 Concept 2: Drafting <i>Drafting incorporates prewriting activities to create a first draft containing necessary elements for a specific purpose.</i>	PO 1. Use a prewriting plan to develop a draft with main idea(s) and supporting details.	I		
		PO 2. Organize writing into a logical sequence that is clear to the audience.	I		

Writing <i>Personal Narrative</i>	Writing Strand 1 Concept 3: Revising <i>Revising includes evaluating and refining the rough draft for clarity and effectiveness.</i>	PO 1. Evaluate the draft for use of ideas and content, organization, voice, word choice, and sentence fluency.	I		101 C-D S18-19
		PO 6. Apply appropriate tools or strategies (e.g. peer review, checklists, rubrics) to refine the draft.	I		
	Writing Strand 1 Concept 4: Editing <i>Proofread and correct the draft for conventions.</i>	PO 1. Identify punctuation, spelling, and grammar and usage errors in the draft.	I		
	Writing Strand 1 Concept 5: Publishing <i>Publishing includes formatting and presenting a final product for the intended audience.</i>	PO 1. Prepare writing in a format appropriate to audience and purpose.	I		
	Writing Strand 2 Concept 3: Voice <i>Voice will vary according to the type of writing, but should be appropriately formal or casual, distant or personal, depending on the audience and purpose.</i>	PO 1. Show awareness of the audience through word choice and style.	I		
		PO 2. Convey a sense of originality, sincerity, liveliness, or humor appropriate to topic and type of writing.	I		
Grammar <i>Imperative and Exclamatory Sentences</i>	Writing Strand 2 Concept 4: Word Choice <i>Word Choice reflects the writer's use of specific words and phrases to convey the intended message</i>	PO 1. Use a variety of specific and accurate words that effectively convey the intended message.	E		101 E-F S19 T6
	Writing Strand 2 Concept 6: Conventions <i>Conventions addresses the mechanics of writing, including capitalization, punctuation, spelling, grammar and usage, and paragraph breaks.</i>	PO 2. Punctuate endings of sentences using: periods, question marks and exclamation points.	E		
Spelling		PO 8. Use common spelling patterns/generalizations to spell words correctly.	I		101A 101 G-H
Speaking and Listening		–Deliver an oral summary –Listen and respond to a speaker.	N		101 J

CONCEPT MAP

Grade 4

Key Concepts:

‘Plot’ refers to the sequence of actions or events in a story or narrative.

‘Conflict’ refers to a problem in a story or narrative that must be solved.

‘Resolution’ refers to the way the problem is solved.

Good readers pause frequently while reading to make and confirm predictions. This allows the reader to increase their understanding of the plot, the setting, and the characters.

Realistic fiction tells about characters and events that are like people and events in real life.

An inference is made when the reader uses information from the selection and what they already know to figure out what the author is saying.

An imperative sentence gives a command. It ends with a period. An exclamatory sentence expresses strong feeling. It ends with an exclamation point.

In a personal narrative, the writer tells about an experience, an event, or a series of events in his or her own life.

Theme: **Self-Discovery** **You Can Do It!**

Reading Selection: “My Name is Maria Isabel” by Alma Flor Ada

Objectives:

- To identify the conflict, or problem, and its resolution in a work of literature.
- To make and confirm predictions during reading.
- To read and understand a realistic fiction selection.
- To draw and explain inferences from a text.
- To use imperative and exclamatory sentences correctly.
- To use the writing process in writing a personal narrative.

Strategies:

Make and Confirm Predictions:

Model making predictions during read-alouds of narrative texts. Occasionally, make a false prediction. When the prediction is found to be inaccurate, model thinking through the reason for the misunderstanding.

Conflict and Resolution: As students read the story, ask them to identify the primary conflict Maria encounters and write it on an index card. (Make a prediction as to how the conflict will be resolved.) Finally, write the resolution and compare to the prediction.

Inferences: Create an inference organizer. As the student reads the passage have them record information related to the characters, setting and plot.

What the story says	What I already know	My inferences

Key Vocabulary:

pageant– a show based on stories or events from previous times

restless – unable to sit still

tropical– found in the warm, wet regions of the Earth, near the equator

rehearsals – practices for a play or other performance

attentively – in a way that shows complete concentration; with concern

troublesome – trouble-causing; disturbing

Academic Vocabulary:

Conflict
Resolution
Prediction
Realistic
Inference
Imperative, Exclamatory
Narrative

Personal Narrative: Conduct pre-writing conferences with students in order to focus their idea for a personal narrative. Ask questions of the student in order to narrow the topic to a specific interesting idea.

Theme: You Can Do It!		Genre: Realistic Fiction	Reading Selection: "Lou Gehrig: The Luckiest Man" by David A. Adler			Quarter this will be taught <u>1st</u>
Enduring Understanding: When we find ourselves facing challenges, and needing to implement creative ways to meet those challenges, we learn about both ourselves and others.						
Instructional Focus	Standard and Related Concept	Performance Objectives	Priority E I N	DVQRA	Trophies Text Alignment	
Question of the day -		–Develop oral language	N		102H	
Sharing Literature - Read Aloud	Reading Strand 1 Concept 5: Fluency Read fluently.	PO 1. Read from familiar prose and poetry with fluency and appropriate rhythm, pacing, intonation, and expression relevant to the text.	I		102G-H	
Preparing to Read Genres	Reading Strand 2 Concept 1: Elements of Literature Identify, analyze, and apply knowledge of the structures and elements of literature.	PO 10. Identify common forms of literature (e.g., poetry, novel, short story, biography, autobiography, drama) based upon their characteristics. [Realistic Fiction]	I	Q1	104	
Building Background	Reading Strand 1 Concept 6: Comprehension Strategies Employ strategies to comprehend text.	PO 5. Connect information and events in text to experience and to related text and sources.	I	Q2, Q3	102K	
Summarizing		PO 6. Use reading strategies (e.g., drawing conclusions, determining cause and effect, making inferences, sequencing) to comprehend text. [Summarizing]	E	Q1, Q2, Q3	102J	
Vocabulary - Context Clues	Reading Strand 1 Concept 4: Vocabulary Acquire and use new vocabulary in relevant contexts.	PO 2. Use context to determine the relevant meaning of a word.	I	Q1, Q2, Q3	102-103 S20 - S21	
Prefixes, Suffixes, and Roots		PO 1. Use knowledge of root words and affixes to determine the meaning of unknown words.	E	Q2, Q3	102 I , 106 122-123 S22- S23	
Multiple Meaning Words		–Interpret words with multiple meanings	N		123 I	
Antonyms and Synonyms		PO 6. Identify antonyms, synonyms, and homonyms for given words within text.	I		123 B 123 I	
Use Reference Sources		PO 5. Determine the meanings, pronunciations, syllabication, synonyms, antonyms, and parts of speech of words by using a variety of reference aids, including dictionaries, thesauri, glossaries, and CD-ROM and Internet when available.	E		102L	

Read & Comprehend <i>"Lou Gehrig, The Luckiest Man"</i> <i>"Dot Richardson, An Olympic Champion"</i>	Reading Strand 1 Concept 6: Comprehension Strategies <i>Employ strategies to comprehend text.</i>	PO 1. Predict text content using prior knowledge and text features (e.g., illustrations, titles, topic sentences, key words).	I		104-119
		PO 5. Connect information and events in a text to experience and to related text and sources.	I	Q2, Q3	
		PO 6. Use reading strategies (e.g., drawing conclusions, determining cause and effect, making inferences, sequencing) to comprehend text.	E	Q1, Q2, Q3	
	Reading Strand 1 Concept 5: Fluency <i>Read fluently.</i>	PO 1. Read from familiar prose and poetry with fluency and appropriate rhythm, pacing, intonation, and expression relevant to the text.	I		
	Reading Strand 2 Concept 1: Elements of Literature <i>Identify, analyze, and apply knowledge of the structures and elements of literature.</i>	PO. 5 Describe a character's traits using textual evidence (e.g., dialogue, actions, narrations, illustrations)	E	Q1, Q2, Q3	
	Reading Strand 3 Concept 1: Expository Text <i>Identify, analyze, and apply knowledge of the purpose,</i>	PO 1. Identify the main problem or conflict of a plot.	I	Q3	
		PO 3. Determine author's main purpose (e.g., to inform, to describe, to explain) for writing the expository text.	E	Q1, Q2, Q3	
Cross-Curricular Connections		–Social Studies: Coming to America K-W-L –Math: Average Number of Hits –Social Studies: The Immigration Decade –Math: Record Breakers –Social Studies: Design a Trading Card –Science: Give an Oral Report			102E 102E 107 109 121 121

Writing Story	<p>Writing Strand 3</p> <p>Concept 1: Expressive</p> <p><i>Expressive writing includes personal narratives, stories, poetry, songs, and dramatic pieces. Writing may be based on real or imagined events.</i></p>	<p>PO 1. Write a narrative based on imagined or real events, observations, or memories that includes:</p> <ul style="list-style-type: none"> a. characters b. setting c. plot d. sensory details e. clear language f. logical sequence of events 	E		123 C - 123 D S24 - S25
	<p>Writing Strand 1</p> <p>Concept 1: Prewriting</p> <p><i>Prewriting includes using strategies to generate, plan, and organize ideas for specific purposes.</i></p>	<p>PO 4. Use organizational strategies (e.g., graphic organizer, KWL chart, log) to plan writing.</p>	I		
	<p>Writing Strand 1</p> <p>Concept 2: Drafting</p> <p><i>Drafting incorporates prewriting activities to create a first draft containing necessary elements for a specific purpose.</i></p>	<p>PO 2. Organize writing into a logical sequence that is clear to the audience.</p>	I		
	<p>Writing Strand 1</p> <p>Concept 3: Revising</p> <p><i>Revising includes evaluating and refining the rough draft for clarity and effectiveness.</i></p>	<p>PO 2. Add details to the draft to more effectively accomplish the purpose.</p>	I		
		<p>PO 6. Apply appropriate tools or strategies (e.g. peer review, checklists, rubrics) to refine the draft.</p>	I		
Grammar Subjects and Predicates	<p>Writing Strand 1</p> <p>Concept 3: Editing</p> <p><i>Proofread and correct the draft for conventions.</i></p>	<p>PO 4. Apply appropriate tools (e.g., peer review, checklists, rubrics) to edit the draft.</p>	I		123 E - 123 F S 25
		<p>Identify subjects and predicates of simple sentences</p>	N		

Spelling	Writing Strand 2 Concept 6: Conventions <i>Conventions addresses the mechanics of writing, including capitalization, punctuation, spelling, grammar and usage, and paragraph breaks.</i>	PO 8. Use common spelling patterns/generalizations to spell words correctly. [Long and Short o and u]	I		123 G - 123 H
Speaking and Listening		–Present a story in an organized manner –Respond to the main ideas in an oral presentation	N		123 J

CONCEPT MAP

Grade 4

Key Concepts:

Prefixes are at the beginning of words, suffixes are at the end. A word may have more than one suffix. A word may have more than one root. Use the root or the root word to help you figure out the word's meaning.

A biography is a story about a person's life written by another person.

A sentence has two parts, a subject and a predicate.
The subject names the person or thing that the sentence is about.
The predicate tells what the person or thing is or does.

A fictional story tells about one main idea or problem. A story has characters, a setting, and a plot. The plot has a beginning, a middle, and an ending. Before writing a story, know who the characters will be and what the main events of the story will be.

Prefixes, Suffixes, and Roots: Ask students to construct a TM© Brace map to break words into parts.

Inaudible { in (not)
aud (hear)
ible (adjective)

Theme: **Self-Discovery** **You Can Do It!**

Reading Selection: "Lou Gehrig: The Luckiest Man" by David A Adler

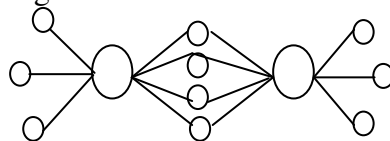
Objectives:

- To use knowledge of prefixes, suffixes, and roots to analyze the meaning of longer or more complex words
- To read and understand a biography selection
- To compare two biography selections
- To use subjects and predicates correctly
- To use the writing process in writing a fictional story

Strategies:

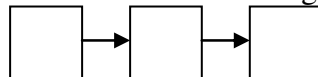
Compare Two Biography Selections:

Use a TM Double Bubble Map to compare the athletic successes of Lou Gehrig and Dot Richardson.



Write a summary telling how they are alike and how they are different. Use the information from the map.

Read and Understand a Biography Selection: Use a TM Flow Map to record the events in the life of Lou Gehrig or Dot Richardson.



Subjects and Predicates: Give each student two index cards. Write "Subject" on one the front of one card. Write "Predicate" on the second card. Write sentences on an overhead. Underline either the subject or the predicate and have the students identify if you have underlined the subject or the predicate by lifting the appropriate card into the air.

Key Vocabulary:

courageous– brave

immigrants – people who go to a country to live in it

appreciation – showing that one recognizes the value of a person or thing

tremendous – very large or great

modest – humble, not boastful

sportsmanship – playing fair and showing respect for opponents

valuable – important; worth much

salary – money paid at regular times to a worker

Academic Vocabulary:

Analyze
Biography
Compare
Subject
Predicate
Process

Theme: You Can Do It!		Genre: Historical Fiction		Reading Selection: "Amelia and Eleanor Go for a Ride" by Pam Munoz Ryan		Quarter this will be taught <u>1st</u>
Enduring Understanding: When we find ourselves facing challenges, and needing to implement creative ways to meet those challenges, we learn about both ourselves and others.						
Instructional Focus	Standard and Related Concept	Performance Objectives	Priority E I N	DVQRA	Trophies Text Alignment	
Question of the day -		–Develop oral language	N		124 H	
Sharing Literature - Read Aloud	Reading Strand 1 Concept 5: Fluency Read fluently.	PO 1. Read from familiar prose and poetry with fluency and appropriate rhythm, pacing, intonation, and expression relevant to the text.	I		124 G - H	
Preparing to Read Focus Skill - Locate Information	Reading Strand 3 Concept 1: Expository Text Identify, analyze, and apply knowledge of the purpose, structures and elements of expository text.	PO 4. Locate specific information by using organizational features (e.g., table of contents, headings, captions, bold print, glossaries, indices, italics, key words, topic sentences, concluding sentences) of expository text.	E	Q1, Q2, Q3	124 I 146 - 147 S28 - S29	
Focus Strategy - Read Ahead	Reading Strand 1 Concept 6: Comprehension Strategies Employ strategies to comprehend text.	PO 6. Use reading strategies (e.g., drawing conclusions, determining cause and effect, making inferences, sequencing) to comprehend text. [read ahead]	E	Q1, Q2, Q3	124 J	
Building Background		PO 5. Connect information and events in a text to experience and to related text and sources.	E	Q2, Q3	124 K	
Genres	Reading Strand 2 Concept 1: Elements of Literature Identify, analyze, and apply knowledge of the structures and elements of literature.	PO 10. Identify common forms of literature (e.g., poetry, novel, short story, biography, autobiography, drama) based upon their characteristics. [Historical Fiction]	E	Q1	126 142	
Vocabulary - Context Clues		PO 2. Use context to determine the relevant meaning of a word.	E	Q1, Q2, Q3	124 - 125 S26 - S27	
Root Words and Affixes	Reading Strand 1 Concept 4: Vocabulary Acquire and use new vocabulary in relevant contexts.	PO 1. Use knowledge of root words and affixes to determine the meaning of unknown words.	E		124 L	
Thesaurus		PO 5. Determine the meanings, pronunciations, syllabication, synonyms, antonyms, and parts of speech of words by using a variety of reference aids, including dictionaries, thesauri, glossaries, and CD-ROM and Internet when available.	I	Q2	147 I	

Vocabulary - <i>Word Relationships</i> <i>Synonyms</i>	Reading Strand 1 Concept 4: Vocabulary <i>Acquire and use new vocabulary in relevant contexts.</i>	–Use word relationships to determine meaning and increase vocabulary.	N		147 I
		PO 6. Identify antonyms, synonyms, and homonyms for given words within text.	I		147 B
Read & Comprehend <i>"Tamelia and Eleanor Go for a Ride"</i>	Reading Strand 1 Concept 6: Comprehension Strategies <i>Employ strategies to comprehend text.</i>	PO 1. Predict text content using prior knowledge and text features (e.g., illustrations, titles, topic sentences, key words).	E		126 - 139
		PO 2. Confirm predictions about text for accuracy.	E		
		PO 5. Connect information and events in a text to experience and to related text and sources.	E	Q2, Q3	
		PO 6. Use reading strategies (e.g., drawing conclusions, determining cause and effect, making inferences, sequencing) to comprehend text.	E	Q1, Q2, Q3	
	Reading Strand 1 Concept 5: Fluency <i>Read fluently.</i>	PO 1. Read from familiar prose and poetry with fluency and appropriate rhythm, pacing, intonation, and expression relevant to the text.	E		
	Reading Strand 2 Concept 1: Elements of Literature <i>Identify, analyze, and apply knowledge of the structures and elements of literature.</i>	PO 1. Identify the main problem or conflict of a plot.	E	Q2	
		PO 2. Identify the resolution of a problem or conflict in a plot.	E	Q1, Q2	
		PO 4. Distinguish between major characters and minor characters.	I	Q1	
		PO 5. Describe a character's traits using textual evidence (e.g., dialogue, actions, narrations, illustrations).	E	Q1, Q2, Q3	
		PO 7. Identify all aspects of the setting (e.g., time of day or year, historical period, place, situation).	E	Q1, Q2, Q3	
		PO 8. Compare (and contrast) the characters, events, and setting in a literary selection.	E		
Read & Comprehend <i>"Wings of Hope"</i>	Reading Strand 3 Concept 1: Expository Text <i>Identify, analyze, and apply knowledge of the purpose, structures and elements of expository text.</i>	PO 1. Identify the main idea and supporting details in expository text.	E	Q3	142 - 144
		PO 8. Draw valid conclusions based on information gathered from expository text.	E	Q1, Q2	

Cross-Curricular Connections		–Social Studies: How Far to the White House –Science: Research Magnetic Compasses –Social Studies: Media –Science: Ecosystems –Art: Drawing a Description	N		124 E 124 E 129 131
Decoding / Phonics <i>Letter Patterns</i>	(Grade 3) Reading Strand 1 Concept 3: Phonics <i>Decode words, using knowledge of phonics, syllabication, and word parts.</i>	PO 3. Apply knowledge of the following common spelling patterns to read words: words with <i>ough</i>	I		147 A
Writing <i>Personal Narrative</i>	Writing Strand 3 Concept 1: Expressive <i>Expressive writing includes personal narratives, stories, poetry, songs, and dramatic pieces.</i>	PO 1. Write a narrative based on imagined or real events, observations, or memories that includes: a. characters b. a setting c. a plot d. sensory details e. clear language f. logical sequence of events	E		147 C - D S30 - S31
	Writing Strand 1 Concept 1: Prewriting <i>Prewriting includes using strategies to generate, plan, and organize ideas for specific purposes.</i>	PO 4. Use organizational strategies (e.g., graphic organizer, KWL chart, log) to plan writing.	E		
		PO 6. Use time management strategies , when appropriate, to produce a writing product within a set time period.	E		
	Writing Strand 1 Concept 2: Drafting <i>Drafting incorporates prewriting activities to create a first draft containing necessary elements for a specific purpose.</i>	PO 2. Organize writing into a logical sequence that is clear to the audience.	E		
Grammar <i>Complete and Simple Subjects</i>	Writing Strand 2 Concept 6: Conventions <i>Conventions addresses the mechanics of writing, including capitalization, punctuation, spelling, grammar and usage, and paragraph breaks.</i>	–Write complete and simple subjects	N		147 E - F S31
Spelling		PO 8. Use common spelling patterns/generalizations to spell words correctly.	I		147 G - H
Speaking and Listening		–Use facts and details to help listeners focus –Identify the key events in a narrative	N		147 J

CONCEPT MAP

Grade 4

Key Concepts:

Historical fiction is a story that is set in the past and portrays people, places, and events that did happen or could have happened.

A Title Page tells the book's title and author. The Copyright page tells the name of the publisher and the year the book was published. The Table of Contents lists the sections or chapters of the book and their page numbers in order. The Index lists the topics that are covered in the book in alphabetical order. The glossary is a small dictionary of words contained in the book.

The subject answers the question "who or what is the sentence about?" The complete subject is all the words that name the person or thing that the sentence is about. The simple subject is the main word or words in the complete subject of a sentence.

Personal Narrative: Ask the students to write about a time that they were successful at something they had previously been unable to do. Tell them that they will only have 45 minutes to complete the assignment and help them to plan how long they will spend on the pre-writing, drafting, revision, and editing stages.

Theme: **Self-Discovery** **You Can Do It!**

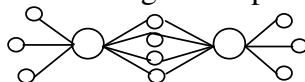
Reading Selection: "Amelia and Eleanor Go for a Ride" by Pam Munoz Ryan

Objectives:

- To use an index, a table of contents, and other book parts to locate information**
- To read and understand a historical fiction selection**
- To compare historical fiction with a magazine article**
- To use complete and simple subjects correctly**
- To practice writing a personal narrative in a timed or tested situation.**

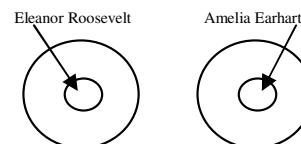
Locate Information: Put together a print 'scavenger hunt' through a content area text book. Allow students to work with a partner to locate information from the index, table of contents, glossary, tables, preface, appendix, title page, and copyright page.

Compare Historical Fiction with a Magazine Article: Use a TM Double Bubble Map to compare "Amelia and Eleanor Go for a Ride" and "Wings of Hope".



Strategies:

Understanding Historical Fiction: Prior to reading the selection, create two TM Circle Maps. Record information that the students know about Eleanor Roosevelt and Amelia Earhart.



Record additional information as the selection is read.

Key Vocabulary:

outspoken– bold or honest in speech

practical – useful or sensible

brisk– cool and stimulating, as weather can be

elegant– tasteful, stylish, and beautiful

elevations – heights above the ground or sea level

marveled– become filled with awe or wonder

miniatures – small-scale models of larger things

starstruck – full of stars

Academic Vocabulary:

Index
Table of Contents
Glossary
Appendix
Copyright
Historical Fiction
Complete / Simple
Subjects
Personal Narrative
Prompt

Trophies

Lead the Way

Theme 2 - Side by Side

In this theme, students will learn that cooperation strengthens relationships.

Essential Question: What are the benefits of Teamwork?

Additional Theme Related Books

Easy

- Wanda's Roses, by Pat Brisson
- City Green, by Dyanne DiSalvo-Ryan
- Snakes are Hunters, by Patricia Lauber
- Shibumi and the Kitemaker, by Mercer Mayer
- Song of the Swallows, by Leo Politi
- Animal Fact/Animal Fable, by Seymour Simon

Average

- The Malachite Palace, by Alma Flor Ada
- Watching Water Birds, by Jim Arnosky
- Tornado, by Betsy Byars
- Desert Babies, by Kathy Darling
- Tornado, by Betsy Byars
- Kites: Magic Wishes That Fly Up to the Sky, by Demi
- Wild Flamingos, by Bruce McMillan
- In My Momma's Kitchen, by Jerdine Nolen
- The King's Equal, by Katherine Paterson
- June 29, 1999, by David Wiesner

Challenging

- Brooklyn Doesn't Rhyme, by Joan W. Blots
- Don't Read This Book, Whatever You Do! More Poems About School, by Kalli, Dakos
- Komodo Dragon: On Location, by Kathy Darling
- Dick King-Smith's Animal Friends, by Dick King-Smith
- Market, by Ted Lewin,
- Black Star, Bright Dawn, by Scott O'Dell
- Puffins, by Susan Quinlan
- Dragonwings, by Laurence Yep
- Rapunzel, by Paul O. Zelinsky

Theme: Side by Side		Genre: Play	Reading Selection: "The Baker's Neighbor" by Adele Thane			Quarter this will be taught <u>1st</u>
Enduring Understanding: Cooperation strengthens relationships.						
Instructional Focus	Standard and Related Concept	Performance Objectives	Priority E I N	DVQRA	Trophies Text Alignment	
Question of the day -		–Develop oral language	N		150H	
Sharing Literature - <i>Read Aloud</i>	Reading Strand 1 Concept 5: Fluency <i>Read fluently.</i>	PO 1. Read from familiar prose and poetry with fluency and appropriate rhythm, pacing, intonation, and expression relevant to the text.	I		150G-H	
Preparing to Read <i>Focus Skill-Cause and Effect</i> <i>Building Background</i>	Reading Strand 1 Concept 6: Comprehension Strategies <i>Employ strategies to comprehend text.</i>	PO 6. Use reading strategies (e.g., drawing conclusions, determining cause and effect , making inferences, sequencing) to comprehend text.	E	Q1, Q2, Q3	150I T36	
		PO 5. Connect information and events in a text to experience and to related text and sources.	E	Q2, Q3	150K	
Genres	Reading Strand 2 Concept 1: Elements of Literature <i>Identify, analyze, and apply knowledge of the structures and elements of literature.</i>	PO 10. Identify common forms of literature (e.g., poetry, novel, short story, biography, autobiography, drama) based upon their characteristics. [Play]	E	Q1	152, 155	
Focus Strategy- <i>Decoding mulitsyllabic words</i>	(Grade 3) Reading Strand 1 Concept 3: Phonics <i>Decode words, using knowledge of phonics, syllabication, and word parts.</i>	PO 3. Apply knowledge of the following common spelling patterns to read words that: include common prefixes, suffixes and root words.	E		150J	
Vocabulary - <i>Reference Sources</i> <i>Context Clues</i> <i>Figurative Language</i>	Reading Strand 1 Concept 4: Vocabulary <i>Acquire and use new vocabulary in relevant contexts.</i>	PO 5. Determine the meanings, pronunciations, syllabication, synonyms, antonyms, and parts of speech of words by using a variety of reference aids, including dictionaries, thesauri, glossaries, and CD-ROM and Internet when available.	E		150L	
		PO 2. Use context to determine the relevant meaning of a word.	E	Q1, Q2, Q3	150-151 S34-35	
		PO 4. Identify figurative language, including similes, personification, and idioms.	I		164 173A-B, T37	

<i>Prefixes, Suffixes, and Roots</i> <i>Homophones</i> <i>Word Origins</i>	Reading Strand 1 Concept 4: Vocabulary <i>Acquire and use new vocabulary in relevant contexts.</i>	PO 1. Use knowledge of root words and affixes to determine the meaning of unknown words.	I		173D
		PO 6. Identify antonyms, synonyms, and homonyms for given words within text. [homophones]	I		173K
		–Apply knowledge of word origins to determine the meanings of words and phrases	N		173K
Read & Comprehend <i>"The Baker's Neighbor"</i>	Reading Strand 1 Concept 6: Comprehension Strategies <i>Employ strategies to comprehend text.</i>	PO 1. Predict text content using prior knowledge and text features (e.g., illustrations, titles, topic sentences, key words).	E		152, 165
		PO 2. Confirm predictions about text for accuracy.	N		165, 168
		PO 4. Use graphic organizers in order to clarify the meaning of the text.	I		152-168, T36, T47
		PO 6. Use reading strategies (e.g., drawing conclusions, determining cause and effect , making inferences, sequencing) to comprehend text.	E	Q1, Q2, Q3	172-173 S36-37 Leveled Books
	Reading Strand 1 Concept 5: Fluency <i>Read fluently.</i>	PO 1. Read from familiar prose and poetry with fluency and appropriate rhythm, pacing, intonation, and expression relevant to the text.	I		152-168, T46 Leveled Books
	Reading Strand 2 Concept 1: Elements of Literature <i>Identify, analyze, and apply knowledge of the structures and elements of literature.</i>	PO 1. Identify the main problem or conflict of a plot.	E	Q2	152-168 Leveled Books
		PO 2. Identify the resolution of a problem or conflict in a plot.	E	Q1, Q2	
		PO 4. Distinguish between major characters and minor characters.	I	Q1	
		PO 5. Describe a character's traits using textual evidence (e.g., dialogue, actions, narrations, illustrations).	E	Q1, Q2, Q3	
		PO 7. Identify all aspects of the setting (e.g., time of day or year, historical period, place, situation).	I	Q1, Q2, Q3	
		PO 8. Compare (and contrast) the characters, events, and setting in a literary selection.	N		
Cross-Curricular Connections		–Math: How Much Does it Cost –Math: Fractions and Decimals –Social Studies: Branches of Government –Science: Conduct Experiments –Social Studies: Create a Pamphlet	N		159 161 163 171 171

Writing <i>Expository Paragraph</i>	Writing Strand 3 Concept 2: Expository <i>Expository writing includes nonfiction writing that describes, explains, informs, or summarizes ideas and content.</i>	PO 2. Write an expository paragraph that contains: a topic sentence, supporting details, and relevant information	I		173E-173F S38-39
	Writing Strand 1 Concept 1: Prewriting <i>Prewriting includes using strategies to generate, plan, and organize ideas for specific purposes.</i>	PO 4. Use organizational strategies (e.g., graphic organizer, KWL chart, log) to plan writing.	I		
	Writing Strand 1 Concept 2: Drafting <i>Drafting incorporates prewriting activities to create a first draft containing necessary elements for a specific purpose.</i>	PO 2. Organize writing into a logical sequence that is clear to the audience.	I		
	Writing Strand 1 Concept 3: Revising <i>Revising includes evaluating and refining the rough draft for clarity and effectiveness.</i>	PO 6. Apply appropriate tools or strategies (e.g. peer review, checklists, rubrics) to refine the draft.	I		
Grammar <i>Complete and Simple Predicates</i>	Not in Arizona Academic Standards	–Identify complete and simple predicates	N		173G-173H T38
Spelling	Writing Strand 2 Concept 6: Conventions <i>Conventions addresses the mechanics of writing, including capitalization, punctuation, spelling, grammar and usage, and paragraph breaks.</i>	PO 8. Use common spelling patterns/generalizations to spell words correctly. [-r controlled]	I		173 I - 173 J
Speaking and Listening		–Perform a dramatic presentation –Listen and respond to a dramatic performance	I		173L

CONCEPT MAP

Grade 4

Key Concepts:

A 'cause' is an event that makes another event happen. An 'effect' is what happens as a result of an action or event. An event may have more than one cause, and a single cause can have more than one effect.

A play is a story that can be performed for an audience. The major parts of a play are called 'acts'. Acts are divided into smaller parts called 'scenes'.

A dramatic presentation is performed using clear diction, tempo, volume, and phrasing.

An expository paragraph contains a topic sentence that states the main idea. The writer then develops the main idea with supporting facts or examples.

A plot usually involves a problem faced by one or more main characters and then shows how the problem is solved by the characters. In a play, the plot is moved forward through the dialogue.

Dramatic Presentation: Form small groups, assign parts, read scenes from the play. Practice adjusting the pitch, tone, and stress to express each characters' feelings. Reassign parts several times so that each member of the group practices several characters. Ask students to identify props that will help to illustrate the characters' personalities. Practice adding facial expressions and gestures to complete the dramatic presentation.

Theme: **Cooperation** Side by Side

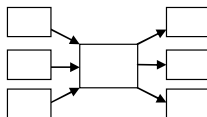
Reading Selection: "The Baker's Neighbor" by Adele Thane

Objectives:

- To identify cause and effect relationships in a literary text and use them to understand plot development.
- To read and understand a play.
- To write an expository paragraph
- To perform a dramatic presentation

Strategies:

Cause and Effect: Ask students to complete a TM© Multi-Flow Map with the event being "the Judge is brought to the bakery".



Expand by making an effect become the next event. Continue to illustrate the plot of the play.

Expository Paragraph: Model writing an expository paragraph on an overhead. Intentionally include a fact, an example, and one or two irrelevant pieces of information. Highlight your topic sentence. Highlight in another color the sentences that contain a fact and an example. Cross out the sentence(s) that contains irrelevant information. With students, compose a second paragraph. Repeat highlighting. Have students independently write and highlight ¶ 's.

Key Vocabulary:

privilege – a special benefit enjoyed under special conditions

luxury – anything of value that gives comfort but is not necessary for life

elated – filled with joy or pride

assent – to agree or approve

Ad lib – to make up lines or music on the spot

shiftless – not motivated, lazy

indignantly – being angry about something that does not seem right

shamefacedly – a way that shows shame for having done something bad

Academic Vocabulary:

Play (as a genre)
Cause and Effect
Predicate – Complete / Simple
Figurative Language
Prefixes, Suffixes, and Roots
Paragraph of Information
Homophones

Selection: The Baker's Neighbor

Theme: Side by Side		Genre: Folktale	Reading Selection: "The Emperor and the Kite" by Jane Yolen			Quarter this will be taught <u>1st</u>
Enduring Understanding: Cooperation strengthens relationships.						
Instructional Focus	Standard and Related Concept	Performance Objectives	Priority E I N	DVQRA	Trophies Text Alignment	
Question of the day -		–Develop oral language	N		174H	
Sharing Literature - <i>Read Aloud</i>	Reading Strand 1 Concept 5: Fluency <i>Read fluently.</i>	PO 1. Read from familiar prose and poetry with fluency and appropriate rhythm, pacing, intonation, and expression relevant to the text.	I		174G	
Preparing to Read <i>Focus Skill-Narrative Elements</i> <i>Genres</i> <i>Focus Strategy-Self-questioning</i> <i>Building Background</i>	Reading Strand 2 Concept 1: Elements of Literature <i>Identify, analyze, and apply knowledge of the structures and elements of literature.</i>	Define the narrative elements of plot, character, and setting.	E		174 I 204-205 S42-43	
		PO 10. Identify common forms of literature (e.g., poetry, novel, short story, biography, autobiography, drama) based upon their characteristics. [Folktale, Non-fiction article]	E	Q1	176, 198	
	Reading Strand 1 Concept 6: Comprehension Strategies <i>Employ strategies to comprehend text.</i>	PO 6. Use reading strategies (e.g., drawing conclusions, determining cause and effect, making inferences, sequencing) to comprehend text. [Self-questioning]	E	Q1, Q2, Q3	174J	
	PO 5. Connect information and events in a text to experience and to related text and sources.	I	Q2, Q3	174K		
Vocabulary - <i>Prefixes, Suffixes, and Roots</i> <i>Context Clues</i> <i>Figurative Language</i> <i>Compound Words</i> <i>Word Relationships</i> <i>Connotations</i>	Reading Strand 1 Concept 4: Vocabulary <i>Acquire and use new vocabulary in relevant contexts.</i>	PO 1. Use knowledge of root words and affixes to determine the meaning of unknown words.	E	Q2	174L	
		PO 2. Use context to determine the relevant meaning of a word.	E	Q1, Q2, Q3	174-175, 189 S40-41	
		PO 4. Identify figurative language, including similes , personification, and idioms.	N		179, 180, 188, 205B, T37	
		PO 5. Determine the meaning of compound words, using knowledge of individual words (e.g., lunchtime, daydream, everyday). (Grade 3 PO)	N		205A	
		–Use knowledge of word relationships to determine analogies.	N		205 I	
		–Recognize and interpret the connotative meanings of words.	N		205 I	

Read & Comprehend <i>"The Emperor and the Kite"</i> <i>"Kite Festivals"</i>	Reading Strand 1 Concept 6: Comprehension Strategies <i>Employ strategies to comprehend text.</i>	PO 1. Predict text content using prior knowledge and text features (e.g., illustrations, titles, topic sentences, key words).	I		176-195 T48 Leveled Books
		PO 2. Confirm predictions about text for accuracy.	I		
		PO 5. Connect information and events in a text to experience and to related text and sources.	E	Q2, Q3	
		PO 6. Use reading strategies (e.g., drawing conclusions, determining cause and effect, making inferences, sequencing) to comprehend text. [Self-questioning]	E	Q1, Q2, Q3	
	Reading Strand 1 Concept 5: Fluency <i>Read fluently.</i>	PO 1. Read from familiar prose and poetry with fluency and appropriate rhythm, pacing, intonation, and expression relevant to the text.	I		
	Reading Strand 2 Concept 1: Elements of Literature <i>Identify, analyze, and apply knowledge of the structures and elements of literature.</i>	PO 1. Identify the main problem or conflict of a plot.	E	Q2	
		PO 2. Identify the resolution of a problem or conflict in a plot.	E	Q1, Q2	
		PO 3. Identify the moral of literary selection (e.g., fables, folktales, fairytales, legends).	E	Q1, Q3	
		PO 5. Describe a character's traits using textual evidence (e.g., dialogue, actions, narrations, illustrations).	E	Q1, Q2, Q3	
		PO 7. Identify all aspects of the setting (e.g., time of day or year, historical period, place, situation).	I	Q1, Q2, Q3	
		PO 9. Identify characteristics and structural elements (e.g., imagery, rhyme, verse, rhythm, meter) of poetry. [Haiku]	E	Q3	
Read & Comprehend <i>"Kite Festivals"</i>	Reading Strand 3 Concept 1: Expository Text <i>Identify, analyze, and apply knowledge of the purpose, structures, and elements of expository text.</i>	PO 4. Locate specific information by using organizational features in expository text.	I	Q1, Q2, Q3	198-199
		PO 8. Draw valid conclusions based on information gathered from expository text.	I	Q1, Q2	
	Reading Strand 3 Concept 2: Functional Text <i>Identify, analyze, and apply knowledge of the purpose, structures, clarity, and relevancy of functional text.</i>	PO 2. Interpret details from functional text for a specific purpose (e.g., to follow directions, to solve problems, to perform procedures, to answer questions).	I	Q1, Q2, Q3	201

Cross-Curricular Connections		–Science: Plains –Social Studies: Kites –Social Studies: Wind Patterns –Social Studies: Cultural Gestures –Social Studies: Create a Display –Math: Measure Perimeter and Area	N		183 185 187 191 203 203
Writing <i>Written Directions</i>	Writing Strand 3 Concept 3: Functional <i>Functional writing provides specific directions or information related to real-world tasks.</i>	<i>PO 1. Write a variety of functional text (e.g., directions, recipes, procedures, rubrics, labels, graphs/tables).</i>	E		205C-205D
	Writing Strand 1 Concept 1: Prewriting <i>Prewriting includes using strategies to generate, plan, and organize ideas for specific purposes.</i>	PO 1. Generate ideas through a variety of activities (e.g., brainstorming, graphic organizers, drawing, writer's notebook, group discussion, printed material).	I		
		PO 2. Determine the purpose (e.g., to entertain, to inform, to communicate, to persuade) of a writing piece.	I		
		PO 3. Determine the intended audience of a writing piece.	I		
	Writing Strand 1 Concept 2: Drafting <i>Drafting incorporates prewriting activities to create a first draft containing necessary elements for a specific purpose.</i>	PO 2. Organize writing into a logical sequence that is clear to the audience.	I		
Writing <i>Written Directions</i>	Writing Strand 1 Concept 3: Revising <i>Revising includes evaluating and refining the rough draft for clarity and effectiveness.</i>	PO 6. Apply appropriate tools or strategies (e.g. peer review, checklists, rubrics) to refine the draft.	I		205C-205D
Grammar <i>Compound Subjects and Predicates</i>	Not in Arizona Academic Standards	–Identify compound subjects and predicates	N		205E-205F S44-45, T40
Spelling	Writing Strand 2 Concept 6: Conventions <i>Conventions addresses the mechanics of writing.</i>	PO 8. Use common spelling patterns/generalizations to spell words correctly. [r- controlled]	I		205G-205H
Speaking and Listening		–Use visual aids and sequence words to give directions. –To understand and follow directions presented orally.	N		205J

CONCEPT MAP

Grade 4

Key Concepts:

The narrative elements of a story include characters, setting, and plot. A change in any one of the elements will result in a change in the text.

Asking and answering one's own questions while reading will help the reader better understand what is happening in the story.

Folktales are stories that were first told orally. They reflect the customs and beliefs of a culture. The plot teaches a lesson.

Write Directions: Make a word wall of words that are used to determine order when writing directions. (i.e., first, second, next, then, after, finally)

Folktales: After reading the folktale "The Emperor and the Kite", have students form groups of 2 to 4. Remind the students that folktales teach a lesson. Each group should discuss what they believe to be the lesson of this folktale. After several minutes, ask each group to share. Continue as a class discussion.

Haiku: Read examples of haikus.

Theme: **Cooperation** Side by Side

Reading Selection: "The Emperor and the Kite" by Jane Yolen

Objectives:

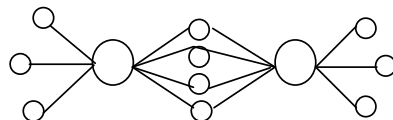
- To identify ways in which narrative elements impact one another in a literary text
- To understand that self-questioning while reading can help a reader understand important ideas
- To read and understand a fiction/folktale selection
- To compare fiction/folktale with nonfiction
- To write directions

Strategies:

Narrative Elements: Select a story that all students are familiar with (i.e., Little Red Riding Hood). Discuss how the story would be different if the setting had been different (i.e., in a busy city). How would the story be different if one of the characters was different (i.e., the wolf was a good character).

Self-questioning: Provide students with small sticky notes and a common text passage. Model the self-questioning strategy by illustrating writing a question on a sticky note and placing it to the side. As the answer to the question is revealed, place the sticky note at that place in the text. Encourage students to use this strategy as they read text in another content area later in the day.

Compare fiction/folktale with nonfiction: Use a TM© Double Bubble Map to compare and contrast the folktale "The Emperor and the Kite" with the nonfiction article "Kite Festivals".



Key Vocabulary:

plotting – planning in secret to do something, often something evil

loyal – constant and faithful to people or ideals

neglected – failed to care for or attend to

insignificant – lacking in importance, meaning, size, or worth

encircling – forming a circle around; surround

unyielding – constant and never - ending; not giving way

steely – like steel, as in strength, hardness, or coldness

twined – twisted around

Academic Vocabulary:

Folktale
Narrative Elements
Character
Setting
Plot
Compound Words
Figurative Language
Subjects and Predicates

Selection: The Emperor and the Kite

Theme: Side by Side		Genre: Nonfiction	Reading Selection: "Nights of the Pufflings" by Bruce McMillan			Quarter this will be taught <u>2nd</u>
Enduring Understanding: Cooperation strengthens relationships.						
Instructional Focus	Standard and Related Concept	Performance Objectives	Priority E I N	DVQRA	Trophies Text Alignment	
Question of the day -		–Develop oral language	N		206H	
Sharing Literature - <i>Read Aloud</i>	Reading Strand 1 Concept 5: Fluency <i>Read fluently.</i>	PO 1. Read from familiar prose and poetry with fluency and appropriate rhythm, pacing, intonation, and expression relevant to the text.	I		206G-H	
Preparing to Read <i>Focus Skill-Summarizing and Adjusting Rate</i> <i>Building Background</i>	Reading Strand 1 Concept 6: Comprehension Strategies <i>Employ strategies to comprehend text.</i>	PO 6. Use reading strategies (e.g., drawing conclusions, determining cause and effect, making inferences, sequencing) to comprehend text. [Summarizing / Adjusting Rate]	E	Q1, Q2, Q3	206 I - J 228-229 S48-49 T39	
		PO 1. Predict text content using prior knowledge and text features (e.g., illustrations, titles, topic sentences, key words).	E		206K	
Genres	Reading Strand 2 Concept 1: Elements of Literature <i>Identify, analyze, and apply knowledge of the structures and elements of literature.</i>	PO 10. Identify common forms of literature (e.g., poetry, novel, short story, biography, autobiography, drama) based upon their characteristics. [Nonfiction]	E	Q1	208	
Vocabulary - <i>Prefixes, Suffixes, and Roots</i>	Reading Strand 1 Concept 4: Vocabulary <i>Acquire and use new vocabulary in relevant contexts.</i>	PO 1. Use knowledge of root words and affixes to determine the meaning of unknown words.	E	Q2	206L	
Context Clues		PO 2. Use context to determine the relevant meaning of a word.	I	Q1, Q2, Q3	206-207 S46-47	
Figurative Language		PO 4. Identify figurative language, including similes, personification, and idioms.	I		211 T37	
Synonyms & Antonyms		PO 6. Identify antonyms, synonyms, and homonyms for given words within text.	I		229K	

Read & Comprehend <i>"Nights of the Pufflings"</i> <i>"Caring for Crocs"</i>	Reading Strand 1 Concept 6: Comprehension Strategies <i>Employ strategies to comprehend text.</i>	PO 1. Predict text content using prior knowledge and text features (e.g., illustrations, titles, topic sentences, key words).	E		208-217 220-226 Leveled Books
		PO 2. Confirm predictions about text for accuracy.	E		
		PO 5. Connect information and events in text to experience and to related text and sources.	I	Q2, Q3	
		PO 6. Use reading strategies (e.g., drawing conclusions, determining cause and effect, making inferences, sequencing) to comprehend text. [Summarizing / Adjusting Rate]	I	Q1, Q2, Q3	
Read & Comprehend <i>"Nights of the Pufflings"</i> <i>"Caring for Crocs"</i>	Reading Strand 3 Concept 1: Expository Text <i>Identify, analyze, and apply knowledge of the purpose, structures, and elements of expository text.</i>	PO 1. Identify the main idea and supporting details in expository text.	E	Q3	208-217 220-226 Leveled Books
		PO 3. Determine author's main purpose (e.g., to inform, to describe, to explain) for writing the expository text.	I	Q1, Q2, Q3	
		PO 6. Interpret information from graphic features (e.g., charts, maps, diagrams, illustrations, tables, timelines) in expository text. [photos]	I		
		PO 7. Distinguish cause and effect.	I	Q1	
		PO 8. Draw valid conclusions based on information gathered from expository text.	I	Q1, Q2	
Search Techniques / Locating Information		PO 5. Identify appropriate print and electronic reference sources (e.g., encyclopedia, atlas, almanac, dictionary, thesaurus, periodical, textbooks, CD-ROM, website) needed for a specific purpose.	N		229A-B 229D
Review: Open Syllables	(Grade 2) Reading Strand 1 Concept 3: Phonics <i>Decode words, using knowledge of phonics, syllabication, and word parts.</i>	PO 2. Apply knowledge of basic syllabication rules when decoding two- or three-syllable written words (e.g., su/per, sup/per, fam/i/ly).	N		229C
Cross-Curricular Connections		–Science: Crocodile or Alligator –Science: Crocodile Family Tree –Social Studies: Make a Map –Science: Make a Scientific Drawing	N		221 223 227 227

Writing Summary	Writing Strand 3 Concept 2: Expository <i>Expository writing includes nonfiction writing that describes, explains, informs, or summarizes ideas and content.</i>	PO 3. Write in a variety of expository forms (e.g., essay, summary , newspaper article, reflective paper, log, journal).	E		229E-F
	Writing Strand 1 Concept 2: Drafting <i>Drafting incorporates prewriting activities to create a first draft containing necessary elements for a specific purpose.</i>	PO 1. Use a prewriting plan to develop a draft with main idea(s) and supporting details.	I		
		PO 2. Organize writing into a logical sequence that is clear to the audience.	I		
Writing Summary	Writing Strand 1 Concept 3: Revising <i>Revising includes evaluating and refining the rough draft for clarity and effectiveness.</i>	PO 1. Evaluate the draft for use of ideas and content, organization, voice, word choice, and sentence fluency.	I		229 E-F S50-51 T39
		PO 6. Apply appropriate tools or strategies (e.g. peer review, checklists, rubrics) to refine the draft.	I		
	Writing Strand 1 Concept 4: Editing <i>Proofread and correct the draft for conventions.</i>	PO 1. Identify punctuation, spelling, and grammar and usage errors in the draft.	I		
	Writing Strand 1 Concept 5: Publishing <i>Publishing includes formatting and presenting a final product for the intended audience.</i>	PO 1. Prepare writing in a format appropriate to audience and purpose.	I		
Grammar Simple and Compound Sentences	Writing Strand 2 Concept 5: Sentence Fluency <i>Fluency addresses the rhythm and flow of language. Sentences are strong and varied in structure and length.</i>	PO 1. Write simple and compound sentences.	E		229G-H S51 T41

Spelling	Writing Strand 2 Concept 6: Conventions <i>Conventions addresses the mechanics of writing.</i>	PO 8. Use common spelling patterns/generalizations to spell words correctly. [r- controlled vowels]	I		229 I - J
Speaking and Listening		–Give a descriptive speech –Listen to a descriptive speech	N		229 L

CONCEPT MAP

Grade 4

Key Concepts:

When you summarize you retell the most important ideas in your own words. A summary does not include opinions or descriptions.

Good readers adjust the rate at which they read according to the type and difficulty of the text. Text with many facts and details require slower reading rates.

Nonfiction tells about people, things, events, or places that are real.

A simple sentence expresses only one complete thought. A compound sentence is two or more simple sentences joined by a comma and a conjunction.

Read and understand a nonfiction selection:

Complete a K-W-L Chart while reading the nonfiction selection.

What I Know	What I Want to Know	What I Learned

Theme: **Cooperation** Side by Side

Reading Selection: “Nights of the Pufflings” by Bruce McMillan

Objectives:

- To summarize the most important information in a text
- To monitor understanding by adjusting reading rate
- To read and understand a nonfiction selection
- To compare nonfiction with another nonfiction narrative
- To use simple and compound sentences correctly

Strategies:

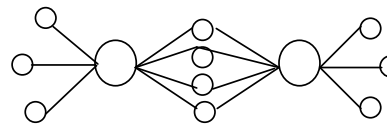
Summarizing: As a class, summarize each page of the selection in one or two sentences. Write the sentences on the board or an overhead. When the selection is complete, ask the students to consider these questions:

- Do these sentences accurately summarize the main events?
- Do these sentences include only the most important ideas from the selection?
- Are the events told in your own words?
- Are the events retold in the same order as in the selection?

Arrange the sentences into a paragraph that summarizes the whole selection?

Compare two nonfiction narratives:

Use a TM© Double Bubble Map to compare “Nights of the Pufflings” and “Caring for Crocs”



Adjust Reading Rate: Read aloud “Nights of the Pufflings”, modeling adjusting (slowing) the reading rate at points of significant details and / or examples.

Key Vocabulary:

uninhabited – having no people living there

burrows – holes in the ground made by animals

venture– go out into a dangerous place

stranded – left behind or in a helpless situation

nestles – moves snugly next to

instinctively – without thinking; in a way that is natural

Academic Language:

Summarize
Adjust
Reading Rate
Nonfiction
Informative
Simple and Compound
Sentences

Theme: Side by Side		Genre: Realistic Fiction	Reading Selection: "The Garden of Happiness" by Erika Tamar			Quarter this will be taught <u>2nd</u>
Enduring Understanding: Cooperation strengthens relationships.						
Instructional Focus	Standard and Related Concept	Performance Objectives	Priority E I N	DVQRA	Trophies Text Alignment	
Question of the day -		–Develop oral language	N		230H	
Sharing Literature - Read Aloud	Reading Strand 1 Concept 5: Fluency Read fluently.	PO 1. Read from familiar prose and poetry with fluency and appropriate rhythm, pacing, intonation, and expression relevant to the text.	I		230G-H	
Preparing to Read Focus Skill - Cause and Effect Focus Strategy- Make and Confirm Predictions Building Background Genres	Reading Strand 1 Concept 6: Comprehension Strategies Employ strategies to comprehend text.	PO 6. Use reading strategies (e.g., drawing conclusions, determining cause and effect , making inferences, sequencing) to comprehend text.	E	Q1, Q2, Q3	230 I , 250-251 S54-55, T36	
		PO 1. Predict text content using prior knowledge and text features (e.g., illustrations, titles, topic sentences, key words).	I		230 J	
		PO 2. Confirm predictions about text for accuracy.	I			
		PO 5. Connect information and events in text to experience and to related text and sources.	I	Q2, Q3	230 K	
	Reading Strand 2 Concept 1: Elements of Literature Identify, analyze, and apply knowledge of the structures and elements of literature.	PO 10. Identify common forms of literature (e.g., poetry, novel, short story, biography, autobiography, drama) based upon their characteristics. [Realistic Fiction]	E	Q1	232. 246	
Vocabulary - Context Clues	Reading Strand 1 Concept 4: Vocabulary Acquire and use new vocabulary in relevant contexts.	PO 2. Use context to determine the relevant meaning of a word.	I	Q1, Q2, Q3	230 L, 230-231 S52-53	
Figurative Language		PO 4. Identify figurative language, including similes, personification, and idioms.	I		234, 239, 240, 251B, T37	
Synonyms		PO 6. Identify antonyms, synonyms, and homonyms for given words within text.	I		251 I	
Foreign Words		–Use context and other strategies to determine the meanings of foreign words	I		251 I	

Read & Comprehend <i>"The Garden of Happiness"</i>	Reading Strand 1 Concept 6: Comprehension Strategies <i>Employ strategies to comprehend text.</i>	PO 1. Predict text content using prior knowledge and text features (e.g., illustrations, titles, topic sentences, key words).	I		232-243 Leveled Books
		PO 2. Confirm predictions about text for accuracy.	I		
		PO 5. Connect information and events in a text to experience and to related text and sources.	I	Q2, Q3	
		PO 6. Use reading strategies (e.g., drawing conclusions, determining cause and effect, making inferences, sequencing) to comprehend text.	I	Q1, Q2, Q3	
	Reading Strand 1 Concept 5: Fluency <i>Read fluently.</i>	PO 1. Read from familiar prose and poetry with fluency and appropriate rhythm, pacing, intonation, and expression relevant to the text.	I		
	Reading Strand 2 Concept 1: Elements of Literature <i>Identify, analyze, and apply knowledge of the structures and elements of literature.</i>	PO. 5 Describe a character's traits using textual evidence (e.g., dialogue, actions, narrations, illustrations)	I	Q1, Q2, Q3	
		PO 7. Identify all aspects of the setting (e.g., time of day or year, historical period, place, situation).	I	Q1, Q2, Q3	
		PO 1. Identify the main problem or conflict of a plot.	I	Q2	
		PO 2. Identify the resolution of a problem or conflict in a plot.	I	Q1, Q2, Q3	
Read & Comprehend <i>"The City"</i>		PO 9. Identify characteristics and structural elements (e.g., imagery, rhyme, verse, rhythm, meter) of poetry.	I	Q3	246-247
Cross-Curricular Connections		–Science: Plants in the Food Chain –Science: Make a Booklet –Art: Paint a Mural	I		237 249 249

Review: Closed Syllables	(Grade 2) Reading Strand 1 Concept 3: Phonics <i>Decode words, using knowledge of phonics, syllabication, and word parts.</i>	PO 2. Apply knowledge of basic syllabication rules when decoding two- or three-syllable written words (e.g., su/per, sup/per, fam/i/ly).	N		251A
Writing <i>Expository Writing</i>	Writing Strand 3 Concept 2: Expository <i>Expository writing includes nonfiction writing that describes, explains, informs, or summarizes ideas and content.</i>	PO 2. Write an expository paragraph that contains: a topic sentence, supporting details, and relevant information	I		251C-D S56
	Writing Strand 1 Concept 2: Drafting <i>Drafting incorporates prewriting activities to create a first draft containing necessary elements for a specific purpose.</i>	PO 2. Organize writing into a logical sequence that is clear to the audience.	I		
	Writing Strand 1 Concept 3: Revising <i>Revising includes evaluating and refining the rough draft for clarity and effectiveness.</i>	PO 6. Apply appropriate tools or strategies (e.g. peer review, checklists, rubrics) to refine the draft.	I		
Grammar <i>Independent and Dependent Clauses</i>	Not in Arizona Academic Standards	–Identify independent and dependent clauses	N		251E-F S57 T42
Spelling	Writing Strand 2 Concept 6: Conventions <i>Conventions addresses the mechanics of writing, including capitalization, punctuation, spelling, grammar and usage, and paragraph breaks.</i>	PO 8. Use common spelling patterns/generalizations to spell words correctly. [r- controlled vowel]	I		251G-H
Speaking and Listening		–Give a demonstration –Listen to a demonstration	N		251 I - J

CONCEPT MAP

Grade 4

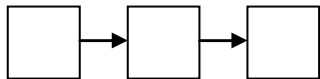
Key Concepts:

Identifying cause and effect relationships can help the reader to better understand a character's feelings, actions, or motivations.

Realistic fiction has characters and events that are like people and events in real life.

A clause has both a subject and a predicate. Independent clauses can stand alone as sentences. Dependent clauses cannot stand alone as sentences. Dependent clauses can come at the beginning or the end of a sentence.

How to Essay: Use a TM© Flow Map to record the steps necessary to giving a dog a bath.



Demonstrate for students writing a topic sentence addressing the main idea of giving a dog a bath. Use the information from the map to describe the steps in order. Conclude with a sentence about what was done.

Ask students to determine a new topic, complete a Flow Map, and use the information to write a how-to essay.

Theme: **Cooperation** Side by Side

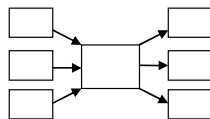
Reading Selection: "The Garden of Happiness" by Erika Tamar

Objectives:

- To use cause and effect relationships to understand a character's motivations and actions
- To read and understand a realistic fiction selection
- To compare realistic fiction with poetry
- To use clauses correctly
- To use the writing process in writing a how-to essay

Strategies:

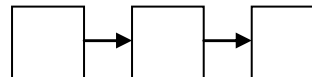
Cause and Effect: Ask students to complete a TM© Multi-Flow Map with the event being "Marisol claims a tiny leftover spot of land".



Discuss what the reader can believe to be true about Marisol's character as a result of the information detailed in the Multi-Flow Map.

Read and Understand Realistic Fiction:

As the students read "The Garden of Happiness", have them extend a TM© Flow Map similar to the one below by adding boxes as the plot develops.



Compare maps with a partner, adding to each others maps as appropriate.

Key Vocabulary:

lavender – a light purple color

haze – mist, fog

inhaled– breathed in

mural – a large painting on a wall

skidded – slid or slipped across

Academic Vocabulary:

Cause and Effect
Confirm
Predictions
Realistic Fiction
Closed syllables
Figurative Language
Personification
Essay
Expository Writing
Independent and Dependent
Clauses

Realistic Fiction Compared to Poetry:

Make a two column chart. Write Realistic Fiction at the top of one column. Write Poetry at the top of the second column. List characteristics of each under each column.

Theme: Side by Side		Genre: Nonfiction	Reading Selection: "How to Babysit an Orangutan" by Tara and Kathy Darling			Quarter this will be taught <u>2nd</u>
Enduring Understanding: Cooperation strengthens relationships.						
Instructional Focus	Standard and Related Concept	Performance Objectives	Priority E I N	DVQRA	Trophies Text Alignment	
Question of the day -		–Develop oral language	N		252H	
Sharing Literature - <i>Read Aloud</i>	Reading Strand 1 Concept 5: Fluency <i>Read fluently.</i>	PO 1. Read from familiar prose and poetry with fluency and appropriate rhythm, pacing, intonation, and expression relevant to the text.	I		252G	
Preparing to Read <i>Focus Skill-Summarizing</i> <i>Building Background</i>	Reading Strand 1 Concept 6: Comprehension Strategies <i>Employ strategies to comprehend text.</i>	PO 6. Use reading strategies (e.g., drawing conclusions, determining cause and effect, making inferences, sequencing) to comprehend text. [Summarizing]	E	Q1, Q2, Q3	252 I 270 271 S60-61, T39	
		PO 5. Connect information and events in text to experience and to related text and sources.	I	Q2, Q3	252K	
Genre	Reading Strand 2 Concept 1: Elements of Literature <i>Identify, analyze, and apply knowledge of the structures and elements of literature.</i>	PO 10. Identify common forms of literature (e.g., poetry, novel, short story, biography, autobiography, drama) based upon their characteristics. [Nonfiction]	E	Q1	254	
Focus Strategy - <i>Text Structure and Format</i>	Reading Strand 3 Concept 1: Expository Text <i>Identify, analyze, and apply knowledge of the purpose, structures, and elements of expository text.</i>	PO 4. Locate specific information by using organizational features (e.g., table of contents, headings, captions, bold print, glossaries, indices, italics, key words, topic sentences, concluding sentences) of expository text.	E	Q1, Q3	252J	
Vocabulary Context Clues	Reading Strand 1 Concept 4: Vocabulary <i>Acquire and use new vocabulary in relevant contexts.</i>	PO 2. Use context to determine the relevant meaning of a word.	E	Q1, Q2, Q3	252-253 S58 - S59	
Affixes and Root Words		PO 1. Use knowledge of root words and affixes to determine the meaning of unknown words.	E	Q2	252L 271 I	

Read & Comprehend <i>"How to Babysit an Orangutan"</i>	Reading Strand 1 Concept 6: Comprehension Strategies <i>Employ strategies to comprehend text.</i>	PO 1. Predict text content using prior knowledge and text features (e.g., illustrations, titles, topic sentences, key words).	E		254-268 Leveled Books
		PO 5. Connect information and events in a text to experience and to related text and sources.	E	Q2, Q3	
		PO 6. Use reading strategies (e.g., drawing conclusions, determining cause and effect, making inferences, sequencing) to comprehend text.	E	Q1, Q2, Q3	
	Reading Strand 1 Concept 5: Fluency <i>Read fluently.</i>	PO 1. Read from familiar prose and poetry with fluency and appropriate rhythm, pacing, intonation, and expression relevant to the text.	E		
	Reading Strand 3 Concept 1: Expository Text <i>Identify, analyze, and apply knowledge of the purpose, structures, and elements of expository text.</i>	PO 1. Identify the main idea and supporting details in expository text.	E	Q3	
		PO 3. Determine author's main purpose (e.g., to inform, to describe, to explain) for writing the expository text.	E	Q1, Q2, Q3	
		PO. 7 Distinguish cause and effect.	E	Q1	
		PO. 8 Draw valid conclusions based on information gathered from expository text.	E	Q1, Q2	
Search Techniques <i>Search Engines</i>	Reading Strand 3 Concept 2: Functional Text <i>Identify, analyze, and apply knowledge of the purpose, structures, clarity, and relevancy of functional text.</i>	PO. 1 Locate specific information from functional text (e.g., letters, memos, directories, menus, schedules, pamphlets search engines , signs, manuals, instructions, recipes, labels, forms).	N	Q1, Q3	271B S63
Cross-Curricular Connections		–Social Studies: Where in the World –Math: Solve a Problem –Social Studies: Borneo –Science: Rain Forest –Social Studies: Give an Oral Report –Science: Make a Diagram	N		252E 252E 257 259 269 269
Review: V V Syllable Pattern	(Grade 2) Reading Strand 1 Concept 3: Phonics <i>Decode words, using knowledge of phonics, syllabication, and word parts.</i>	PO 2. Apply knowledge of basic syllabication rules when decoding two- or three-syllable written words (e.g., su/per, sup/per, fam/i/ly).	N		251A

Writing <i>Expository Writing</i>	Writing Strand 3 Concept 2: Expository <i>Expository writing includes nonfiction writing that describes, explains, informs, or summarizes ideas and content.</i>	PO 3. Write in a variety of expository forms (e.g., essay, summary , newspaper article, reflective paper, log, journal).	E		271C-D S62
	Writing Strand 1 Concept 1: Prewriting <i>Prewriting includes using strategies to generate, plan, and organize ideas for specific purposes.</i>	PO 1. Generate ideas through a variety of activities (e.g., brainstorming, graphic organizers, drawing, writer's notebook, group discussion, printed material).	E		
		PO 3. Determine the intended audience of a writing piece	E		
		PO 4. Use organizational strategies (e.g., graphic organizer, KWL chart, log) to plan writing.	E		
		PO 6. Use time management strategies, when appropriate, to produce a writing product within a set time period.	E		
	Writing Strand 1 Concept 2: Drafting <i>Drafting incorporates prewriting activities to create a first draft containing necessary elements for a specific purpose.</i>	PO 2. Organize writing into a logical sequence that is clear to the audience.	E		
Grammar <i>Complex Sentences</i>	Writing Strand 1 Concept 4: Editing	PO 1. Identify punctuation, spelling, and grammar and usage errors in the draft.	E		271E-F S63 T43
	Writing Strand 2 Concept 6: Conventions <i>Conventions addresses the mechanics of writing, including capitalization, punctuation, spelling, grammar and usage, and paragraph breaks.</i>	PO 13. Use subject/verb agreement in simple and compound sentences.	E		
Spelling	Writing Strand 2 Concept 6: Conventions <i>Conventions addresses the mechanics of writing, including capitalization, punctuation, spelling, grammar and usage, and paragraph breaks.</i>	PO 8. Use common spelling patterns/generalizations to spell words correctly. [words with / ou /]	I		271G-H
Speaking and Listening		–Present an informational speech –Identifying facts and details in a speech.	N		271 J

CONCEPT MAP

Grade 4

Key Concepts:

A summary contains only the most important ideas and / or events of a passage related in the correct sequence.

A summary does not change the author's meaning or include the opinion of the summarizer.

A complex sentence is made up of an independent clause and at least one dependent clause. A dependent clause often begins with a connecting word.

The meaning of an unfamiliar word is sometimes determined by looking for word parts one knows, such as prefixes, suffixes, or root words.

When reading non-fiction, look for facts and details about the topic and pay close attention to text features such as photographs and captions.

When writing in a timed or tested situation, it is important to plan how much time you will spend on each step of the writing process. While the writer may not strictly adhere to the plan, they should also not become 'stuck' at one stage of the process

Theme: **Cooperation** Side by Side

Reading Selection: "How to Babysit an Orangutan" by Tara and Kathy Darling

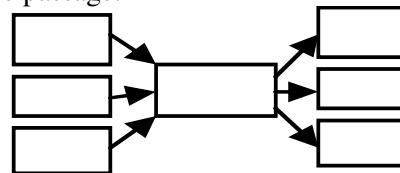
Objectives:

- To use important ideas and details to summarize a text.
- To read and understand a nonfiction selection.
- To use complex sentences correctly.
- To practice writing a summary in a timed or tested situation.
- To use text features and text structure to locate information and to monitor comprehension.

Strategies:

Summarizing: Allow approximately 45 minutes to write a summary. Begin by creating a TM © Circle Map with important ideas and details from the story. Use highlighters to determine the most important ideas and details. Compose the summary from the highlighted information.

Cause and Effect: Use a TM © Multi-Flow Map to illustrate a cause and effect relationship discussed in the passage.



Complex Sentences: Make a word wall of words that connect independent and dependent clauses. Include words such as: after, because, since, when, although, before, if, as, unless, where, and while.

Key Vocabulary:

displeasure – the feeling of being displeased; dissatisfaction

jealous – full of envy

endangered – in danger of dying out

smuggled – taken out of a place illegally

facial – having to do with the face

coordination – the ability to make the parts of the body work together smoothly

Academic Vocabulary:

Summarize
Text Structure
Format
Headings / Subheadings
Photographs
Captions
Graphic Aids
Expository

Affixes and Root Words: Use a TM© brace map to break a multi-syllable word into parts

endangered { en
danger
ed

Trophies

Lead the Way

Theme 3 - Make Yourself at Home

In this theme, students read about characters who grow and change along with their environment.

Essential Question: What makes a home a home?

Additional Theme Related Books

Easy

- Postcards from Vietnam, by Denise Allard
- Arctic Babies, by Kathy Darling
- Clean House, by Jesse Haas
- I Wish I Were a Butterfly, by James Howe
- Could We Be Friends? Poems for Pals, by Bobbi Katz
- What You Know First, by Patricia MacLachlan
- Allison, by Allen Say
- Storm in the Night, by Mary Stolz

Average

- How My Parents Learned to Eat, by Ina R. Friedman
- One Day in the Prairie, by Jean Craighead George
- Dream Wolf, by Paul Goble
- Walk with a Wolf, by Janni Howker
- Bugs and Other Insects, by Bobbie Kalman and Tammy Everts
- Journey, by Patricia MacLachlan
- Grandfather's Journey, by Allen Say
- Go Fish, by Mary Stolz

Challenging

- Frontier Home, by Raymond Bial
- To the Top of the World: Adventures with Arctic Wolves, Jim Brandenburg
- A is for Asia, by Cynthia Chin-Lee
- Zinnia an Dot, by Lisa Campbell Ernst
- Smoky Mountain Rose, by Alan Schroeder
- Chester Cricket's New Home, by George Selden
- Harry Cat's Pet Puppy, by George Selden
- Grandfather's Day, by Ingrid Tomey
- There's a Wolf in the Classroom, by Bruce Weide and Patricia Tucker

Theme: Make Yourself at Home Genre: Historical Fiction Reading Selection: "Sarah, Plain and Tall", by Patricia MacLachlan					Quarter this will be taught <u>2nd</u>
Enduring Understanding: Change is a part of nature.					
Instructional Focus	Standard and Related Concept	Performance Objectives	Priority E I N	DVQRA	Trophies Text Alignment
Question of the day -		-Develop oral language	N		274 H
Sharing Literature - <i>Read Aloud</i>	Reading Strand 1 Concept 5: Fluency <i>Read fluently.</i>	PO 1. Read from familiar prose and poetry with fluency and appropriate rhythm, pacing, intonation, and expression relevant to the text.	I		274 G - H
Preparing to Read <i>Focus Skill-Draw Conclusions</i> <i>Focus Strategy- Read Ahead</i> <i>Building Background</i>	Reading Strand 1 Concept 6: Comprehension Strategies <i>Employ strategies to comprehend text.</i>	PO 6. Use reading strategies (e.g., drawing conclusions , determining cause and effect, making inferences, sequencing) to comprehend text. (read ahead)	E	Q1, Q2, Q3	274 I 274 J 298 - 299 T 70
		PO 5. Connect information and events in text to experience and to related text and sources.	E	Q2, Q3	274 K
	Reading Strand 2 Concept 1: Elements of Literature <i>Identify, analyze, and apply knowledge of the structures and elements of literature.</i>	PO 10. Identify common forms of literature (e.g., poetry, novel, short story, biography, autobiography, drama) based upon their characteristics. [Historical Fiction]	E	Q1	276
Vocabulary - <i>Context Clues</i> <i>Homophones and Antonyms</i>	Reading Strand 1 Concept 4: Vocabulary <i>Acquire and use new vocabulary in relevant contexts.</i>	PO 2. Use context to determine the relevant meaning of a word.	E	Q1, Q2, Q3	274 L, 274-275 S66 - S67
		PO 6. Identify antonyms, synonyms, and homonyms for given words within text. [homophones]	I		299 K
Read & Comprehend <i>"Sarah, Plain and Tall"</i>	Reading Strand 1 Concept 6: Comprehension Strategies <i>Employ strategies to comprehend text.</i>	PO 1. Predict text content using prior knowledge and text features	E		276
		PO 2. Confirm predictions about text for accuracy.	I		285
		PO 6. Use reading strategies (e.g., drawing conclusions, determining cause and effect, making inferences, sequencing) to comprehend text.	E	Q1, Q2, Q3	276-287 299 M - 299 N S68-S69
		PO 5. Connect information and events in text to experience and to related text and sources.	I	Q2, Q3	296
	Reading Strand 1 Concept 5: Fluency <i>Read fluently.</i>	PO 1. Read from familiar prose and poetry with fluency and appropriate rhythm, pacing, intonation, and expression relevant to the text.	I		285

Read & Comprehend <i>"Wagon Train Adventure"</i>	Reading Strand 3 Concept 1: Expository Text <i>Identify, analyze, and apply knowledge of the purpose, structures, and elements of expository text.</i>	PO 3. Determine author's main purpose (e.g., to inform, to describe, to explain) for writing the expository text.	I	Q1, Q3	290-295
		PO 1. Identify the main idea and supporting details in expository text.	I	Q3	
		PO 7. Distinguish cause and effect.	I	Q1	
	Reading Strand 2 Concept 1: Elements of Literature <i>Identify, analyze, and apply knowledge of the structures and elements of literature.</i>	PO 5. Describe a character's traits using textual evidence (e.g., dialogue, actions, narrations, illustrations).	I	Q1, Q2, Q3	
		PO 8. Compare (and contrast) the characters, events, and setting in a literary selection.	N		
Cross-Curricular Connections		–Social Studies: Finding Latitudes –Social Studies: Transcontinental Railroad –Social Studies: Prairie –Social Studies: Pioneer Mail –Social Studies: Compare and Contrast –Science: Draw a Habitat	N		274 E - F 279 283 291 297 297
Graphic Aids	Reading Strand 3 Concept 1: Expository Text <i>Identify, analyze, and apply knowledge of the purpose, structures, and elements of expository text.</i>	PO 4. Locate specific information by using organizational features (e.g., table of contents, headings, captions, bold print, glossaries, indices, italics, key words, topic sentences, concluding sentences) of expository text.	N	Q1, Q3	299 A - B
Writing <i>Cause and Effect Paragraph</i>	Writing Strand 3 Concept 2: Expository <i>Expository writing includes nonfiction writing that describes, explains, informs, or summarizes ideas and content.</i>	PO 2. Write an expository paragraph that contains: a topic sentence, supporting details, and relevant information	I		299 E-F S70 - S71
		PO 3. Write in a variety of expository forms (e.g., essay, summary, newspaper article, reflective paper, log, journal).	I		
	Writing Strand 2 Concept 1: Organization <i>Organization addresses the structure of the writing and integrates the central meaning and patterns that hold the piece</i>	PO 2. Create a beginning that captures the reader's interest.	I		

Writing Cause and Effect Paragraph	Writing Strand 1 Concept 2: Drafting <i>Drafting incorporates prewriting activities to create a first draft containing necessary elements for a specific purpose.</i>	PO 2. Organize writing into a logical sequence that is clear to the audience.	I		299 E-F S70 - S71
	Writing Strand 1 Concept 3: Revising <i>Revising includes evaluating and refining the rough draft for clarity and effectiveness.</i>	PO 6. Apply appropriate tools or strategies (e.g. peer review, checklists, rubrics) to refine the draft.	I		
Grammar <i>Common and Proper Nouns</i>	Writing Strand 2 Concept 6: Conventions <i>Conventions addresses the mechanics of writing, including capitalization, punctuation, spelling, grammar and usage, and paragraph breaks.</i>	PO 12. Use the following parts of speech correctly in simple sentences: a. nouns b. action verbs c. personal pronouns d. adjectives e. conjunctions	I		299 G-H T 71 R 29- R34
Spelling	Writing Strand 2 Concept 6: Conventions <i>Conventions addresses the mechanics of writing, including capitalization, punctuation, spelling, grammar and usage, and paragraph breaks.</i>	PO 8. Use common spelling patterns/generalizations to spell words correctly. [/oi/]	I		299 I - J
Speaking and Listening		–Make a narrative presentations –Listen and identify important details	I		299 L

CONCEPT MAP

Grade 4

Key Concepts:

Sometimes readers must use information from the story and their own knowledge to help them understand a story. This is called drawing conclusions.

When a reader has a question about an unfamiliar word or a passage that is unclear, they should read ahead a short ways to look for answers to their questions.

Historical fiction is a story that is set in the past and portrays people, places, and events that did happen or could have happened.

Maps, diagrams, graphs and charts are examples of graphic aids. A graphic aid shows information in pictures rather than words.

A noun names a person, a place, a thing, or an idea.

A common noun names any person, place, thing or idea.

A proper noun names a particular person, place, thing or idea.

A common noun begins with a lower case letter except when it begins a sentence.

A proper noun begins with a capital letter.

Theme: Change Make Yourself at Home

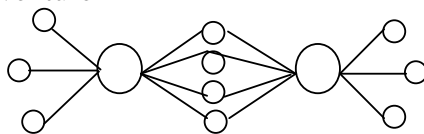
Reading Selection: "Sarah, Plain and Tall" by Patricia MacLachlan

Objectives:

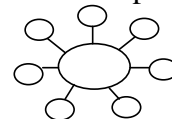
- To use story information and prior knowledge to draw conclusions
- To read ahead to clarify information or unfamiliar words
- To read and understand a historical fiction selection
- To compare historical fiction with an article
- To interpret and use graphic aids, such as maps, graphs, charts and diagrams, to understand important information in a text
- To use common and proper nouns correctly
- To use effective sentences in writing a cause and effect paragraph

Strategies:

Compare Historical Fiction with an Article: Complete a TM Double Bubble map to compare "Sarah, Plain and Tall" with "Wagon Train Adventure"



Clarifying Words: Amend the web described on page 274K to a TM Bubble map in order to help students clarify the term 'prairie.'



Graphic Aids: Present situations and ask students to determine which type of graphic aid would be most useful. i.e., "Would you use a map, diagram, graph, or chart to show the parts of a covered wagon?" or "Would you use a map, diagram, graph or chart to locate Iowa?"

Drawing Conclusions: Set up situations throughout the day by giving the students two or three pieces of information and then asking them to draw conclusions. Discuss the prior knowledge possessed by the students that allowed them to come to a reasonable conclusion.

Key Vocabulary:

windbreak– rows of trees used to block the wind

rustle – soft sound made by things rubbing together

alarmed– frightened or worried

paddock – fenced-in piece of land usually used for grazing horses

conch – large spiral shell

Academic Vocabulary:

Conclusion

Historical

Article

Graphic Aid

Map

Graph

Chart

Diagram

Common Noun

Proper Noun

Cause and Effect

Theme: Make Yourself at Home		Genre: Realistic Fiction	Reading Selection: "Stealing Home", by Mary Stolz		Quarter this will be taught <u>2nd</u>
Enduring Understanding: Change is a part of nature.					
Instructional Focus	Standard and Related Concept	Performance Objectives	Priority E I N	DVQRA	Trophies Text Alignment
Question of the day -		–Develop oral language	N		300 H
Sharing Literature - <i>Read Aloud</i>	Reading Strand 1 Concept 5: Fluency <i>Read fluently.</i>	PO 1. Read from familiar prose and poetry with fluency and appropriate rhythm, pacing, intonation, and expression relevant to the text.	I		300 G - H
Preparing to Read <i>Focus Skill-Compare and Contrast</i>	Reading Strand 1 Concept 6: Comprehension Strategies <i>Employ strategies to comprehend text.</i>	PO 6. Use reading strategies (e.g., drawing conclusions, determining cause and effect, making inferences, sequencing) to comprehend text. [compare and contrast]	E	Q1, Q2, Q3	300 I 324-325 S74-75
Building Background		PO 5. Connect information and events in a text to experience and to related text and sources.	E	Q2, Q3	300 K
Genres		Reading Strand 2 Concept 1: Elements of Literature <i>Identify, analyze, and apply knowledge of the structures and elements of literature.</i>	PO 10. Identify common forms of literature (e.g., poetry, novel, short story, biography, autobiography, drama) based upon their characteristics. [realistic fiction]	E	Q1
Vocabulary - <i>Context Clues</i>	Reading Strand 1 Concept 4: Vocabulary <i>Acquire and use new vocabulary in relevant contexts.</i>	PO 2. Use context to determine the relevant meaning of a word.	E	Q1, Q2, Q3	300 J , S72-S73 300 - 301
Reference Sources		PO 5. Determine the meanings, pronunciations, syllabication, synonyms, antonyms, and parts of speech of words by using a variety of reference aids, including dictionaries, thesauri, glossaries, and CD-ROM and Internet when available.	I		300 L
Figurative Language		PO 4. Identify figurative language, including similes , personification, and idioms.	N		325 I
Word Relationships		–Use knowledge of word relationships to determine analogies.	N		325 I

Read & Comprehend "Stealing Home"	Reading Strand 1 Concept 6: Comprehension Strategies <i>Employ strategies to comprehend text.</i>	PO 1. Predict text content using prior knowledge and text features (e.g., illustrations, titles, topic sentences, key words).	I		302 - 318	
		PO 2. Confirm predictions about text for accuracy.	I			
		PO 5. Connect information and events in a text to experience and to related text and sources.	E	Q2, Q3		
		PO 6. Use reading strategies (e.g., drawing conclusions, determining cause and effect, making inferences, sequencing) to comprehend text.	E	Q1, Q2, Q3		
	Reading Strand 1 Concept 5: Fluency <i>Read fluently.</i>	PO 1. Read from familiar prose and poetry with fluency and appropriate rhythm, pacing, intonation, and expression relevant to the text.	I			
	Reading Strand 2 Concept 1: Elements of Literature <i>Identify, analyze, and apply knowledge of the structures and elements of literature.</i>	PO 1. Identify the main problem or conflict of a plot.	E	Q2		
		PO 2. Identify the resolution of a problem or conflict in a plot.	E	Q1, Q2		
		PO 5. Describe a character's traits using textual evidence (e.g., dialogue, actions, narrations, illustrations).	E	Q1, Q2, Q3		
Read & Comprehend "Grandfather is a Chinese Pine"	Reading Strand 2 Concept 1: Elements of Literature <i>Identify, analyze, and apply knowledge of the structures and elements of literature.</i>	PO 10. Identify common forms of literature (e.g., poetry , novel, short story, biography, autobiography, drama) based upon their characteristics.	I	Q1	320-321	
		PO 9. Identify characteristics and structural elements (e.g., imagery, rhyme, verse, rhythm, meter) of poetry.	I	Q3		
	Reading Strand 1 Concept 4: Vocabulary <i>Acquire and use new vocabulary in relevant contexts.</i>	PO 4. Identify figurative language, including similes, personification, and idioms.	I			
	Reading Strand 1 Concept 6: Comprehension Strategies <i>Employ strategies to comprehend text.</i>	PO 5. Connect information and events in a text to experience and to related text and sources.	I	Q2, Q3		

Cross-Curricular Connections		–Science: Beach Ecosystems –Math: Finding Perimeter –Science: Fossils –Social Studies: Radio –Social Studies: Baseball History –Social Studies: Customs –Science: Make a Chart –Social Studies: Make a Biographical Sketch	N		300E 300E 307 309 311 313 323 323
Writing <i>Effective Sentences</i>	Writing Strand 2 Concept 5: Sentence Fluency <i>Fluency addresses the rhythm and flow of language. Sentences are strong and varied in structure and length.</i>	PO 2. Write sentences that flow together and sound natural when read aloud.	E		325 C- D S76-S77
		PO 3. Vary sentence beginnings, lengths, and patterns to enhance the flow of the writing.	E		
	Writing Strand 3 Concept 2: Expository <i>Expository writing includes nonfiction writing that describes, explains, informs, or summarizes ideas and content.</i>	PO 2. Write an expository paragraph that contains: a. a topic sentence b. supporting details c. relevant information	I		
		PO 3. Write in a variety of expository forms (e.g., essay, summary, newspaper article, reflective paper, log, journal).	I		
	Writing Strand 1 Concept 2: Drafting <i>Drafting incorporates prewriting activities to create a first draft containing necessary elements for a specific purpose.</i>	PO 2. Organize writing into a logical sequence that is clear to the audience.	I		
Grammar <i>Single and Plural Nouns</i>	Writing Strand 2 Concept 6: Conventions <i>Conventions addresses the mechanics of writing, including capitalization, punctuation, spelling, grammar and usage, and paragraph breaks.</i>	PO 12. Use the following parts of speech correctly in simple sentences: a. nouns b. action verbs c. personal pronouns d. adjectives e. conjunctions	I		325 E-F T 73 R 29- R34 S77

Spelling	Writing Strand 2 Concept 6: Conventions <i>Conventions addresses the mechanics of writing.</i>	–Unusual plurals	I		325 G-H
Speaking and Listening		–Clearly explain the steps in a process –To understand and follow a process	N		325 J

CONCEPT MAP

Grade 4

Key Concepts:

Looking at likenesses and differences between two things is called comparing and contrasting.
To compare – look at how things are alike.
To contrast – look for how things are different.

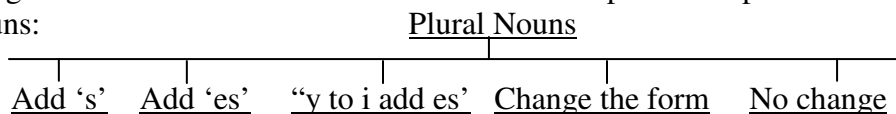
Use the words, phrases, and ideas that surround an unfamiliar word to confirm its meaning.

Realistic fiction has characters and events that are like people and events in real life.

One way to create effective sentences is to vary the types of sentences. Use a mixture of declarative, exclamatory, and imperative sentences.
Another way to create effective sentences is to vary the length of the sentences.

A singular noun names one person, place, thing, or idea.
A plural noun names more than one person, place, thing, or idea.

Singular and Plural Nouns: Create a TM Tree Map and sort plural forms of nouns:



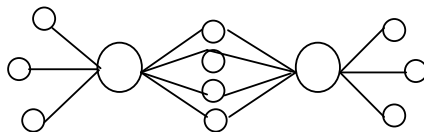
Theme: Change Make Yourself at Home

Reading Selection: "Stealing Home" by Mary Stolz

Objectives:

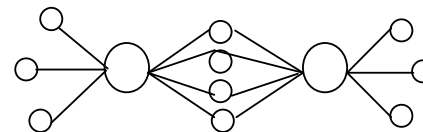
- To determine likenesses and differences in characters, settings and plot events**
- To read and understand a realistic fiction selection; to compare realistic fiction with poetry**
- To use singular and plural nouns correctly**
- To use effective sentences in explaining a process**
- To use context to determine word meanings**

Compare and Contrast: Use a TM Double Bubble Map to compare how things were the same and different before Aunt Linzy moved in and after Aunt Linzy moved in.



Strategies:

Compare and Contrast: Use a TM Double Bubble Map to compare how Thomas's and Zheng Xu's relationships with their grandfathers were the same and different.



Effective Sentences: Practice combining several short sentences into a single long sentence. Practice breaking a long sentence into several short sentences.

Key Vocabulary:

pastimes– pleasant ways of passing time

tutor – to teach privately

disposition– one's usual way of acting; temperament

glumly – in a gloomy way

irritably– grumpily; crossly

bicker– to disagree in a quarrelsome way

impose – to put an unwanted burden on

grudge – ill will toward someone

Academic Vocabulary:

Likeness
Difference
Compare
Contrast
Realistic
Effective
Singular
Plural
Noun
Context

Theme: Make Yourself at Home Genre: Fantasy Reading Selection: "The Cricket in Times Square" by George Selden					Quarter this will be taught <u>2nd</u>
Enduring Understanding: Change is a part of nature.					
Instructional Focus	Standard and Related Concept	Performance Objectives	Priority E I N	DVQRA	Trophies Text Alignment
Question of the day -		–Develop oral language	N		326 H
Sharing Literature - <i>Read Aloud</i>	Reading Strand 1 Concept 5: Fluency <i>Read fluently.</i>	PO 1. Read from familiar prose and poetry with fluency and appropriate rhythm, pacing, intonation, and expression relevant to the text.	I		326 G-H
Preparing to Read <i>Focus Skill-Drawing Conclusions</i>	Reading Strand 1 Concept 6: Comprehension Strategies <i>Employ strategies to comprehend text.</i>	PO 6. Use reading strategies (e.g., drawing conclusions , determining cause and effect, making inferences, sequencing) to comprehend text. [create mental images]	E	Q1, Q2, Q3	326 I 348 - 349 S80 - S81
<i>Building Background</i>		PO 1. Predict text content using prior knowledge and text features (e.g., illustrations, titles, topic sentences, key words).	E		326 K
<i>Genres</i>	Reading Strand 2 Concept 1: Elements of Literature <i>Identify, analyze, and apply knowledge of the structures and elements of literature.</i>	PO 10. Identify common forms of literature (e.g., poetry, novel, short story, biography, autobiography, drama) based upon their characteristics. [Fantasy]	E	Q1	328
Vocabulary - <i>Context Clues</i>	Reading Strand 1 Concept 4: Vocabulary <i>Acquire and use new vocabulary in relevant contexts.</i>	PO 2. Use context to determine the relevant meaning of a word.	E	Q1, Q2, Q3	326 L, 326-327 S78 - S79
<i>Multiple Meaning Words</i>			I		349 I
<i>Idioms</i>		PO 4. Identify figurative language, including similes, personification, and idioms .	I		349 I
Read & Comprehend <i>"The Cricket in Times Square"</i>	Reading Strand 1 Concept 6: Comprehension Strategies <i>Employ strategies to comprehend text.</i>	PO 1. Predict text content using prior knowledge and text features (e.g., illustrations, titles, topic sentences, key words).	E		328 - 344 349 B
		PO 2. Confirm predictions about text for accuracy.	E		
		PO 5. Connect information and events in text to experience and to related text and sources.	I	Q2, Q3	
		PO 6. Use reading strategies (e.g., drawing conclusions , determining cause and effect, making inferences , sequencing) to comprehend text. [create mental images]	I	Q1, Q2, Q3	

Read & Comprehend <i>"The Cricket in Times Square"</i>	Reading Strand 2 Concept 1: Elements of Literature <i>Identify, analyze, and apply knowledge of the structures and elements of literature.</i>	PO 1. Identify the main problem or conflict of a plot.	E	Q2	328 - 344
		PO 2. Identify the resolution of a problem or conflict in a plot.	I	Q1, Q2	
		PO 4. Distinguish between major characters and minor characters.	I	Q1	
		PO 5. Describe a character's traits using textual evidence (e.g., dialogue, actions, narrations, illustrations).	E	Q1, Q2, Q3	
		PO 7. Identify all aspects of the setting (e.g., time of day or year, historical period, place, situation).	I	Q1, Q2, Q3	
		PO 8. Compare (and contrast) the characters, events, and setting in a literary selection.	E		
		PO 10. Identify common forms of literature (e.g., poetry, novel, short story, biography, autobiography, drama) based upon their characteristics.	E	Q1	
Cross-Curricular Connections		–Science: Many Kinds of Crickets –Science: Crickets –Social Studies: Growth of Towns –Social Studies: Transportation –Science: Build a Compass –Science: Present an Oral Report –Math: Estimate Temperatures	N		325 E 331 335 337 341 347 347
Writing <i>Explanatory Essay</i>	Writing Strand 3 Concept 2: Expository <i>Expository writing includes nonfiction writing that describes, explains, informs, or summarizes ideas and content.</i>	PO 3. Write in a variety of expository forms (e.g., essay , summary, newspaper article, reflective paper, log, journal).	E		349 C - 349 D S82
	Writing Strand 1 Concept 2: Drafting <i>Drafting incorporates prewriting activities to create a first draft containing necessary elements for a specific purpose.</i>	PO 1. Use a prewriting plan to develop a draft with main idea(s) and supporting details.	I		
		PO 2. Organize writing into a logical sequence that is clear to the audience.	I		

Writing Explanatory Essay	Writing Strand 1 Concept 3: Revising <i>Revising includes evaluating and refining the rough draft for clarity and effectiveness.</i>	PO 1. Evaluate the draft for use of ideas and content, organization, voice, word choice, and sentence fluency.	I		349 C - 349 D
		PO 6. Apply appropriate tools or strategies (e.g. peer review, checklists, rubrics) to refine the draft.	I		
	Writing Strand 1 Concept 4: Editing <i>Proofread and correct the draft for conventions.</i>	PO 1. Identify punctuation, spelling, and grammar and usage errors in the draft.	I		
	Writing Strand 1 Concept 5: Publishing <i>Publishing includes formatting and presenting a final product for the intended audience.</i>	PO 1. Prepare writing in a format appropriate to audience and purpose.	I		
Grammar <i>Possessive Nouns</i>	Writing Strand 2 Concept 6: Conventions <i>Conventions addresses the mechanics of writing, including capitalization, punctuation, spelling, grammar and usage, and paragraph breaks.</i>	PO 6. Use apostrophes to punctuate: a. contractions b. singular possessive	I		349 E - 349 F S83 T74
Spelling	Writing Strand 2 Concept 6: Conventions <i>Conventions addresses the mechanics of writing.</i>	–Possessive nouns	I		349 G - 349 H
Speaking and Listening		–Give a persuasive speech –Listen to a persuasive speech	N		349 J

CONCEPT MAP

Grade 4

Key Concepts:

A fantasy is an imaginative story that may have unrealistic characters and events.

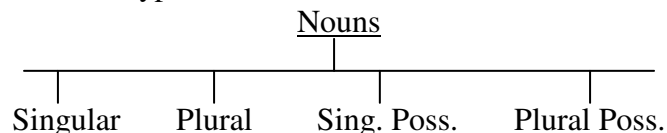
Readers must often use clues in the story and their own knowledge to draw conclusions about the characters in the story.

Creating a picture in your mind while reading will help you, as the reader, to understand what you are reading.

A possessive noun tells who or what something belongs to. A singular possessive noun shows ownership by one person or thing. To form the possessive of most singular nouns, add an apostrophe (') and an s.

The introduction of an explanatory essay names the topic that will be explained. The supporting details follow in a logical order. The concluding statement restates the main idea of the essay.

Possessive Nouns: Use a TM Tree Map to sort different types of nouns.



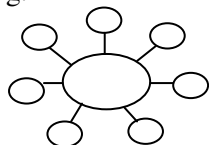
Theme: **Change** **Make Yourself at Home**

Reading Selection: "The Cricket in Times Square" by George Selden

Objectives:

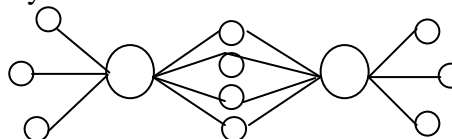
- To draw conclusions about the traits, actions, and motives of characters
- To read and understand a fantasy selection
- To use possessive nouns correctly
- To use the writing process in writing an explanatory essay
- To create mental images in order to better understand and enjoy a selection

Mental Images: Use a TM Bubble Map to describe a subway in order to create a mental image of the setting.



Strategies:

Understand Fantasy: Use a TM Double Bubble Map to see how real cats and Harry are alike and different.



Draw conclusions: use a chart like the one below to draw conclusions as they read the story.

What the story says	What I know	Conclusion

Key Vocabulary:

wistfully– longingly; sadly
remembering something nice

scrounging – looking for scraps of
food or abandoned materials

acquaintance– knowing someone
or something

excitable– very emotional; easily
excited

eavesdropping – listening
secretly to a conversation

sympathetically – in a way that
shows concern for someone else's
feelings

logical – reasonable; to be
expected

Academic Vocabulary:

Fantasy
Traits
Motive
Imaginative
Conclusions
Explanatory
Mental
Image
Noun
Possessive
Apostrophe

Theme: Make Yourself at Home Genre: Non-Fiction Reading Selection: "Two Lands, One Heart" by Jeremy Schmidt, Ted Wood					Quarter this will be taught <u>2nd</u>
Enduring Understanding: Change is a part of nature.					
Instructional Focus	Standard and Related Concept	Performance Objectives	Priority E I N	DVQRA	Trophies Text Alignment
Question of the day -		–Develop oral language	N		350H
Sharing Literature - <i>Read Aloud</i>	Reading Strand 1 Concept 5: Fluency <i>Read fluently.</i>	PO 1. Read from familiar prose and poetry with fluency and appropriate rhythm, pacing, intonation, and expression relevant to the text.	I		350 G - 350 H
Preparing to Read <i>Focus Skill - Compare and Contrast</i> <i>Focus Strategy - Reread to Clarify</i> <i>Building Background</i>	Reading Strand 1 Concept 6: Comprehension Strategies <i>Employ strategies to comprehend text.</i>	PO 6. Use reading strategies (e.g., drawing conclusions, determining cause and effect, making inferences, sequencing) to comprehend text. [compare and contrast] [reread to clarify]	E	Q1, Q2, Q3	350 I 370 - 371 S86 - S87
		PO 1. Predict text content using prior knowledge and text features (e.g., illustrations, titles, topic sentences, key words).	I		350 K
		PO 5. Connect information and events in text to experience and to related text and sources.	I	Q2, Q3	
	Genre	Reading Strand 2 Concept 1: Elements of Literature <i>Identify, analyze, and apply knowledge of the structures and elements of literature.</i>	PO 10. Identify common forms of literature (e.g., poetry, novel, short story, biography, autobiography, drama) based upon their characteristics.	E	Q1
Vocabulary - <i>Context Clues</i>	Reading Strand 1 Concept 4: Vocabulary <i>Acquire and use new vocabulary in relevant contexts.</i>	PO 2. Use context to determine the relevant meaning of a word.	E	Q1, Q2, Q3	350 -351 371 I, S84-S85
Affixes and Roots		PO 1. Use knowledge of root words and affixes to determine the meaning of unknown words.	E	Q2	350 L
Figurative Language		PO 4. Identify figurative language, including similes, personification, and idioms.	I		359
Signal Words		–To recognize and use signal words in comparisons	N		371 I

Read & Comprehend "Two Lands, One Heart"	Reading Strand 1 Concept 6: Comprehension Strategies <i>Employ strategies to comprehend text.</i>	PO 1. Predict text content using prior knowledge and text features (e.g., illustrations, titles, topic sentences, key words).	E		352 - 368
		PO 2. Confirm predictions about text for accuracy.	I		
		PO 5. Connect information and events in a text to experience and to related text and sources.	I	Q2, Q3	
		PO 6. Use reading strategies (e.g., drawing conclusions, determining cause and effect, making inferences, sequencing) to comprehend text.	E	Q1, Q2, Q3	
	Reading Strand 1 Concept 5: Fluency <i>Read fluently.</i>	PO 1. Read from familiar prose and poetry with fluency and appropriate rhythm, pacing, intonation, and expression relevant to the text.	I		371 B
	Reading Strand 3 Concept 1: Expository Text <i>Identify, analyze, and apply knowledge of the purpose, structures, and elements of expository text.</i>	PO 1. Identify the main idea and supporting details in expository text.	E	Q3	
		PO 4. Locate specific information by using organizational features (e.g., table of contents, headings, captions, bold print, glossaries, indices, italics, key words, topic sentences, concluding sentences) of expository text. [footnotes]	E	Q1, Q2, Q3	
		PO 6. Interpret information from graphic features (e.g., charts, maps, diagrams, illustrations, tables, timelines) in	E		
Cross-Curricular Connections		PO 8. Draw valid conclusions based on information gathered from expository text.	E	Q1, Q2	350 E 350 E 357 361 369 369
		–Math: Jackfruit Multiplication –Social Studies: Quiz Show –Science: River Deltas –Science: Silkworms –Social Studies: Create a Diagram –Science: Make a Carbohydrate Collage	I		

Review: Compound Words	(Grade 3) Reading Strand 1 Concept 4: Vocabulary <i>Acquire and use new vocabulary in relevant contexts.</i>	PO 5. Determine the meaning of compound words, using knowledge of individual words (e.g., lunchtime, daydream, everyday)	N		371 A
Writing <i>Definition Essay</i>	Writing Strand 3 Concept 2: Expository <i>Expository writing includes nonfiction writing that describes, explains, informs, or summarizes ideas and content.</i>	PO 2. Write an expository paragraph that contains: a topic sentence, supporting details, and relevant information	I		371 C - 371 D S88 - S89
	Writing Strand 1 Concept 2: Drafting <i>Drafting incorporates prewriting activities to create a first draft containing necessary elements for a specific purpose.</i>	PO 2. Organize writing into a logical sequence that is clear to the audience.	I		
	Writing Strand 1 Concept 3: Revising <i>Revising includes evaluating and refining the rough draft for clarity and effectiveness.</i>	PO 6. Apply appropriate tools or strategies (e.g. peer review, checklists, rubrics) to refine the draft.	I		
Grammar <i>Abbreviations</i>	(Grade 3) Reading Strand 1 Concept 4: Vocabulary <i>Acquire and use new vocabulary in relevant contexts.</i>	PO 3. Recognize words represented by common abbreviations (e.g., Mr., Ave., Oct.)	N		371 E S89
Spelling	Writing Strand 2 Concept 6: Conventions <i>Conventions addresses the mechanics of writing, including capitalization, punctuation, spelling, grammar and usage, and paragraph breaks.</i>	–Words with abbreviations	N		371 G - 371 H
Speaking and Listening		–Give an informational speech –Listen to an informational speech	N		371 J

CONCEPT MAP

Grade 4

Key Concepts:

Think about similarities is called comparing. When writers compare things they may use words such as also, both, too.

Thinking about differences is called contrasting. When writers contrast things they may use words such as but, instead, although.

When a reader has a question about something they read, they may have missed an important point. Rereading the passage may clarify the thing they found to be confusing.

Nonfiction tells about people, things, events, or places that are real.

A definition essay defines a word or a concept.

An abbreviation is a shortened form of a word. Use a period after most abbreviations. When an abbreviation stands for a proper noun it should be capitalized.

Nonfiction: Prepare a KWL chart before the students begin to read the text. Preview the story “Two Lands, One Heart” by examining the maps and photographs included in the story. Complete the K and W columns as a group. As students read the text, deliberately stop and reread the captions of each graphic. Consider including the information from the captions as well as the text as the L column is completed.

Theme: **Change** **Make Yourself at Home**

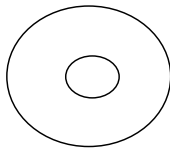
Reading Selection: “Two Lands, One Heart” by Jeremy Schmidt and Ted Wood

Objectives:

- To recognize comparison and contrast patterns in a nonfiction text.**
- To read and understand a nonfiction selection**
- To use abbreviations correctly**
- To use the writing process in writing a definition**
- To understand that rereading passages can help the reader clarify details and understand important ideas.**

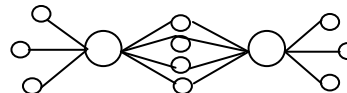
Strategies:

Definition Essay: Use a TM Circle Map as a pre-writing tool prior to writing a definition essay.



Rereading: Model the strategy of rereading in order to clarify details and understand important ideas during teacher read aloud times. Point out to students that you have just read something that you aren't sure you understand or you believe it is very important, so you need to read it a second time.

Compare and Contrast: Use a TM Double Bubble Map to compare life in Vietnam and Life in the United States.



Key Vocabulary:

equivalent– equal in some way

interpreter – a person who translates

irrigation– furnishing water to land where crops are grown

occasionally – sometimes; once in a while

appetizing – appearing to be good to eat

overwhelm – to overpower (with feelings)

hysterically – with uncontrolled emotions

Academic Vocabulary:

Nonfiction
Abbreviation
Definition
Compare
Contrast
Reread
Clarify
Understand

Theme: Make Yourself at Home Genre: Informational Narrative Reading Selection: "Look to the North", by Jean Craighead George					Quarter this will be taught <u>2nd</u>
Enduring Understanding: Change is a part of nature.					
Instructional Focus	Standard and Related Concept	Performance Objectives	Priority E I N	DVQRA	Trophies Text Alignment
Question of the day -		-Develop oral language	N		372 H
Sharing Literature - <i>Read Aloud</i>	Reading Strand 1 Concept 5: Fluency <i>Read fluently.</i>	PO 1. Read from familiar prose and poetry with fluency and appropriate rhythm, pacing, intonation, and expression relevant to the text.	I		372 G - 372 H
Preparing to Read <i>Focus Skill-Summarizing</i> <i>Building Background</i> Genre	Reading Strand 1 Concept 6: Comprehension Strategies <i>Employ strategies to comprehend text.</i>	PO 6. Use reading strategies (e.g., drawing conclusions, determining cause and effect, making inferences, sequencing) to comprehend text. [Summarizing]	E	Q1, Q2, Q3	372 I 396 - 397 S92 - S93
		PO 5. Connect information and events in text to experience and to related text and sources.	I	Q2, Q3	372 K
	Reading Strand 2 Concept 1: Elements of Literature <i>Identify, analyze, and apply knowledge of the structures and elements of literature.</i>	PO 10. Identify common forms of literature (e.g., poetry, novel, short story, biography, autobiography, drama) based upon their characteristics.	E	Q1	374
Vocabulary <i>Context Clues</i>	Reading Strand 1 Concept 4: Vocabulary <i>Acquire and use new vocabulary in relevant contexts.</i>	PO 2. Use context to determine the relevant meaning of a word.	E	Q1, Q2, Q3	372 L 372 - 373 S90 - S91
Word Relationships		Use knowledge of word relationships to determine analogies.	N		397 I
Thesaurus		PO 5. Determine the meanings, pronunciations, syllabication, synonyms, antonyms, and parts of speech of words by using a variety of reference aids, including dictionaries, thesauri, glossaries, and CD-ROM and Internet when available.	N		397 I

Read & Comprehend "Look to the North"	Reading Strand 1 Concept 6: Comprehension Strategies <i>Employ strategies to comprehend text.</i>	PO 1. Predict text content using prior knowledge and text features (e.g., illustrations, titles, topic sentences, key words).	E		374 - 389
		PO 5. Connect information and events in a text to experience and to related text and sources.	E	Q2, Q3	
		PO 6. Use reading strategies (e.g., drawing conclusions, determining cause and effect, making inferences, sequencing) to comprehend text. [Summarizing]	E	Q1, Q2, Q3	
	Reading Strand 1 Concept 5: Fluency <i>Read fluently.</i>	PO 1. Read from familiar prose and poetry with fluency and appropriate rhythm, pacing, intonation, and expression relevant to the text.	E		
	Reading Strand 3 Concept 1: Expository Text <i>Identify, analyze, and apply knowledge of the purpose, structures, and elements of expository text.</i>	PO 1. Identify the main idea and supporting details in expository text.	E	Q3	
		PO 3. Determine author's main purpose (e.g., to inform, to describe, to explain) for writing the expository text.	E	Q1, Q2, Q3	
		PO 4. Locate specific information by using organizational features (e.g., table of contents, headings, captions, bold print, glossaries, indices, italics, key words, topic sentences, concluding sentences) of expository text.	E	Q1, Q2, Q3	
		PO 6. Interpret information from graphic features (e.g., charts, maps, diagrams, illustrations, tables, timelines) in expository text.	E		
		PO. 7 Distinguish cause and effect.	E	Q1	
		PO. 8 Draw valid conclusions based on information gathered from expository text.	E	Q1, Q2	
Read & Comprehend "Moon of Falling Leaves"	Reading Strand 2 Concept 1: Elements of Literature <i>Identify, analyze, and apply knowledge of the structures and elements of literature.</i>	PO 9. Identify characteristics and structural elements (e.g., imagery, rhyme, verse, rhythm, meter) of poetry.	N	Q3	292-293
		PO 10. Identify common forms of literature (e.g., poetry , novel, short story, biography, autobiography, drama) based upon their characteristics.	I	Q1	
	Reading Strand 1 Concept 4: Vocabulary <i>Acquire and use new vocabulary in relevant contexts.</i>	PO 4. Identify figurative language, including similes, personification, and idioms.	I		

Cross-Curricular Connections		–Science: Arctic Animals –Social Studies:Tundra –Science: Summer Solstice –Science: Wolf survival –Science: A Food Web –Social Studies: Make a Chart –Science: Write an Animal Diary	N		372 E 379 381 383 385 395 395
Review: Review Letter Patterns	(Grade 2) Reading Strand 1 Concept 3: Phonics <i>Decode words, using knowledge of phonics, syllabication, and word parts.</i>	Consonant /s/ c and consonant /j/ g	N		397 A
Writing <i>Expository Writing</i>	Writing Strand 3 Concept 2: Expository <i>Expository writing includes nonfiction writing that describes, explains, informs, or summarizes ideas and content.</i>	PO 3. Write in a variety of expository forms (e.g., essay, summary, newspaper article, reflective paper, log, journal). [explanatory essay]	E		397 C - 397 D S94
	Writing Strand 1 Concept 1: Prewriting <i>Prewriting includes using strategies to generate, plan, and organize ideas for specific purposes.</i>	PO 1. Generate ideas through a variety of activities (e.g., brainstorming, graphic organizers, drawing, writer's notebook, group discussion, printed material).	E		
		PO 4. Use organizational strategies (e.g., graphic organizer, KWL chart, log) to plan writing.	E		
		PO 6. Use time management strategies, when appropriate, to produce a writing product within a set time period.	E		
Grammar <i>Pronouns and Antecedents</i>	Writing Strand 2 Concept 6: Conventions <i>Conventions addresses the mechanics of writing, including capitalization, punctuation, spelling, grammar and usage, and paragraph breaks.</i>	PO 12. Use the following parts of speech correctly in simple sentences: a. nouns b. action verbs c. personal pronouns d. adjectives e. conjunctions	E		397 E 397 F S95

Spelling	Writing Strand 2 Concept 6: Conventions <i>Conventions addresses the mechanics of writing, including capitalization, punctuation, spelling, grammar and usage, and paragraph breaks.</i>	PO 8. Use common spelling patterns/generalizations to spell words correctly. [words with ei, ie, eigh]	I		397 G - 397 H
Speaking and Listening		–Deliver an oral summary –Identify important facts and details in a speech.	N		397 J

CONCEPT MAP

Grade 4

Key Concepts:

An informational narrative is a story that presents information and facts.

To summarize a passage:

- *Select the most important ideas.
- *Evaluate the importance of facts and details.
- *Record your summary in a short and useful form.

Before reading informational text, determine the text structure and format by looking for headings, subheadings, captions, graphic aids, illustrations, and photographs.

The purpose of an explanatory essay is to explain and give information to an audience.

A pronoun is a word that take the place of one or more nouns. The antecedent of a pronoun is the noun or nouns to which the pronoun refers.

Summary: Provide copies of any expository passage. Provide students with two highlighters (different colors). Ask the students to highlight the most important idea of the passage in one color. Use the other color highlighter to identify the facts and details that support the idea. Write a summary from the highlighted information.

Theme: **Change** **Make Yourself at Home**

Reading Selection: "Look to the North: A Wolf Pup Diary"
by Jean Craighead George

Objectives:

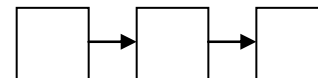
- To summarize the most important information in a text
- To read and understand an informational narrative selection; to compare informational narrative with poetry
- To use pronouns and antecedents correctly
- To practice writing an explanatory essay in a timed or tested situation
- To identify structural patterns found in informational texts to strengthen comprehension.

Timed Essay: Explain to students that sometimes there is a time frame in which something must be written. It is necessary to plan how much time to spend on each step of the writing process. Model writing a timed paragraph, have students write a timed paragraph with your assistance, have students write a timed paragraph alone. Move on to a timed essay.

Strategies:

Structural Patterns: Before reading the story, have the students preview the section headings and determine how the story will be organized. Ask the students to locate other helpful text features.

Read and Understand Informational Text: Create a TM Flow Map to identify the key points of a wolf's growth and development.



Key Vocabulary:

ceases– stops

tundra – area in arctic regions where there are no trees and where the ground is frozen all year

abundant– in large amounts or numbers; more than enough

bonding – establishing closer ties or friendships

piteously – sorrowfully; in a way that makes others feel sorry for someone

surrender– the act of giving up

Academic Vocabulary:

Summarize
Informational
Narrative
Poetry
Pronouns
Antecedents
Explanatory
Essay

Trophies

Lead the Way

Theme 4 - Creative Minds

In this theme, students meet characters who overcome obstacles by thinking creatively.

Essential Question: What strategies do you use to solve problems?

Additional Theme Related Books

Easy

- A Picture Book of Benjamin Franklin by David Adler
- Sammy, Dog Detective, by Colleen Stanley Bare
- Wolf! by Becky Bloom
- The Empty Pot, by Demi
- Anansi and the Talking Melon, by Eric Kimmel

Average

- Dear Peter Rabbit, by Alma Flor Ada
- Little Red Riding Hood: A Newfangled Prairie Tale, by Lisa Campbell Ernst
- What Food is This? by Rosemarie Hausherr
- Snowflake Bentley, by Jacqueline Briggs Martin
- Encyclopedia Brown: Boy Detective, By Donald J Sobol
- The Wise Old Woman, by Yoshiko Uchida
- Little Red Cowboy Hat, by Susan Lowell

Challenging

- In the Heart of the Village, by Barbara Bash
- The Cow-Tail Switch and Other West African Stories, by Harold Courlander
- Everybody Cooks Rice, by Norah Dooley
- I Want to Be a Veterinarian, by Stephanie Maze
- Thomas Edison, by Nicholas Nirgiotis
- The Stinky Cheese Man and Other Fairly Stupid Tales, by Jon Scieszka
- The Time Machine and Other Cases, by Seymour Simon

Selection: The Kids' Invention Book

Read & Comprehend <i>"The Kids' Invention Book"</i>	Reading Strand 1 Concept 6: Comprehension Strategies <i>Employ strategies to comprehend text.</i>	PO 1. Predict text content using prior knowledge and text features (e.g., illustrations, titles, topic sentences, key words).	E		402-416 (418)
		PO 2. Confirm predictions about text for accuracy.	I		
		PO 3. Generate clarifying questions in order to comprehend text.	I		
		PO 5. Connect information and events in text to experience and to related text and sources.	E	Q2, Q3	
		PO 6. Use reading strategies (e.g., drawing conclusions, determining cause and effect, making inferences, sequencing) to comprehend text.	I	Q1, Q2, Q3	
	Reading Strand 1 Concept 5: Fluency <i>Read fluently.</i>	PO 1. Read from familiar prose and poetry with fluency and appropriate rhythm, pacing, intonation, and expression relevant to the text.	I		402-416 421 M - P (421 D)
	Reading Strand 3 Concept 1: Expository Text <i>Identify, analyze, and apply knowledge of the purpose, structures, and elements of expository text.</i>	PO 1. Identify the main idea and supporting details in expository text.	I	Q3	
		PO 3. Determine author's main purpose (e.g., to inform, to describe, to explain) for writing the expository text.	I	Q1, Q2, Q3	
		PO 4. Locate specific information by using organizational features (e.g., table of contents, headings, captions, bold print, glossaries, indices, italics, key words, topic sentences, concluding sentences) of expository text.		Q1, Q2, Q3	
		PO 6. Interpret information from graphic features in expository text.	I		
		PO 7. Distinguish cause and effect.	I	Q1	
		PO 8. Draw valid conclusions based on information gathered from expository text.	I	Q1, Q2	
	Reading Strand 2 Concept 1: Elements of Literature <i>Identify, analyze, and apply knowledge of the structures and elements of literature.</i>	PO 5. Describe a character's traits using textual evidence (e.g., dialogue, actions, narrations, illustrations).	I	Q1, Q2, Q3	

Cross-Curricular Connections		–Social Studies: Inventions for Explorers –Science: Research Electromagnets –Math: Invention Survey –Science: Female Inventors –Science: Scientific Method –Social Studies: Walt Disney –Social Studies: Design a Plaque –Science: Create an Invention	N		400 E 400 E 407 409 411 413 419 419
Follow Written Directions	Reading Strand 3 Concept 2: Functional Text <i>Identify, analyze, and apply knowledge of the purpose, structures, clarity and relevancy of functional text.</i>	PO 2. Interpret details from functional text for a specific purpose (e.g., to follow directions, to solve problems, to perform procedures, to answer questions).	N	Q1, Q2, Q3	421 A - B
Writing <i>Paragraph that Contrasts</i>	Writing Strand 3 Concept 2: Expository <i>Expository writing includes nonfiction writing that describes, explains, informs, or summarizes ideas and content.</i>	PO 2. Write an expository paragraph that contains: a topic sentence, supporting details, and relevant information	I		421 E - F S102 - S103
	Writing Strand 2 Concept 1: Ideas and Content <i>Writing is clear and focused, holding the reader's attention throughout. Main ideas stand out and are developed by strong support and rich details.</i>	PO 1. Express topics that are clear and directly related to the topic.	I		
		PO 2. Provide content and selected details that are well-suited to audience and purpose.	I		
		PO 3. Use relevant details to provide adequate support for the ideas.	I		
	Writing Strand 1 Concept 2: Drafting <i>Drafting incorporates prewriting activities to create a first draft containing necessary elements for a specific purpose.</i>	PO 2. Organize writing into a logical sequence that is clear to the audience.	I		
	Writing Strand 1 Concept 3: Revising <i>Revising includes evaluating and refining the rough draft for clarity and effectiveness.</i>	PO 1. Evaluate the draft for use of ideas and content, organization, voice, word choice, and sentence fluency.	I		
		PO 3. Rearrange words, sentences, and paragraphs to clarify the meaning of the draft.	I		

Grammar <i>Subject and Object Pronoun</i>	Writing Strand 2 Concept 6: Conventions <i>Conventions addresses the mechanics of writing, including capitalization, punctuation, spelling, grammar and usage, and paragraph breaks.</i>	PO 12. Use the following parts of speech correctly in simple sentences: a. nouns b. action verbs c. personal pronouns [subject and object pronouns] d. adjectives e. conjunctions	N		421 G - H
Spelling		PO 8. Use common spelling patterns/generalizations to spell words correctly. [words that end with -y or -ey]	I		421 I - J
Speaking and Listening		–Present effective introductions and conclusions –Use facts and details to help listeners focus –Listen and identify important details	N		421 L

CONCEPT MAP

Grade 4

Key Concepts:

The main idea is the most important idea of a paragraph, several paragraphs or a selection. Details are pieces of information that tell more about the main idea.

Expository nonfiction presents and explains information or ideas. It will often include photographs and captions that provide facts and details about the subject or topic.

Details usually answer questions about *who*, *what*, *when*, *where*, *why*, and *how*. Details can be facts, examples, reasons, uses, steps, and descriptive details.

When following written directions, first read all the steps, next make sure you have everything you need, and finally, follow the steps in the correct order.

A subject pronoun takes the place of one or more nouns in the subject of the sentence. The words *I*, *you*, *he*, *she*, *it*, *we* or *they* are subject pronouns.

An object pronoun follows an action verb, such as see or tell, or a preposition such as at, for, to, or with. The object pronouns are *me*, *you*, *him*, *her*, *it*, *us* and *them*.

Theme: **Problem Solving** **Creative Minds**

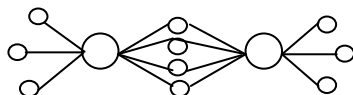
Reading Selection: "The Kids' Invention Book" by Arlene Erlbach

Objectives:

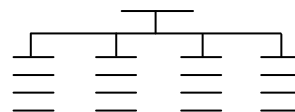
- To recognize the main idea of a selection and the details that support the main idea.
- To read and understand a nonfiction selection
- To use subject and object pronouns correctly
- To use development in writing paragraphs that compare and contrast
- To follow and interpret written direction correctly.

Strategies:

Compare and Contrast: Choose two of the inventions or inventors from the selection. Use a TM Double Bubble map to determine how they are alike and different. Write a compare and contrast paragraph using the information in the map.



Main Idea / Details: Create a TM Tree Map placing the name of each of the four passages in the selection on each branch. List details from each selection underneath. Using this information, determine the main idea of each selection.



Follow and Interpret Written Directions: Have students write the directions for completing a task such as folding paper into a paper airplane or making a peanut butter sandwich. Trade with a classmate and attempt to follow the written directions exactly in order to complete the task.

Key Vocabulary:

device– something built for a purpose

prosthetic– replacing a missing body part

disabilities– conditions that make doing some things more difficult

document – paper with important information

circular – shaped like a circle

modify– to change

scholarship – the qualities of a student

Academic Vocabulary:

Main Idea
Detail
Rate
Nonfiction
Pronoun
Compare / Contrast

Theme: Creative Minds		Genre: Mystery	Reading Selection: "The Case of Pablo's Nose", by Donald J. Sobol		Quarter this will be taught <u>3rd</u>
Enduring Understanding: Tackle problems by thinking creatively.					
Instructional Focus	Standard and Related Concept	Performance Objectives	Priority E I N	DVQRA	Trophies Text Alignment
Question of the day -		–Develop oral language	N		422 H
Sharing Literature - <i>Read Aloud</i>	Reading Strand 1 Concept 5: Fluency <i>Read fluently.</i>	PO 1. Read from familiar prose and poetry with fluency and appropriate rhythm, pacing, intonation, and expression relevant to the text.	I		422 G - H
Preparing to Read <i>Focus Skill-Sequence</i> <i>Focus Strategy - Read Ahead</i> <i>Building Background</i>	Reading Strand 1 Concept 6: Comprehension Strategies <i>Employ strategies to comprehend text.</i>	PO 6. Use reading strategies (e.g., drawing conclusions, determining cause and effect, making inferences, sequencing) to comprehend text. [sequencing] [read-ahead]	E	Q1, Q2, Q3	422 I - J 436 - 437 S106 - S107
		PO 5. Connect information and events in a text to experience and to related text and sources.	E	Q2, Q3	422 K
Genres	Reading Strand 2 Concept 1: Elements of Literature <i>Identify, analyze, and apply knowledge of the structures and elements of literature.</i>	PO 10. Identify common forms of literature (e.g., poetry, novel, short story, biography, autobiography, drama) based upon their characteristics. [mystery]	E	Q1	424
Vocabulary - <i>Affixes and Root Words</i> <i>Context Clues</i> <i>Multiple Meaning Words</i> <i>Figurative Language</i>	Reading Strand 1 Concept 4: Vocabulary <i>Acquire and use new vocabulary in relevant contexts.</i>	PO 1. Use knowledge of root words and affixes to determine the meaning of unknown words.	E	Q2	422 L 437 A 436 G - H
		PO 2. Use context to determine the relevant meaning of a word.	E	Q1, Q2, Q3	422 - 423 437 I S104 - S105
		PO 4. Identify figurative language, including similes , personification, and idioms.	I		437 I

Read & Comprehend <i>"The Case of Pablo's Nose"</i> <i>"The Hen and the Apple Tree"</i>	Reading Strand 1 Concept 6: Comprehension Strategies <i>Employ strategies to comprehend text.</i>	PO 1. Predict text content using prior knowledge and text features (e.g., illustrations, titles, topic sentences, key words).	I		424 - 433
		PO 2. Confirm predictions about text for accuracy.	I		
		PO 5. Connect information and events in a text to experience and to related text and sources.	E	Q2, Q3	
		PO 6. Use reading strategies (e.g., drawing conclusions, determining cause and effect, making inferences, sequencing) to comprehend text.	E	Q1, Q2, Q3	
	Reading Strand 1 Concept 5: Fluency <i>Read fluently.</i>	PO 1. Read from familiar prose and poetry with fluency and appropriate rhythm, pacing, intonation, and expression relevant to the text.	I		
	Reading Strand 2 Concept 1: Elements of Literature <i>Identify, analyze, and apply knowledge of the structures and elements of literature.</i>	PO 1. Identify the main problem or conflict of a plot.	E	Q2	
		PO 2. Identify the resolution of a problem or conflict in a plot.	E	Q2	
		PO 3. Identify the moral of a literary selection.	E	Q1, Q3	
		PO 5. Describe a character's traits using textual evidence (e.g., dialogue, actions, narrations, illustrations).	E	Q1, Q2, Q3	
Follow Written Directions	Reading Strand 3 Concept 2: Functional Text <i>Identify, analyze, and apply knowledge of the purpose, structures, clarity, and relevancy of functional text.</i>	PO 2. Interpret details from functional text for a specific purpose (e.g., to follow directions, to solve problems, to perform procedures, to answer questions).	I	Q1, Q2, Q3	437 B
Cross-Curricular Connections		–Science: Your Nose Knows –Science: Sculpting with Marble –Social Studies: Make a Time Line –Art: Sculpt a Coin	N		422 E

Writing <i>Persuasive Letter</i>	<p>Writing Strand 3</p> <p>Concept 4: Persuasive</p> <p><i>Persuasive writing is used for the purpose of influencing the reader. The author presents an issue and expresses an opinion in order to convince an audience to agree with the opinion or to take a particular action.</i></p>	PO 1. Write persuasive text (e.g., advertisement, paragraph) that attempts to influence the reader	E		437 C - D S108 - S109
	<p>Writing Strand 2</p> <p>Concept 1: Ideas and Content</p> <p><i>Writing is clear and focused, holding the reader's attention throughout. Main ideas stand out and are developed by strong support and rich details. Purpose is accomplished.</i></p>	PO 1. Express ideas that are clear and directly related to the topic.	E		
		PO 2. Provide content and selected details that are well suited to audience and purpose.	E		
		PO 3. Use relevant details to provide adequate support for the ideas.	E		
	<p>Writing Strand 1</p> <p>Concept 1: Prewriting</p> <p><i>Prewriting includes using strategies to generate, plan, and organize ideas for specific purposes.</i></p>	PO 2. Determine the purpose (e.g., to entertain, to inform, to communicate, to persuade) of an intended piece of writing.	I		
		PO 3. Determine the intended audience of a writing piece	I		
	<p>Writing Strand 1</p> <p>Concept 2: Drafting</p> <p><i>Drafting incorporates prewriting activities to create a first draft containing necessary elements for a specific purpose.</i></p>	PO 2. Organize writing into a logical sequence that is clear to the audience.	I		
	<p>Writing Strand 1</p> <p>Concept 3: Revising</p> <p><i>Revising includes evaluating and refining the rough draft for clarity and effectiveness.</i></p>	PO 1. Evaluate the draft for use of ideas and content, organization, voice, word choice, and sentence fluency.	I		
		PO 3. Rearrange words, sentences, and paragraphs to clarify the meaning of the draft.	I		

Grammar <i>Possessive Pronouns</i>	Writing Strand 2 Concept 6: Conventions <i>Conventions addresses the mechanics of writing, including capitalization, punctuation, spelling, grammar and usage, and paragraph breaks.</i>	PO 12. Use the following parts of speech correctly in simple sentences: a. nouns b. action verbs c. personal pronouns [possessive pronouns] d. adjectives e. conjunctions	N		437 E - F S 109
Spelling	Writing Strand 2 Concept 6: Conventions <i>Conventions addresses the mechanics of writing.</i>	–with prefixes un- and dis-	I		437 G - H
Speaking and Listening		–Give a persuasive speech –Use gestures to enhance meaning –Understand the key points in a speech –Understand important details in a speech	N		437 J

CONCEPT MAP

Grade 4

Key Concepts:

A mystery is a story that focuses on questions such as:
“Who did it?”
“Where is it?”
“What happened?”
The action centers on finding the action.

A fable is a story that has a moral or lesson. Fables have a clear problem and solution text structure and usually end with a statement of the moral.

Sequence is the order in which events happen. Signal words such as first, next, then, finally, afternoon, or tomorrow show sequence. Keeping track of the sequence of events helps the reader understand what they read.

A persuasive letter begins with an opinion. It is followed by several examples and / or reasons. The opinion is restated just before the requested action which appears in the final paragraph of the letter.

A possessive pronoun shows ownership and takes the place of a possessive noun.

Time Order Words: Create a word wall of words that indicate time order. Use two colors of ink or paper. One color will indicate words that indicated time order in the story. The second color will indicate words that the students brainstorm or encounter in other print materials.

Theme: **Problem Solving** **Creative Minds**

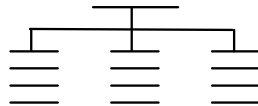
Reading Selection: “The Case of Pablo’s Nose” by Donald J Sobol

Objectives:

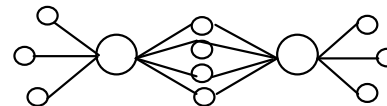
- To identify chronological order of events in a selection by using time order words and other, unstated clues
- To read and understand mystery selections
- To compare mystery with fable
- To use possessive pronouns correctly
- To use development in writing a persuasive letter

Strategies:

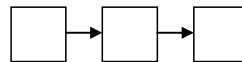
Possessive Pronouns: Use a TM Tree Map to sort a set of words into 3 groups: Nouns, Pronouns, Possessive Pronouns



Compare: Use a TM Double Bubble Map to show how mysteries and fables are alike.



Chronological Order of Events: Use a TM Flow Map to record the events of the story. State the problem as the title of the flow map.



Key Vocabulary:

sculptor– artist who creates sculptures (three dimensional works of art)

straightaway – right away

alibi– excuse that proves a person couldn’t have committed a crime

retorted – answered sharply

muttered– said quietly and often angrily, with lips partly closed

strengthening– having the ability to make someone or something stronger

Academic Vocabulary:

Identify
Chronological
Order
Compare
Mystery
Fable
Possessive
Pronoun
Persuasive

Theme: Creative Minds		Genre: Folktale	Reading Selection: "In the Days of King Adobe" by Joe Hayes			Quarter this will be taught <u>3rd</u>
Enduring Understanding: Tackle problems by thinking creatively.						
Instructional Focus	Standard and Related Concept	Performance Objectives	Priority E I N	DVQRA	Trophies Text Alignment	
Question of the day -		–Develop oral language	N		438 H	
Sharing Literature - Read Aloud	Reading Strand 1 Concept 5: Fluency Read fluently.	PO 1. Read from familiar prose and poetry with fluency and appropriate rhythm, pacing, intonation, and expression relevant to the text.	I		438 G - H	
Preparing to Read Focus Skill-Main Idea and Details Focus Strategy - Reread to Clarify Building Background Genres	Reading Strand 2 Concept 1: Elements of Literature Identify, analyze, and apply knowledge of the structures and elements of literature.	PO. 1 Identify the main problem or conflict of a plot.	E	Q2	438 I 452 - 453 S112 - S113	
	Reading Strand 1 Concept 6: Comprehension Strategies Employ strategies to comprehend text.	PO 6. Use reading strategies (e.g., drawing conclusions, determining cause and effect, making inferences, sequencing) to comprehend text. [reread to clarify]	E	Q1, Q2, Q3	438 J	
		PO 1. Predict text content using prior knowledge and text features (e.g., illustrations, titles, topic sentences, key words).	E		438 K	
	Reading Strand 2 Concept 1: Elements of Literature Identify, analyze, and apply knowledge of the structures and elements of literature.	PO 10. Identify common forms of literature (e.g., poetry, novel, short story, biography, autobiography, drama) based upon their characteristics. [Folktale]	E	Q1	440 453A - B	
Vocabulary - Context Clues Synonyms and Antonyms Word Origins	Reading Strand 1 Concept 4: Vocabulary Acquire and use new vocabulary in relevant contexts.	PO 2. Use context to determine the relevant meaning of a word.	E	Q1, Q2, Q3	438 L 438 - 439 S110 - S111	
		PO 6. Identify antonyms, synonyms, and homonyms for given words within text.	I		453 K	
		–Use knowledge of word origins to extend vocabulary	N		453 K	

Read & Comprehend <i>"In the Days of King Adobe"</i>	Reading Strand 1 Concept 6: Comprehension Strategies <i>Employ strategies to comprehend text.</i>	PO 1. Predict text content using prior knowledge and text features (e.g., illustrations, titles, topic sentences, key words).	E		440 - 448 453 M - P
		PO 2. Confirm predictions about text for accuracy.	E		
		PO 5. Connect information and events in text to experience and to related text and sources.	I	Q2, Q3	
		PO 6. Use reading strategies (e.g., drawing conclusions, determining cause and effect, making inferences, sequencing) to comprehend text.	E	Q1, Q2, Q3	
	Reading Strand 2 Concept 1: Elements of Literature <i>Identify, analyze, and apply knowledge of the structures and elements of literature.</i>	PO 1. Identify the main problem or conflict of a plot.	E	Q2	
		PO 2. Identify the resolution of a problem or conflict in a plot.	E	Q1, Q2	
		PO 3. Identify the moral of a literary selection (e.g., fables, folktales, fairytales, legends).	E	Q1, Q3	
		PO 4. Distinguish between major characters and minor characters.	N	Q1	
		PO 5. Describe a character's traits using textual evidence (e.g., dialogue, actions, narrations, illustrations).	E	Q1, Q2, Q3	
		PO 7. Identify all aspects of the setting (e.g., time of day or year, historical period, place, situation).	I	Q1, Q2, Q3	
		PO 8. Compare (and contrast) the characters, events, and setting in a literary selection.	N		
Cross-Curricular Connections		–Science: The Effects of Freezing –Social Studies: Pueblo Life –Social Studies: Building With Adobe –Social Studies: Make a Display –Science: Research Microorganisms	N		438 E 438 E 445 451 451

Decoding / Phonics Review <i>Open and Closed Syllables</i>	(Grade 3) Reading Strand 1 Concept 3: Phonics <i>Decode words, using knowledge of phonics, syllabication, and word parts.</i>	PO 2. Apply knowledge of basic syllabication rules when decoding four- or five-syllable written words (e.g., in/for/ma/tion, mul/ti/pli/ca/tion, pep/per/o/ni).	I		453 C
Follow Written Directions	Reading Strand 3 Concept 2: Functional Text <i>Identify, analyze, and apply knowledge of the purpose, structures, clarity, and relevancy of functional text.</i>	PO 2. Interpret details from functional text for a specific purpose (e.g., to follow directions , to solve problems, to perform procedures, to answer questions).	I	Q1, Q2, Q3	453 D
Writing <i>Literary Response</i>	Writing Strand 3 Concept 5: Literary Response <i>Literary response is the writer's reaction to a literary selection. The response includes the writer's interpretation, analysis, opinion, and/or feelings about the piece of literature and selected elements within it.</i>	PO 3. Write a response that demonstrates an understanding of a literary selection, and depending on the selection, includes: a. evidence from the text b. personal experience c. comparison to other text/media	E		453 E - F S114 - S115
	Writing Strand 1 Concept 1: Prewriting <i>Prewriting includes using strategies to generate, plan, and organize ideas for specific purposes.</i>	PO 2. Determine the purpose (e.g., to entertain, to inform, to communicate, to persuade) of an intended piece of writing.	I		
		PO 3. Determine the intended audience of a writing piece.	I		
		PO 4. Use organizational strategies (e.g., graphic organizer, KWL chart, log) to plan writing.	I		
	Writing Strand 1 Concept 2: Drafting <i>Drafting incorporates prewriting activities to create a first draft containing necessary elements for a specific purpose.</i>	PO 1. Use a prewriting plan to develop a draft with main idea(s) and supporting details.	I		
		PO 2. Organize writing into a logical sequence that is clear to the audience.	I		

Writing <i>Literary Response</i>	Writing Strand 1 Concept 3: Revising <i>Revising includes evaluating and refining the rough draft for clarity and effectiveness.</i>	PO 1. Evaluate the draft for use of ideas and content, organization, voice, word choice, and sentence fluency.	I		453 E - F S114 - S115
		PO 6. Apply appropriate tools or strategies (e.g. peer review, checklists, rubrics) to refine the draft.	I		
	Writing Strand 1 Concept 4: Editing <i>Proofread and correct the draft for conventions.</i>	PO 1. Identify punctuation, spelling, and grammar and usage errors in the draft.	I		
	Writing Strand 1 Concept 5: Publishing <i>Publishing includes formatting and presenting a final product for the intended audience.</i>	PO 1. Prepare writing in a format appropriate to audience and purpose.	I		
Grammar <i>Adjectives and Articles</i>	Writing Strand 2 Concept 6: Conventions <i>Conventions addresses the mechanics of writing, including capitalization, punctuation, spelling, grammar and usage, and paragraph breaks.</i>	PO 12. Use the following parts of speech correctly in simple sentences: a. nouns b. action verbs c. personal pronouns d. adjectives e. conjunctions	I		453 G - H S115
Spelling	Writing Strand 2 Concept 6: Conventions <i>Conventions addresses the mechanics of writing.</i>	–Prefixes non-, in-, and re-	I		453 I - J
Speaking and Listening		–Use speaking strategies effectively –Listen attentively to a speaker	N		453 L

CONCEPT MAP

Grade 4

Key Concepts:

Folktales are stories that were first told orally. They reflect the customs and beliefs of a culture.

The main idea is the most important idea of a paragraph, several paragraphs, or a selection. Details are information that tell more about the main idea. If a main idea is not directly stated in a topic sentence or the title, the reader must use details from the story to figure out the main idea.

When a reader is confused about something they read, they may have missed an important point. Rereading to clarify difficult sections of a selection will help the reader better understand what they read.

In a response to literature essay, the writer comments on some aspect of the selection. The writer demonstrates understanding of the literature and may make judgments about it.

An adjective is a word that describes a noun or pronoun. Adjectives tell what kind, how many, or which one. An adjective can come before the noun it describes or after a such as *is*. *A*, *an*, and *the* are called articles.

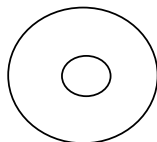
Theme: **Problem Solving** **Creative Minds**

Reading Selection: "In the Days of King Adobe" by Joe Hayes

Objectives:

- To recognize the main idea of a selection and the details that support the main idea
- To understand that rereading to clarify can help a reader understand important ideas
- To read and understand a folktale selection
- To use adjectives and articles correctly
- To use the writing process in writing a response to literature

Folktales: Many folktales deal with the idea that good will win out over bad. Use a TM Circle Map to brainstorm other folktales or stories that have this same theme.



Strategies:

Articles: To choose between *a* and *an*, sound out the noun that comes after it. If the noun begins with a consonant sound, use *a*. If the noun begins with a vowel sound, use *an*. A waterfall, *a* one-day sale, *a* young puppy. *An* open door, *an* apple, *an* eagle.

Rereading: During read alouds, the teacher should model rereading as a strategy for understanding a passage. Plan ahead of time to stop at specific places in a passage. Say: "I am confused about.... I think I need to read that last (sentence or paragraph) again." Reread. "I see. It means.... By rereading the (sentence or paragraph) I am able to understand what the author meant."

Key Vocabulary:

thrifty– careful in spending

generous – large; plentiful

rascally– naughty; dishonest

roguish – treacherous; dishonest

fascinated– amazed and intrigued

Academic Vocabulary:

Folktale
Adjectives / Articles
Vowel / Consonant
Essay
Response
Literature

Main Idea: A main idea may apply to a single paragraph or an entire selection. Identify a paragraph and ask students to determine the main idea. Highlight the main idea in one color. Highlight details that support that main idea in another color. Use a second sheet of paper to identify the main idea and details of the entire selection.

Selection: In the Days of King Adobe

Theme: Creative Minds		Genre: Play	Reading Selection: "Red Writing Hood" by Jane Tesh			Quarter this will be taught <u>3rd</u>
Enduring Understanding: Tackle problems by thinking creatively.						
Instructional Focus	Standard and Related Concept	Performance Objectives	Priority E I N	DVQRA	Trophies Text Alignment	
Question of the day -		–Develop oral language	N		454 H	
Sharing Literature - <i>Read Aloud</i>	Reading Strand 1 Concept 5: Fluency <i>Read fluently.</i>	PO 1. Read from familiar prose and poetry with fluency and appropriate rhythm, pacing, intonation, and expression relevant to the text.	I		454 G - H	
Preparing to Read <i>Focus Skill - Sequence</i> <i>Focus Strategy - Create Mental Images</i> <i>Building Background</i>	Reading Strand 1 Concept 6: Comprehension Strategies <i>Employ strategies to comprehend text.</i>	PO 6. Use reading strategies (e.g., drawing conclusions, determining cause and effect, making inferences, sequencing) to comprehend text. [create mental images]	E	Q1, Q2, Q3	454 I 470 - 471 471 B S118 - S119	
		PO 1. Predict text content using prior knowledge and text features (e.g., illustrations, titles, topic sentences, key words).	I		454 K	
		PO 5. Connect information and events in text to experience and to related text and sources.	I	Q2, Q3		
Genre	Reading Strand 2 Concept 1: Elements of Literature <i>Identify, analyze, and apply knowledge of the structures and elements of literature.</i>	PO 10. Identify common forms of literature (e.g., poetry, novel, short story, biography, autobiography, drama) based upon their characteristics.	E	Q1	456	
Vocabulary - <i>Context Clues</i>	Reading Strand 1 Concept 4: Vocabulary <i>Acquire and use new vocabulary in relevant contexts .</i>	PO 2. Use context to determine the relevant meaning of a word.	E	Q1, Q2, Q3	454 L 454 - 455 S116 - S117	
Roots and Affixes		PO 1. Use knowledge of root words and affixes to determine the meaning of unknown words.	E	Q2	471 I	
Word Origins		–Use knowledge of word origins to extend vocabulary	I		471 I	

Read & Comprehend <i>"Red Writing Hood"</i>	Reading Strand 1 Concept 6: Comprehension Strategies <i>Employ strategies to comprehend text.</i>	PO 1. Predict text content using prior knowledge and text features (e.g., illustrations, titles, topic sentences, key words).	E		456 - 467 471 K - N
		PO 2. Confirm predictions about text for accuracy.	I		
		PO 5. Connect information and events in a text to experience and to related text and sources.	I	Q2, Q3	
		PO 6. Use reading strategies (e.g., drawing conclusions, determining cause and effect, making inferences, sequencing) to comprehend text.	E	Q1, Q2, Q3	
	Reading Strand 1 Concept 5: Fluency <i>Read fluently.</i>	PO 1. Read from familiar prose and poetry with fluency and appropriate rhythm, pacing, intonation, and expression relevant to the text.	I		
	Reading Strand 2 Concept 1: Elements of Literature <i>Identify, analyze, and apply knowledge of the structures and elements of literature.</i>	PO 1. Identify the main problem or conflict of a plot.	E	Q2	
		PO 2. Identify the resolution of a problem or conflict in a plot.	E	Q1, Q2	
		PO 3. Identify the moral of a literary selection (e.g., fables, folktales, fairytales, legends).	E	Q1, Q3	
		PO 4. Distinguish between major characters and minor characters.	E	Q1	
		PO 5. Describe a character's traits using textual evidence (e.g., dialogue, actions, narrations, illustrations).	E	Q1, Q2, Q3	
		PO 6. Identify the speaker or narrator in a literary selection.	E	Q2	
		PO 7. Identify all aspects of the setting (e.g., time of day or year, historical period, place, situation).	E	Q1, Q2, Q3	
		PO 8. Compare (and contrast) the characters, events, and setting in a literary selection.	E		

Cross-Curricular Connections		–Art / Social Studies: Tales from Around the World –Social Studies: Oral traditions –Science: Dangerous Spiders –Science: Make a Poster –Social Studies: Research a Country	I		454 E 459 461 469 469
Decoding / Phonics Review VV Syllable Pattern	(Grade 3) Reading Strand 1 Concept 3: Phonics <i>Decode words, using knowledge of phonics, syllabication, and word parts.</i>	PO 2. Apply knowledge of basic syllabication rules when decoding four- or five-syllable written words (e.g., in/for/ma/tion, mul/ti/pli/ca/tion, pep/per/o/ni).	N		471 A
Writing <i>Compare and Contrast Essay</i>	Writing Strand 3 Concept 2: Expository <i>Expository writing includes nonfiction writing that describes, explains, informs, or summarizes ideas and content.</i>	PO 2. Write an expository paragraph that contains: a topic sentence, supporting details, and relevant information	I		471 C - D S120 - S121
		PO 3. Write in a variety of expository forms (e.g., essay, summary, newspaper article, reflective paper, log, journal).	I		
	Writing Strand 1 Concept 1: Prewriting <i>Prewriting includes using strategies to generate, plan, and organize ideas for specific purposes.</i>	PO 2. Determine the purpose (e.g., to entertain, to inform, to communicate, to persuade) of an intended piece of writing.	I		
		PO 3. Determine the intended audience of a writing piece.	I		
		PO 4. Use organizational strategies (e.g., graphic organizer, KWL chart, log) to plan writing.	I		
	Writing Strand 1 Concept 2: Drafting <i>Drafting incorporates prewriting activities to create a first draft containing necessary elements for a specific purpose.</i>	PO 1. Use a prewriting plan to develop a draft with main idea(s) and supporting details.	I		
		PO 2. Organize writing into a logical sequence that is clear to the audience.	I		
	Writing Strand 1 Concept 3: Revising <i>Revising includes evaluating and refining the rough draft for clarity and effectiveness.</i>	PO 6. Apply appropriate tools or strategies (e.g. peer review, checklists, rubrics) to refine the draft.	I		

Grammar <i>Adjectives</i>	Writing Strand 2 Concept 6: Conventions <i>Conventions addresses the mechanics of writing, including capitalization, punctuation, spelling, grammar and usage, and paragraph breaks.</i>	PO 12. Use the following parts of speech correctly in simple sentences: a. nouns b. action verbs c. personal pronouns d. adjectives e. conjunctions	I		471 E - F S121
Spelling		PO 8. Use common spelling patterns/generalizations to spell words correctly.	I		471 G - H
Speaking and Listening		–Present a dramatic dialogue using clear diction, correct pacing, and appropriate volume –Listen to a dramatic presentation	N		471 J

CONCEPT MAP

Grade 4

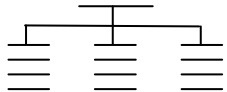
Key Concepts:

A play is a story that can be performed for an audience. The characters actions and feelings are shown through dialogue. A play includes stage directions.

Sequence is the order of events in which events happen. An author uses signal words such as first, next, then, and finally to show sequence. Understanding the sequence of events can help readers better understand how one story event affects another.

Adjectives can describe by comparing people, places or things. Add *-er* to adjectives to compare one thing with another. Add *-est* to compare two or more other things. *More* and *most* are used with longer adjectives.

Comparing with Adjectives: Provide the students a list of adjectives such as: cute, fast, beautiful, hungry, smart, intelligent. Use a TM Tree Map with the following branches: Describes 1, Compares 2, Compares 3 or more. Write the form of the adjective under each branch.



Theme: **Problem Solving** **Creative Minds**

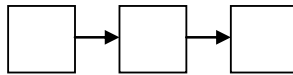
Reading Selection: “Red Writing Hood” by Jane Tesh

Objectives:

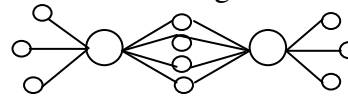
- To identify ways in which the sequence of events in a literary text affects the outcome**
- To read and understand a play**
- To compare with adjectives correctly**
- To use the writing process to write a compare and contrast essay**

Strategies:

Sequence of Events: Have students work with a partner to complete a TM Flow Map as they read the story.



Compare and Contrast: Use a TM Double Bubble Map to compare and contrast the original version of “Little Red Riding Hood” with “Red Writing Hood”.



Use the information from the Double Bubble Map to write a compare and contrast essay.

Read and Understand a Play: Have students form small groups and perform “Red Writing Hood” as a Readers Theatre. Have students rehearse their roles several times, focusing on their pace, phrasing, and expression. Remind them that reading fluently and expressively will help them bring their character to life. Invite groups to perform for their classmates or for other classes.

Key Vocabulary:

script– the written text of a play

desperately– in a way that is full of anxiety and worry

acceptable– capable of meeting approval or being accepted

injustice– unfairness

circumstances – the events that affect or surround a situation

repentant– regretful or sorry for one’s actions

discards – gets rid of something

triumphantly – in a way that is joyful because of a victory

Academic Vocabulary:

Sequence
Play
Adjectives
Compare / Contrast
Essay
Fairy Tale
Dialogue
Stage
Expression
Perform

Selection: Red Writing Hood

Theme: Creative Minds		Genre: Folktale	Reading Selection: "One Grain of Rice: A Mathematical Folktake", by Demi			Quarter this will be taught <u>3rd</u>
Enduring Understanding: Tackle problems by thinking creatively.						
Instructional Focus	Standard and Related Concept	Performance Objectives	Priority E I N	DVQRA	Trophies Text Alignment	
Question of the day -		–Develop oral language	N		472 H	
Sharing Literature - <i>Read Aloud</i>	Reading Strand 1 Concept 5: Fluency <i>Read fluently.</i>	PO 1. Read from familiar prose and poetry with fluency and appropriate rhythm, pacing, intonation, and expression relevant to the text.	I		472 G - H	
Preparing to Read <i>Focus Skill - Compare and Contrast</i> <i>Focus Strategy - Make and Confirm Predictions</i> <i>Building Background</i>	Reading Strand 1 Concept 6: Comprehension Strategies <i>Employ strategies to comprehend text.</i>	PO 6. Use reading strategies (e.g., drawing conclusions, determining cause and effect, making inferences, sequencing) to comprehend text. [Compare and Contrast]	E	Q1, Q2, Q3	472 I 498 - 499 S124 - S125	
		PO 1. Predict text content using prior knowledge and text features (e.g., illustrations, titles, topic sentences, key words).	E		472 J	
		PO 2. Confirm predictions about text for accuracy.	E			
		PO 5. Connect information and events in text to experience and to related text and sources.	I	Q2, Q3	472 K	
	Genre	Reading Strand 2 Concept 1: Elements of Literature <i>Identify, analyze, and apply knowledge of the structures and elements of literature.</i>	PO 10. Identify common forms of literature (e.g., poetry, novel, short story, biography, autobiography, drama) based upon their characteristics. [Folktale, Magazine Article]	E	Q1	474 495 499 B
Vocabulary <i>Context Clues</i>	Reading Strand 1 Concept 4: Vocabulary <i>Acquire and use new vocabulary in relevant contexts.</i>	PO 2. Use context to determine the relevant meaning of a word.	E	Q1, Q2, Q3	472 - 473 479, S122-S123	
Reference Sources		PO 5. Determine the meanings, pronunciations, syllabication, synonyms, antonyms, and parts of speech of words by using a variety of reference aids, including dictionaries, thesauri, glossaries, and CD-ROM and Internet when available.	I		472 L 479 499 I	

Read & Comprehend <i>"One Grain of Rice: A Mathematical Folktale"</i>	Reading Strand 1 Concept 6: Comprehension Strategies <i>Employ strategies to comprehend text.</i>	PO 1. Predict text content using prior knowledge and text features (e.g., illustrations, titles, topic sentences, key words).	E		474 - 492 499 K - N
		PO 2. Confirm predictions about text for accuracy.	E		
		PO 3. Generate clarifying questions in order to comprehend text.	E		
		PO 4. Use graphic organizers in order to clarify the meaning of the text.			
		PO 5. Connect information and events in a text to experience and to related text and sources.	E	Q2, Q3	
		PO 6. Use reading strategies (e.g., drawing conclusions, determining cause and effect, making inferences, sequencing) to comprehend text.	E	Q1, Q2, Q3	
	Reading Strand 1 Concept 5: Fluency <i>Read fluently.</i>	PO 1. Read from familiar prose and poetry with fluency and appropriate rhythm, pacing, intonation, and expression relevant to the text.	E		
	Reading Strand 2 Concept 1: Elements of Literature <i>Identify, analyze, and apply knowledge of the structures and elements of literature.</i>	PO 1. Identify the main problem or conflict of a plot.	E	Q2	
		PO 2. Identify the resolution of a problem or conflict in a plot.	E	Q1, Q2	
		PO 3. Identify the moral of literary selection (e.g., fables, folktales, fairytales, legends).	E	Q1, Q3	
		PO 4. Distinguish between major characters and minor characters.	E	Q1	
		PO 5. Describe a character's traits using textual evidence (e.g., dialogue, actions, narrations, illustrations).	E	Q1, Q2, Q3	
		PO 7. Identify all aspects of the setting (e.g., time of day or year, historical period, place, situation).	E	Q1, Q2, Q3	
		PO 8. Compare (and contrast) the characters, events, and setting in a literary selection.	E		
	Reading Strand 2 Concept 2: Historical and Cultural Aspects of Literature <i>Recognize and apply knowledge of the historical and cultural aspects of American, British, and world literature.</i>	PO 1. Describe the historical and cultural aspects found in cross-cultural works of literature.	N		

Read & Comprehend <i>"It's Just Math"</i>	Reading Strand 3 Concept 2: Functional Text <i>Identify, analyze, and apply knowledge of the purpose, structures, clarity, and relevancy of functional text.</i>	PO 1. Locate specific information from functional text (e.g., letters, memos, directories, menus, schedules, pamphlets, search engines, signs, manuals, instructions, recipes, labels, forms).	I	Q1, Q2, Q3	494 - 495
		PO 2. Interpret details from functional text for a specific purpose (e.g., to follow directions, to solve problems, to perform procedures, to answer questions).	I	Q1, Q2, Q3	
Cross-Curricular Connections		–Social Studies: Create a Fact Sheet –Math: Double Your Money –Social Studies: Rice –Social Studies: Personal and Civic Responsibility –Science: Soil Enrichment –Social Studies: Rulers and Government –Math: Measuring Volume	N		472 E , 497 472 E 477 481 485 487 497
Decoding / Phonics: <i>Word Structure</i>	(Grade 3) Reading Strand 1 Concept 3: Phonics <i>Decode words, using knowledge of phonics, syllabication, and word parts.</i>	PO 3. Apply knowledge of the following common spelling patterns to read words: that include common prefixes, suffixes, and root words	N		499 A
Writing <i>Compare and Contrast Essay</i>	Writing Strand 3 Concept 2: Expository <i>Expository writing includes nonfiction writing that describes, explains, informs, or summarizes ideas and content.</i>	PO 3. Write in a variety of expository forms (e.g., essay, summary, newspaper article, reflective paper, log, journal). [compare and contrast essay]	E		499 C - D S126 - S127
	Writing Strand 1 Concept 1: Prewriting <i>Prewriting includes using strategies to generate, plan, and organize ideas for specific purposes.</i>	PO 1. Generate ideas through a variety of activities (e.g., brainstorming, graphic organizers, drawing, writer's notebook, group discussion, printed material).	E		
		PO 4. Use organizational strategies (e.g., graphic organizer, KWL chart, log) to plan writing.	E		
		PO 6. Use time management strategies, when appropriate, to produce a writing product within a set time period.	E		

Grammar <i>Verbs</i>	Writing Strand 2 Concept 6: Conventions <i>Conventions addresses the mechanics of writing, including capitalization, punctuation, spelling, grammar and usage, and paragraph breaks.</i>	PO 12. Use the following parts of speech correctly in simple sentences: a. nouns b. action verbs c. personal pronouns d. adjectives e. conjunctions	E		499 E - F S127
Spelling	Writing Strand 2 Concept 6: Conventions <i>Conventions addresses the mechanics of writing, including capitalization, punctuation, spelling, grammar and usage, and paragraph breaks.</i>	PO 8. Use common spelling patterns/generalizations to spell words correctly.	I		499 G - H
Speaking and Listening		–Use facts and details to help listeners focus –Identify important facts and details in a speech. –Distinguish facts from opinions	N		499 J

CONCEPT MAP

Grade 4

Key Concepts:

Folktales are stories that were first told orally. They reflect the customs and beliefs of a culture. The plot of the folktale teaches a lesson. The main character reflects the values of the culture.

Good readers make and confirm predictions as they read a selection. This helps them to better understand the characters and events in a story. The readers own knowledge as well as text features help them to make appropriate predictions.

While folktales are fiction, the magazine article “It’s Just Math” is non-fiction. Both provide information about the way math was used to trick someone.

A verb is the main word in the predicate of a sentence. A verb expresses action or being. The action of the verb can be physical such as: run, swing, swim, talk. The action of the verb can also express mental action such as: want, hope, wonder.

When writing an essay in a timed or tested situation, it is important to plan how much time to spend on each step. Spending sufficient time in the prewriting stage is very important.

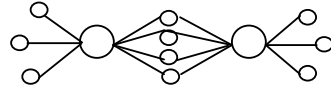
Theme: **Problem Solving** **Creative Minds**

Reading Selection: “One Grain of Rice: A Mathematical Folktale” by Demi

Objectives:

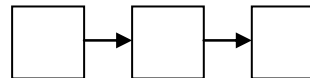
- To compare and contrast tales from different cultures
- To make and confirm predictions about text, using prior knowledge and text features
- To read and understand a folktale selection
- To compare a folktale with a magazine article
- To use verbs correctly
- To practice writing a compare and contrast essay in a timed or tested situation

Compare and Contrast: Use a TM Double Bubble Map to compare and contrast the characters, settings, and plots of “In the Days of King Adobe” and “One Grain of Rice”.



Strategies:

Read and Understand a Folktale: Record the events from “One Grain of Rice” on a TM Flow Map. Use the information from the map to demonstrate understanding of the story.



Verbs: Make copies of a several selections of varying complexity. Provide a highlighter to each student. Ask the students to highlight each verb in the passage. As they finish they should check their highlighted answers with a student with the same passage. Substitute new, more interesting verbs for several of the highlighted verbs.

Key Vocabulary:

trickle– a thin stream

plentifully– in great quantity

implored– begged

famine – widespread lack of food, causing many to starve

decreed– ordered formally, commanded

Academic Vocabulary:

Prediction
Folktale
Culture
Compare / Contrast
Verb / Predicate
Prediction

Vocabulary: Benchmark the website <http://freerice.com/> as a vocabulary center. Students earn rice that is given to the United Nations World Food Program by correctly identifying the meaning of given vocabulary words. [This is a fairly challenging website – appropriate for more advanced students.]

Trophies

Lead the Way

Theme 5 - Community Ties

In this theme, students discover both the joys and the responsibilities of belonging to a community.

Essential Question: What are the characteristics of a great community?

Additional Theme Related Books

Easy

- Andy and Tamika, by David A. Adler
- Desert Voices, by Byrd Baylor
- The Desert is Theirs, by Byrd Baylor
- Family Pictures, by Carmen Lomas Garza
- Lights for Gita, by Rachna Gilmore
- Fire Race: A Karuk Coyote Tale, by Jonathan London
- The Butterfly Seeds, by Mary Watson

Average

- Fiesta Fireworks, by George Ancona
- Desert Giant: The World of the Saguaro Cactus, by Barbara Bash
- Going Home, by Eve Bunting
- Fire! My Parents' Story, by Jessie Haas
- When Jessie Came Across the Sea, by Amy Hest
- Silent Observer, by Christy MacKinnon
- Coming to America: The Story of Immigration, by Betsy Maestro
- Brave as a Mountain Lion, by Ann Herbert Scott
- Lunch Money and Other Poems About School, by Carol Diggory Sheilds

Challenging

- Charro: The Mexican Cowboy, by George Ancona
- Fire in Their Eyes: Wildfires and the People Who Fight Them, by Karen Magnuson Beil
- How Artists See People, by Colleen Carroll
- Thimble Summer, by Elizabeth Enright
- I Want to Be a Firefighter, by Stephanie Maze
- The Statue of Liberty, by Patricia Ryon Quiri
- Animals of the Desert, by Stephen Savage

Theme: Community Ties Genre: Expository Nonfiction Reading Selection: "Fire!", by Joy Masoff					Quarter this will be taught <u>3rd</u>	
Enduring Understanding: Being a member of a community is an important responsibility.						
Instructional Focus	Standard and Related Concept	Performance Objectives	Priority E I N	DVQRA	Trophies Text Alignment	
Question of the day -		–Develop oral language	N		502 H	
Sharing Literature - <i>Read Aloud</i>	Reading Strand 1 Concept 5: Fluency <i>Read fluently.</i>	PO 1. Read from familiar prose and poetry with fluency and appropriate rhythm, pacing, intonation, and expression relevant to the text.	I		502 G - H	
Preparing to Read <i>Focus Skill- Text Structure</i>	Reading Strand 3 Concept 1: Expository Text <i>Identify, analyze, and apply knowledge of the purpose, structures, and elements of expository text.</i>	Identify the structural patterns and organization of nonfiction texts. (main idea and details, cause and effect, sequence, compare and contrast)	E		502 I 520 - 521 S132 - S133	
		PO 5. Identify appropriate print and electronic reference sources (e.g., encyclopedia, atlas, almanac, dictionary, thesaurus, periodical, textbooks, CD-ROM, website) needed for a specific purpose.	I		521 A - B	
	Genre	Reading Strand 2 Concept 1: Elements of Literature <i>Identify, analyze, and apply knowledge of the structures and elements of literature.</i>	PO 10. Identify common forms of literature (e.g., poetry, novel, short story, biography, autobiography, drama) based upon their characteristics. [Expository Nonfiction]	E	Q1	504
	Building Background	Reading Strand 1 Concept 6: Comprehension Strategies <i>Employ strategies to comprehend text.</i>	PO 5. Connect information and events in text to experience and to related text and sources.	E	Q2, Q3	502 K
Focus Strategy- Summarize	PO 6. Use reading strategies (e.g., drawing conclusions, determining cause and effect, making inferences, sequencing) to comprehend text. [summarizing]		E	Q1. Q2, Q3	502 J	
Vocabulary - <i>Affixes and Root Words</i>	Reading Strand 1 Concept 4: Vocabulary <i>Acquire and use new vocabulary in relevant contexts.</i>	PO 1. Use knowledge of root words and affixes to determine the meaning of unknown words.	E	Q2	502 L 521 K	
Context Clues		PO 2. Use context to determine the relevant meaning of a word. [include jargon]	E	Q1. Q2, Q3	502 - 503, 521K S130 - S131	
Figurative Language		PO 4. Identify figurative language, including similes, personification, and idioms	N		509	

Read & Comprehend "Fire!"	Reading Strand 1 Concept 6: Comprehension Strategies <i>Employ strategies to comprehend text.</i>	PO 1. Predict text content using prior knowledge and text features (e.g., illustrations, titles, topic sentences, key words).	E		504 - 516 521 M - P
		PO 2. Confirm predictions about text for accuracy.	I		
		PO 3. Generate clarifying questions in order to comprehend text.	I		
		PO 4. Use graphic organizers in order to clarify the meaning of the text.	I		
		PO 5. Connect information and events in text to experience and to related text and sources.	E	Q2, Q3	
		PO 6. Use reading strategies (e.g., drawing conclusions, determining cause and effect, making inferences, sequencing) to comprehend text.	I	Q1, Q2, Q3	
	Reading Strand 1 Concept 5: Fluency <i>Read fluently.</i>	PO 1. Read from familiar prose and poetry with fluency and appropriate rhythm, pacing, intonation, and expression relevant to the text.	I		
	Reading Strand 3 Concept 1: Expository Text <i>Identify, analyze, and apply knowledge of the purpose, structures, and elements of expository text.</i>	PO 1. Identify the main idea and supporting details in expository text.	E	Q3	
		PO 2. Distinguish fact from opinion in expository text.	I	Q3	
		PO 3. Determine author's main purpose (e.g., to inform, to describe, to explain) for writing the expository text.	I	Q1, Q2, Q3	
		PO 4. Locate specific information by using organizational features (e.g., table of contents, headings, captions, bold print, glossaries, indices, italics, key words, topic sentences, concluding sentences) of expository text.	I	Q1, Q2, Q3	
		PO 6. Interpret information from graphic features in expository text.	I		
		PO 7. Distinguish cause and effect.	I	Q1	
		PO 8. Draw valid conclusions based on information gathered from expository text.	I	Q1, Q2	
Cross-Curricular Connections		–Science: Static Electricity –Health: Escaping a Fire –Social Studies: Precautionary Measures –Science: Make a Poster –Social Studies: Plan a History Video	N		502 E 511 513 519 519

Decoding / Phonics	(Grade 3) Reading Strand 1 Concept 3: Phonics <i>Decode words, using knowledge of phonics, syllabication, and word parts.</i>	PO 1. Read multi-syllabic words fluently, using letter-sound knowledge.	N		521 C
Follow Written Directions	Reading Strand 3 Concept 2: Functional Text <i>Identify, analyze, and apply knowledge of the purpose, structures, clarity and relevancy of functional text.</i>	PO 2. Interpret details from functional text for a specific purpose (e.g., to follow directions, to solve problems, to perform procedures, to answer questions).	N	Q1. Q2, Q3	521 D
Writing <i>Research Report</i>	Writing Strand 3 Concept 6: Research <i>Research writing is a process in which the writer identifies a topic or question to be answered. The writer locates and evaluates information about the topic or question, and then organizes, summarizes, and synthesizes the information into a finished product</i>	PO 1. Paraphrase information from a variety of sources (e.g., Internet, reference materials).	I		521 E - F S134 - S135
		PO 2. Organize notes in a meaningful sequence.	I		
		PO 3. Write an informational report that includes main idea(s) and relevant details.	I		
Grammar <i>Main and Helping Verbs</i>	Writing Strand 2 Concept 6: Conventions <i>Conventions addresses the mechanics of writing, including capitalization, punctuation, spelling, grammar and usage, and paragraph breaks.</i>	PO 12. Use the following parts of speech correctly in simple sentences: a. nouns b. action verbs c. personal pronouns [subject and object pronouns] d. adjectives e. conjunctions	N		521 G - H S135

Spelling	Writing Strand 2 Concept 6: Conventions <i>Conventions addresses the mechanics of writing, including capitalization, punctuation, spelling, grammar and usage, and paragraph breaks.</i>	PO 8. Use common spelling patterns/generalizations to spell words correctly. [words with /er/]	I		521 I - J
Speaking and Listening		–Conduct an interview –Identify the main idea of interview questions	N		521L

CONCEPT MAP

Grade 4

Key Concepts:

Nonfiction texts give factual information about real people, things, events, or places. Authors use text structure to organize information in a nonfiction text. Examples of text structures include: Main Idea and Details, Cause and Effect, Sequence, Compare and Contrast.

Expository nonfiction presents and explains information and ideas. Facts and details about a subject or topic are provided. A variety of text features such as photographs, captions, headings, and subheadings support the text.

A research report contains factual information about a single topic. A research report requires extensive planning, organization, and research prior to actually drafting the report.

A helping verb works with the main verb to tell about an action. Helping verbs come before main verbs (another word can come between the helping verb and the main verb).

Research: Model recording research information on note cards. Note the title, author, page number using appropriate citation formats. Discuss paraphrasing vs. plagiarism.

Theme: **Responsibility** **Community Ties**

Reading Selection: "Fire!" by Joy Masoff

Objectives:

- To identify the structural patterns and organization of nonfiction texts**
- To read and understand an expository nonfiction selection**
- To use main and helping verbs correctly**
- To gather and evaluate information for a research report**

Strategies:

Verbs: Provide students with a word wall of verbs that can be helping verbs (am, is, are, was, were, will, has, have, had, do, does, did, could, would, should). Provide sentences using these verbs as helping verbs as well as main verbs. Provide two colors of highlighters. Highlight the verbs acting as main verbs in one color. Highlight the verbs acting as helping verbs in another color.

Read and Understand Nonfiction:

After determining the structural pattern of nonfiction text, identify a parallel Thinking Map. Use the TM to record information from the text.

Circle Map - Defining
Bubble Map - Description
Double Bubble Map - Compare and Contrast
Flow Map - Sequence
Multi-Flow Map - Cause and Effect
Tree Map - Categorization
Brace Map - Whole to Part
Bridge Map - Seeing Analogies

Structural Patterns and Organization of Nonfiction Texts: Ask students to look at each of their content area text books. Determine the organizational pattern of each. Include chronological order and step-by-step (or examples) as possible organizational patterns. Note that some texts will have multiple organizational patterns. Newspaper articles will also have a variety of organizational patterns.

Key Vocabulary:

dedication- the will to keep working hard on a task

billowing- rising in big waves

brigade- a group of people organized to do something

ventilate- to create a vent, or an opening, for letting air in and out

flammable- easily set on fire

curfew - law or rule that says something cannot happen after a certain time.

Academic Vocabulary:

Pattern
Nonfiction
Main Idea / Details
Cause / Effect
Sequence
Compare / Contrast
Expository
Main Verb / Helping Verb
Research

Theme: Community Ties Genre: Informational Narrative Reading Selection: "A Very Important Day", by Maggie Rugg Herold					Quarter this will be taught <u>3rd</u>
Enduring Understanding: Being a member of a community is an important responsibility.					
Instructional Focus	Standard and Related Concept	Performance Objectives	Priority E I N	DVQRA	Trophies Text Alignment
Question of the day -		–Develop oral language	N		522 H
Sharing Literature - <i>Read Aloud</i>	Reading Strand 1 Concept 5: Fluency <i>Read fluently.</i>	PO 1. Read from familiar prose and poetry with fluency and appropriate rhythm, pacing, intonation, and expression relevant to the text.	I		522 G - H
Preparing to Read <i>Focus Skill-Author's Purpose</i>	Reading Strand 3 Concept 1: Expository Text <i>Identify, analyze, and apply knowledge of the purpose, structures, and elements of expository text.</i>	PO 3. Determine author's main purpose (e.g., to inform, to describe, to explain) for writing the expository text.	E	Q1, Q2, Q3	522 I 542 - 543 S138 - S 139
Focus Strategy - Use <i>Decoding / Phonics</i>	(Grade 3) Reading Strand 1 Concept 3: Phonics <i>Decode words, using knowledge of phonics, syllabication, and word parts.</i>	–Read multi-syllabic words fluently, using letter-sound knowledge.	I		522 J 543 C
Building Background	Reading Strand 1 Concept 6: Comprehension Strategies <i>Employ strategies to comprehend text.</i>	PO 5. Connect information and events in a text to experience and to related text and sources.	I	Q2, Q3	522 K
Genres	Reading Strand 2 Concept 1: Elements of Literature <i>Identify, analyze, and apply knowledge of the structures and elements of literature.</i>	PO 10. Identify common forms of literature (e.g., poetry, novel, short story, biography, autobiography, drama) based upon their characteristics. [informational narrative]	E	Q1	524

Vocabulary <i>Context Clues</i> <i>Reference Sources</i> <i>Homographs and Synonyms</i>	Reading Strand 1 Concept 4: Vocabulary <i>Acquire and use new vocabulary in relevant contexts.</i>	PO 1. Use knowledge of root words and affixes to determine the meaning of unknown words.	E	Q2	522 L S136 - S137
		PO 2. Use context to determine the relevant meaning of a word.	E	Q1, Q2, Q3	522 - 523
		PO 6. Identify antonyms, synonyms, and homonyms for given words within text.	I		543 K
Read & Comprehend <i>"A Very Important Day"</i>	Reading Strand 1 Concept 6: Comprehension Strategies <i>Employ strategies to comprehend text.</i>	PO 1. Predict text content using prior knowledge and text features (e.g., illustrations, titles, topic sentences, key words).	I		524 - 537 540 M - P
		PO 2. Confirm predictions about text for accuracy.	I		
		PO 3. Generate clarifying questions in order to comprehend text.	I		
		PO 5. Connect information and events in a text to experience and to related text and sources.	E	Q2, Q3	
		PO 6. Use reading strategies (e.g., drawing conclusions, determining cause and effect, making inferences, sequencing) to comprehend text.	E	Q1, Q2, Q3	
	Reading Strand 1 Concept 5: Fluency <i>Read fluently.</i>	PO 1. Read from familiar prose and poetry with fluency and appropriate rhythm, pacing, intonation, and expression relevant to the text.	I		
	Reading Strand 2 Concept 1: Elements of Literature <i>Identify, analyze, and apply knowledge of the structures and elements of literature.</i>	PO 1. Identify the main problem or conflict of a plot.	E	Q2	
		PO 2. Identify the resolution of a problem or conflict in a plot.	E	Q2	
		PO 5. Describe a character's traits using textual evidence (e.g., dialogue, actions, narrations, illustrations).	I	Q1, Q2, Q3	
		PO 7. Identify all aspects of the setting (e.g., time of day or year, historical period, place, situation).	I	Q1, Q2, Q3	
		PO 8. Compare (and contrast) the characters, events, and setting in a literary selection.	I		

Read & Comprehend <i>"A Very Important Day"</i>	Reading Strand 3 Concept 1: Expository Text <i>Identify, analyze, and apply knowledge of the purpose, structures, and elements of expository text.</i>	PO 1. Identify the main idea and supporting details in expository text.	I	Q3	524 - 537 543 D
		PO 8. Draw valid conclusions based on information gathered from expository text.	I	Q1, Q2	
Test-Taking Skills		–Learn and apply strategies for test-taking	N		543 A - B
Cross-Curricular Connections		–Art: Cultural Collage –Social Studies: Locate Countries –Social Studies: The Movements of People –Social Studies: Ports of Entry –Science: Symmetrical Snowflakes –Social Studies: Citizenship Process –Social Studies: Make a Line Graph –Social Studies: Research a Scientist	N		522 E 522 E
Writing <i>Research Report</i>	Writing Strand 3 Concept 6: Research <i>Research writing is a process in which the writer identifies a topic or question to be answered. The writer locates and evaluates information about the topic or question, and then organizes, summarizes, and synthesizes the information into a finished product.</i>	PO 3. Write an informational report that includes main idea(s) and relevant details.	I		543 E - F S 140 - S 141
		PO 1. Use a structure that fits the type of writing (e.g., letter format, narrative, lines of poetry).	E		
	Writing Strand 2 Concept 2: Organization <i>Organization addresses the structure of the writing and integrates the central meaning and patterns that hold the piece together.</i>	PO 6. Construct a paragraph that groups sentences around a topic.	E		

Writing <i>Research Report</i>	Writing Strand 1 Concept 1: Prewriting <i>Prewriting includes using strategies to generate, plan, and organize ideas for specific purposes.</i>	PO 4. Use organizational strategies (e.g., graphic organizer , KWL chart , log) to plan writing.	I		543 E - F
Grammar <i>Action and Linking Verbs</i>	Writing Strand 2 Concept 6: Conventions <i>Conventions addresses the mechanics of writing, including capitalization, punctuation, spelling, grammar and usage, and paragraph breaks.</i>	PO 12. Use the following parts of speech correctly in simple sentences: a. nouns b. action verbs [and linking verbs] c. personal pronouns d. adjectives e. conjunctions	N		543 G - H S141
Spelling	Writing Strand 2 Concept 6: Conventions <i>Conventions addresses the mechanics of writing.</i>	—with endings <i>al</i> and <i>le</i>	I		543 I - J
Speaking and Listening		—Prepare and give dramatic presentations —Listen and respond thoughtfully to a dramatic presentation	N		543 L

CONCEPT MAP

Grade 4

Key Concepts:

An informational narrative is a story that presents information and facts. The characters and events are realistic.

Authors generally have one of four purposes for writing: to inform, to entertain, to explain, or to persuade. Sometimes an author has more than one purpose for writing. It is helpful to understand the author's main purpose when reading a selection.

An action verb tells what the subject does. A linking verb connects the subject to a word in the predicate. Common linking verbs are become, feel, seem, and forms of be.

Research reports are often organized by one of three patterns:
By topic, using main ideas and supporting details.
By time order, explaining events in the order they happened.
By cause-and-effect order, presenting a cause and its effects or an effect and its causes.

Read and Understand and Informational Narrative Selection: Use a world map to locate the various countries that each family in the story is from. Put a pin with the name of the family in their country of origin and another pin at New York City. String yarn between each country and New York.

Theme: **Responsibility** **Community Ties**

Reading Selection: "A Very Important Day" by Maggie Rugg Herold

Objectives:

- To identify an author's purpose for writing a text
- To read and understand an informational narrative selection
- To use action and linking verbs correctly
- To organize information for a research report

Strategies:

Author's Purpose:
Look for clues from the story that help you to understand the author's purpose(s).



Research: Create notecards with information about cactus or desert animals of the southwest. Organize these notecards in preparation for writing a research report.

Action and Linking Verbs: Create a word wall of action verbs and common linking verbs. Under each verb post examples of the verb used in student generated sentences. Identify action verbs in one color and linking verbs in a different shade of the same color. (i.e., light red and dark red. Red is an appropriate color to use when indicating verbs because verbs are the energy in the sentence.)

Read and Understand and Informational Narrative Selection: Assign students to groups of 3 or 4. Have each group follow one of the families from the story through their Very Important Day by using a TM Flow Map. Compare Flow Maps with groups that targeted a different family.

Key Vocabulary:

apologized– said he or she was sorry

enrich – make better by adding something

obliged–cooperated; did a favor

petitioners – people officially requesting something

examiner – person who asks people questions to test their knowledge

certificate – document that states that something is fact

resounded – echoed; filled a place with sound

Academic Vocabulary:

Inform / Informational
Narrative
Action Verb / Linking Verb
Organize
Research
Report
Entertain / Explain / Persuade

Theme: Community Ties Genre: Expository Nonfiction Reading Selection: "Saguaro Cactus" by Paul and Shirley Berquist					Quarter this will be taught <u>3rd / 4th</u>
Enduring Understanding: Being a member of a community is an important responsibility.					
Instructional Focus	Standard and Related Concept	Performance Objectives	Priority E I N	DVQRA	Trophies Text Alignment
Question of the day -		-Develop oral language	N		544 H
Sharing Literature - <i>Read Aloud</i>	Reading Strand 1 Concept 5: Fluency <i>Read fluently.</i>	PO 1. Read from familiar prose and poetry with fluency and appropriate rhythm, pacing, intonation, and expression relevant to the text.	I		544 G - H
Preparing to Read <i>Focus Skill-Elements of Nonfiction: Text Structure</i>	Reading Strand 3 Concept 1: Expository Text <i>Identify, analyze, and apply knowledge of the purpose, structures, and elements of expository text.</i>	(No PO) Identify the structural patterns and organization of nonfiction text.	E		544 I 566-567 S144 - S145
<i>Focus Strategy - Adjust Reading Rate</i>	Reading Strand 1 Concept 6: Comprehension Strategies <i>Employ strategies to comprehend text.</i>	PO 6. Use reading strategies (e.g., drawing conclusions, determining cause and effect, making inferences, sequencing) to comprehend text. [adjust reading rate]	E	Q1, Q2, Q3	544 J
<i>Building Background</i>		PO 1. Predict text content using prior knowledge and text features (e.g., illustrations, titles, topic sentences, key words).	E		544 K
<i>Genres</i>	Reading Strand 2 Concept 1: Elements of Literature <i>Identify, analyze, and apply knowledge of the structures and elements of literature.</i>	PO 10. Identify common forms of literature (e.g., poetry, novel, short story, biography, autobiography, drama) based upon their characteristics. [Expository Nonfiction]	E	Q1	546
Vocabulary - <i>Affixes and Root Words</i>		PO 1. Use knowledge of root words and affixes to determine the meaning of unknown words.	E	Q2	544 L
<i>Context Clues</i> <i>Multiple Meaning Words</i>	Reading Strand 1 Concept 4: Vocabulary <i>Acquire and use new vocabulary in relevant contexts.</i>	PO 2. Use context to determine the relevant meaning of a word.	I	Q1, Q2, Q3	544 - 545 567 I S142 - S143
<i>Figurative Language</i>		PO 4. Identify figurative language, including similes, personification, and idioms.			555
<i>Analogies</i>		Use knowledge of word relationships to determine analogies.	N		567 I

Read & Comprehend "Saguaro Cactus"	Reading Strand 1 Concept 6: Comprehension Strategies <i>Employ strategies to comprehend text.</i>	PO 1. Predict text content using prior knowledge and text features (e.g., illustrations, titles, topic sentences, key words).	E		546 - 564
		PO 2. Confirm predictions about text for accuracy.	E		
		PO 3. Generate clarifying questions in order to comprehend text.	I		
		PO 4. Use graphic organizers in order to clarify the meaning of the text.	I		
		PO 5. Connect information and events in text to experience and to related text and sources.	I	Q2, Q3	
		PO 6. Use reading strategies (e.g., drawing conclusions, determining cause and effect, making inferences, sequencing) to comprehend text.	E	Q1, Q2, Q3	
	Reading Strand 3 Concept 1: Expository Text <i>Identify, analyze, and apply knowledge of the purpose, structures, and elements of expository text.</i>	PO 1. Identify the main idea and supporting details in expository text.	E	Q3	562 - 563
		PO 4. Locate specific information by using organizational features (e.g., table of contents, headings, captions, bold print, glossaries, indices, italics, key words, topic sentences, concluding sentences) of expository text.	E	Q1, Q2, Q3	
		PO 8. Draw valid conclusions based on information gathered from expository text.	E	Q1, Q2	
Read & Comprehend "Saguaro"	Reading Strand 2 Concept 1: Elements of Literature <i>Identify, analyze, and apply knowledge of the structures and elements of literature.</i>	PO 9. Identify characteristics and structural elements (e.g., imagery, rhyme, verse, rhythm, meter) of poetry.	E	Q3	562 - 563
Cross-Curricular Connections		–Science: Record Observations –Math: Standard and Metric Measures –Science: Life Cycles –Science: Symbiosis –Science: Desert Flora and Fauna –Science: Develop a Chart	N		544 E - F 549 551 553 560

Decoding / Phonics Review <i>Unaccented Syllables</i>	(Grade 3) Reading Strand 1 Concept 3: Phonics <i>Decode words, using knowledge of phonics, syllabication, and word parts.</i>	PO 2. Apply knowledge of basic syllabication rules when decoding four- or five-syllable written words (e.g., in/for/ma/tion, mul/ti/pli/ca/tion, pep/per/o/ni).	I		567 A
Reference Sources	Reading Strand 3 Concept 1: Expository Text <i>Identify, analyze, and apply knowledge of the purpose, structures, and elements of expository text.</i>	PO 5. Identify appropriate print and electronic reference sources (e.g., encyclopedia, atlas, almanac, dictionary, thesaurus, periodical, textbooks, CD-ROM, website) needed for a specific purpose.	I		567 B
Writing <i>Research Report</i>	Writing Strand 3 Concept 6: Research <i>Research writing is a process in which the writer identifies a topic or question to be answered. The writer locates and evaluates information about the topic or question, and then organizes, summarizes, and synthesizes the information into a finished product.</i>	PO 3. Write an informational report that includes main idea(s) and relevant details.	E		567 C - D S146 - S147
	Writing Strand 1 Concept 2: Drafting <i>Drafting incorporates prewriting activities to create a first draft containing necessary elements for a specific purpose.</i>	PO 1. Use a prewriting plan to develop a draft with main idea(s) and supporting details.	I		
		PO 2. Organize writing into a logical sequence that is clear to the audience.	I		

Grammar <i>Present Tense</i>	Writing Strand 2 Concept 6: Conventions <i>Conventions addresses the mechanics of writing, including capitalization, punctuation, spelling, grammar and usage, and paragraph breaks.</i>	PO 12. Use the following parts of speech correctly in simple sentences: a. nouns b. action verbs c. personal pronouns d. adjectives e. conjunctions	I		567 E - F S147
Spelling	Writing Strand 2 Concept 6: Conventions <i>Conventions addresses the mechanics of writing.</i>	–Words with /en/	I		567 G - H
Speaking and Listening		–Use facts and details to help listeners focus –Identify the key question in a speech	N		567 J

CONCEPT MAP

Grade 4

Key Concepts:

Expository nonfiction presents and explains information or ideas. Expository nonfiction often includes headings, photographs with captions, diagrams, and charts.

Expository writing is often organized into structural patterns such as: main idea and details, sequence of events, cause and effect, or comparison and contrast.

A shape poem is arranged so that the words take on the shape or configuration of the poem's topic.

While expository nonfiction and poetry might address the same topic, poetry will be likely to give less information about the topic.

The tense of a verb shows the time of the action. A verb in the present tense shows that the action is happening now or happens repeatedly. A verb should agree with its subject in number.

Theme:

Responsibility

Community Ties

Reading Selection: "Saguaro Cactus" by Paul and Shirley Berquist

Objectives:

- To identify the structural patterns and organization of nonfiction texts
- To read and understand an expository nonfiction selection
- To compare expository nonfiction with poetry
- To use the present tense correctly
- To draft information for a research report

Strategies:

Research Report:
Allow students to explore the website for the Saguaro National Park. Add the information to notecards and use in a draft research report.
<http://www.nps.gov/saguaforteachers/index.htm>

Present Tense of Verbs: Assign students to home groups of four. Within the home groups assign students to expert groups. The expert groups should be: verbs with a plural subject, verbs with pronoun subject 'I' or 'you', verbs with singular subjects, verbs with singular subjects that end in 'y'. The expert groups should each prepare rules and examples for using the present tense correctly. Return to the home group. Each expert will teach the rules and present the examples prepared by the expert group.

Key Vocabulary:

spiny– having thorns

decomposes – decays; rots

topple– fall over or be pushed over

brush – small trees and shrubs

habitat– natural home of a plant or an animal

teeming– full; almost overflowing

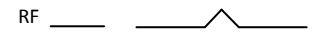
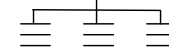
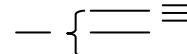
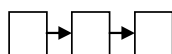
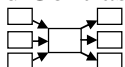
perch – to sit or settle on a spot

nectar – a sweet liquid found in flowers

Academic Vocabulary:

Structure
Organization
Nonfiction
Expository
Poetry
Present , Past, Future
Draft
Report

Structural Patterns of Nonfiction: Provide students with a variety of nonfiction selections. Ask them to determine which Thinking Map would be most appropriate to use with each selection. A selection that defines should be a Circle Map. Cause and Effect – Multi-Flow Map. Sequence – Flow Map. Compare and Contrast– Double Bubble Map. Descriptions– Bubble Map. Whole to Part– Brace Map. Classifying– Tree Map. Analogies- Bridge Map.



Theme: Community Ties		Genre: Realistic Fiction	Reading Selection: "Blue Willow" by Doris Gates		Quarter this will be taught <u>4th</u>
Enduring Understanding: Being a member of a community is an important responsibility.					
Instructional Focus	Standard and Related Concept	Performance Objectives	Priority E I N	DVQRA	Trophies Text Alignment
Question of the day -		–Develop oral language	N		568 H
Sharing Literature - Read Aloud	Reading Strand 1 Concept 5: Fluency Read fluently.	PO 1. Read from familiar prose and poetry with fluency and appropriate rhythm, pacing, intonation, and expression relevant to the text.	I		568 G - H
Preparing to Read Focus Skill - Author's Purpose Focus Strategy - Summarize . Building Background Genre	Reading Strand 1 Concept 6: Comprehension Strategies Employ strategies to comprehend text.	PO 6. Use reading strategies (e.g., drawing conclusions, determining cause and effect, making inferences, sequencing) to comprehend text. [summarizing]	E	Q1, Q2, Q3	568 I - J 588 - 589 S150 - S151
		PO 1. Predict text content using prior knowledge and text features (e.g., illustrations, titles, topic sentences, key words).	I		568 K
		PO 5. Connect information and events in text to experience and to related text and sources.	I	Q2, Q3	
		Reading Strand 2 Concept 1: Elements of Literature Identify, analyze, and apply knowledge of the structures and elements of literature.	PO 10. Identify common forms of literature (e.g., poetry, novel, short story, biography, autobiography, drama) based upon their characteristics. [Realistic Fiction]	E	Q1
Vocabulary - Context Clues Multiple Meaning Words Connotation Roots and Affixes Figurative Language Synonyms and Antonyms	Reading Strand 1 Concept 4: Vocabulary Acquire and use new vocabulary in relevant contexts .	PO 2. Use context to determine the relevant meaning of a word.	E	Q1, Q2, Q3	568 - 569 574, 578, S149 589 A-B 589 K, S 148
		PO 1. Use knowledge of root words and affixes to determine the meaning of unknown words.	E	Q2	568 L
		PO 4. Identify figurative language, including similes, personification, and idioms.	I		576 589D
		PO 6. Identify antonyms, synonyms, and homonyms for given words within text.	I		589 K

Read & Comprehend <i>"Blue Willow"</i>	Reading Strand 1 Concept 6: Comprehension Strategies <i>Employ strategies to comprehend text.</i>	PO 1. Predict text content using prior knowledge and text features (e.g., illustrations, titles, topic sentences, key words).	E		570 - 582 586 589 M - P
		PO 2. Confirm predictions about text for accuracy.	I		
		PO 4. Use graphic organizers in order to clarify the meaning of the text.	I		
		PO 5. Connect information and events in a text to experience and to related text and sources.	I	Q2, Q3	
		PO 6. Use reading strategies (e.g., drawing conclusions, determining cause and effect, making inferences, sequencing) to comprehend text.	E	Q1, Q2, Q3	
	Reading Strand 1 Concept 5: Fluency <i>Read fluently.</i>	PO 1. Read from familiar prose and poetry with fluency and appropriate rhythm, pacing, intonation, and expression relevant to the text.	I		
	Reading Strand 2 Concept 1: Elements of Literature <i>Identify, analyze, and apply knowledge of the structures and elements of literature.</i>	PO 1. Identify the main problem or conflict of a plot.	E	Q2	
		PO 2. Identify the resolution of a problem or conflict in a plot.	E	Q1, Q2	
		PO 5. Describe a character's traits using textual evidence (e.g., dialogue, actions, narrations, illustrations).	I	Q1, Q2, Q3	
		PO 7. Identify all aspects of the setting (e.g., time of day or year, historical period, place, situation).	I	Q1, Q2, Q3	
		PO 8. Compare (and contrast) the characters, events, and setting in a literary selection.	I		
Read & Comprehend <i>"Horned Lizard"</i>	Reading Strand 2 Concept 1: Elements of Literature	PO 6. Identify the speaker or narrator in a literary selection.	I	Q2	584 - 585 586
		PO 9. Identify characteristics and structural elements (e.g., imagery, rhyme, verse, rhythm, meter) of poetry.	I	Q3	

Cross-Curricular Connections		–Social Studies: Time Line / Educational Events –Math: Great Depression Salaries –Social Studies: The Dust Bowl –Social Studies: Make a Cause and Effect Chart –Science: Research an Animal	I		568 E 575 577 587 587
Decoding / Phonics Review <i>Root Word + Inflection</i>	(Grade 3) Reading Strand 1 Concept 3: Phonics <i>Decode words, using knowledge of phonics, syllabication, and word parts.</i>	(No PO) Decode and pronounce root words with inflectional endings.	N		589 C
Writing <i>Research Report</i>	Writing Strand 3 Concept 6: Research <i>Research writing is a process in which the writer identifies a topic or question to be answered. The writer locates and evaluates information about the topic or question, and then organizes, summarizes, and synthesizes the information into a finished product.</i>	PO 3. Write an informational report that includes main idea(s) and relevant details.	E		589 E - F S152 - S153
	Writing Strand 1 Concept 3: Revising <i>Revising includes evaluating and refining the rough draft for clarity and effectiveness.</i>	PO 6. Apply appropriate tools or strategies (e.g. peer review, checklists, rubrics) to refine the draft.	I		
	Writing Strand 1 Concept 4: Editing <i>Proofread and correct the draft for conventions.</i>	PO 1. Identify punctuation, spelling, and grammar and usage errors in the draft	I		
		PO 3. Apply proofreading marks to indicate errors in conventions.	I		
		PO 4. Apply appropriate tools (e.g., peer review, checklists, rubrics) to edit the draft.	I		

Grammar <i>Past and Future Tenses</i>	Writing Strand 2 Concept 6: Conventions <i>Conventions addresses the mechanics of writing, including capitalization, punctuation, spelling, grammar and usage, and paragraph breaks.</i>	PO 12. Use the following parts of speech correctly in simple sentences: a. nouns b. action verbs c. personal pronouns d. adjectives e. conjunctions	I		589 G - H S153
Spelling		PO 8. Use common spelling patterns/generalizations to spell words correctly.	I		589 I - J
Speaking and Listening		–Practice using verbal and nonverbal techniques –Identify important facts and details	N		589 L

CONCEPT MAP

Grade 4

Key Concepts:

An author's purpose may be to inform, persuade, or entertain. An author's perspective is the way he or she feels about the topic. What the author says and the details the author chooses to include will give you clues as the viewpoint the author has taken regarding a topic.

Realistic fiction tells about characters and events that are like people and events in real life.

A past tense verb shows that the action happened in the past. Add -ed to regular verbs to form the past tense.

A verb in the future tense shows that the action will happen in the future. Use *will* with the main verb to form the future tense.

Editing is the final step of the writing process before a piece is published. This step is often confused with revision. The trait of conventions is attended to during the editing stage.

Compare Realistic Fiction with Poetry: Use a TM Double Bubble Map to compare the viewpoints of the authors of "Blue Willow" and "Horned Lizard" on the subject of horned lizards.



Theme: **Responsibility** Community Ties

Reading Selection: "Blue Willow" by Doris Gates

Objectives:

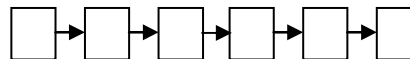
- To determine the author's viewpoint on a topic
- To read and understand a realistic fiction selection
- To compare realistic fiction with poetry
- To use the past and future tenses correctly
- To edit information for a research report

Author's Viewpoint: Copy opinion columns from student publications such as "Time for Kids" or simple AZ Republic editorials. Provide highlighters. Ask students to determine the author's viewpoint, using the highlighter to mark details or quotes that led them to their determination of the author's viewpoint.

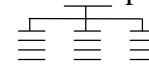
Research: Prior to editing, revise the draft of the desert animal or cactus research report. Consider the traits of ideas, organization, word choice, sentence fluency, and voice.

Strategies:

Read and Understand Realistic Fiction: Use a TM Flow Map to record the plot of "Blue Willow". Afterward, use color to identify the frames of the Flow Map that encompass the introduction, others color to show rising action, climax, falling action, and resolution.



Past and Future Tenses: Create a TM Tree Map entitled Verb Tenses. Label the first branch "Past Tense". Label the middle branch as "Present Tense". Label the third branch as "Future Tense". Provide verbs in present tense form on the middle branch. Ask students to work with a partner to complete the first and third branches of the Tree Map.



Key Vocabulary:

undoubtedly – without a doubt

loathe – dislike immensely

certainty – the feeling or belief that something is for sure

protruded – stuck out; pushed out

indifferent – not caring; unconcerned

sulkily – in a way that shows unhappiness

heartily – with enthusiasm

Academic Vocabulary:

Viewpoint / Perspective
Realistic Fiction / Poetry
Past / Present / Future
Edit
Inflection
Introduction, Rising Action,
Climax, Falling Action,
Resolution

Theme: Community Ties Genre: Autobiography Reading Selection: "In My Family", by Carmen Lomas Garza					
Enduring Understanding: Being a member of a community is an important responsibility.					Quarter this will be taught <u>4th</u>
	Standard and Related Concept	Performance Objectives	Priority E I N	DVQRA	Trophies Text Alignment
Question of the day -		–Develop oral language	N		590 H
Sharing Literature - <i>Read Aloud</i>	Reading Strand 1 Concept 5: Fluency <i>Read fluently.</i>	PO 1. Read from familiar prose and poetry with fluency and appropriate rhythm, pacing, intonation, and expression relevant to the text.	I		590 G - H
Preparing to Read <i>Focus Skill - Sequence</i>	Reading Strand 1 Concept 6: Comprehension Strategies <i>Employ strategies to comprehend text.</i>	PO 6. Use reading strategies (e.g., drawing conclusions, determining cause and effect, making inferences, sequencing) to comprehend text.	E	Q1, Q2, Q3	590 I 608 - 609 S156 - S 157
Building Background		PO 5. Connect information and events in text to experience and to related text and sources.	E	Q2, Q3	590 K
Genre	Reading Strand 2 Concept 1: Elements of Literature <i>Identify, analyze, and apply knowledge of the structures and elements of literature.</i>	PO 10. Identify common forms of literature (e.g., poetry , novel, short story, biography, autobiography , drama) based upon their characteristics.	E	Q1	592 604
Vocabulary <i>Context Clues</i> <i>Multiple Meaning Words</i>	Reading Strand 1 Concept 4: Vocabulary <i>Acquire and use new vocabulary in relevant contexts.</i>	PO 2. Use context to determine the relevant meaning of a word.	E	Q1, Q2, Q3	590 J, 590 L 590-591, S154-155 609 I
Reference Sources		PO 5. Determine the meanings, pronunciations, syllabication, synonyms, antonyms, and parts of speech of words by using a variety of reference aids, including dictionaries, thesauri, glossaries, and CD-ROM and Internet when available.	I		609 B
Analogies		–To use knowledge of word relationships to determine analogies.	I		609 I

Read & Comprehend <i>"In My Family"</i>	Reading Strand 1 Concept 6: Comprehension Strategies <i>Employ strategies to comprehend text.</i>	PO 1. Predict text content using prior knowledge and text features (e.g., illustrations, titles, topic sentences, key words).	E		592 - 606 609 K - 609 N
		PO 2. Confirm predictions about text for accuracy.	E		
		PO 3. Generate clarifying questions in order to comprehend text.	E		
		PO 4. Use graphic organizers in order to clarify the meaning of the text.	I		
		PO 5. Connect information and events in a text to experience and to related text and sources.	E	Q2, Q3	
		PO 6. Use reading strategies (e.g., drawing conclusions, determining cause and effect, making inferences, sequencing) to comprehend text.	E	Q1, Q2, Q3	
	Reading Strand 1 Concept 5: Fluency <i>Read fluently.</i>	PO 1. Read from familiar prose and poetry with fluency and appropriate rhythm, pacing, intonation, and expression relevant to the text.	E		
	Reading Strand 2 Concept 1: Elements of Literature <i>Identify, analyze, and apply knowledge of the structures and elements of literature.</i>	PO 1. Identify the main problem or conflict of a plot.	E	Q1	
		PO 2. Identify the resolution of a problem or conflict in a plot.	E	Q1, Q2	
		PO 4. Distinguish between major characters and minor characters.	E	Q1	
		PO 5. Describe a character's traits using textual evidence (e.g., dialogue, actions, narrations, illustrations).	E	Q1, Q2, Q3	
		PO 7. Identify all aspects of the setting (e.g., time of day or year, historical period, place, situation).	E	Q1, Q2, Q3	
		PO 8. Compare (and contrast) the characters, events, and setting in a literary selection.	E		
	Reading Strand 2 Concept 2: Historical and Cultural Aspects of Literature <i>Recognize and apply knowledge of the historical and cultural aspects of American, British, and world literature.</i>	PO 1. Describe the historical and cultural aspects found in cross-cultural works of literature.	I		

Read & Comprehend <i>"My Village"</i>	Reading Strand 2 Concept 1: Elements of Literature	PO 9. Identify characteristics and structural elements (e.g., imagery, rhyme, verse, rhythm, meter) of poetry.	I	Q3	604 - 605
Cross-Curricular Connections		–Social Studies: Research Native American Adaptations –Science: Biomes –Social Studies: Regional Cuisine –Science: Compare and Contrast –Art: Paint a Scene	N		590 E 595 597 607 607
Decoding / Phonics: <i>Word Structure</i>	(Grade 3) Reading Strand 1 Concept 3: Phonics <i>Decode words, using knowledge of phonics, syllabication, and word parts.</i>	(No PO) Decode words with silent letters	N		609 A
Writing <i>Research Report</i>	Writing Strand 3 Concept 6: Research <i>Research writing is a process in which the writer identifies a topic or question to be answered. The writer locates and evaluates information about the topic or question, and then organizes, summarizes, and synthesizes the information into a finished product.</i>	PO 3. Write an informational report that includes main idea(s) and relevant details.	E		609 C - D S158 - S159
	Writing Strand 1 Concept 5: Publishing <i>Publishing includes formatting and presenting a final product for the intended audience.</i>	PO 1. Prepare writing in a format (e.g., oral presentation, manuscript, multimedia) appropriate to audience and purpose.	E		

Grammar <i>Irregular Verbs</i>	Writing Strand 2 Concept 6: Conventions <i>Conventions addresses the mechanics of writing, including capitalization, punctuation, spelling, grammar and usage, and paragraph breaks.</i>	PO 12. Use the following parts of speech correctly in simple sentences: a. nouns b. action verbs c. personal pronouns d. adjectives e. conjunctions	E		609 E - F S159
Spelling	Writing Strand 2 Concept 6: Conventions <i>Conventions addresses the mechanics of writing, including capitalization, punctuation, spelling, grammar and usage, and paragraph breaks.</i>	Spell words with 'silent' letters.	I		609 G - H
Speaking and Listening		–Give an informational presentation –Identify an engaging opener	N		609 J

CONCEPT MAP

Grade 4

Key Concepts:

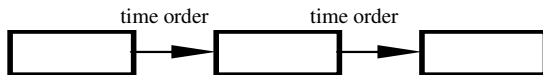
When the events of a story are told in chronological order they are told in the order in which they happened. This is sometimes called the sequence of events. Time order words give the reader clues as to the order in which the events occur. Chronological order is one way of organizing a selection.

An autobiography is a person's account of his or her own life. An autobiography is told from the first-person point of view and includes important events in the author's life.

An irregular verb does not end in *ed* in the past tense. Some irregular verbs use a different form of the main verb with the helping verb *have*, *has*, or *had*.

Publishing is the final stage of the writing process. This is the time to share one's final written work with other readers or listeners.

Chronological Order: Determine which sections of "In My Family" are told in chronological order. Use a TM Flow Map to record the events of these sections. Over each arrow write in time order words or other clues that assist the reader in understanding the order of events in the section.



Theme: **Responsibility** **Community Ties**

Reading Selection: "In My Family" by Carmen Lomas Garza

Objectives:

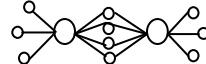
- To identify the chronological order of events in a selection by using time order words and other, unstated clues**
- To read and understand an autobiography**
- To compare an autobiography with poetry**
- To use irregular verbs correctly**
- To share and publish information for a research report**

Research: Finalize the desert animal or cactus research report and prepare it for publishing in a class volume. Consider donating a copy of the volume to the school library or putting a copy on display in the front office. Send copies home with students and keep a copy for the classroom library.

Strategies:

Time Order Words: Create a word wall of time order words. Consider placing the time order words on a TM Tree Map with two branches. List the first branch as "Easy" and list common time order words such as first, next, then. The second branch might be "4th grade Words" and include words such as eventually, as a result, causing.

Compare an Autobiography with a Poem: Use a TM Double Bubble Map to illustrate how the two selections "In My Family" and "My Village" are alike and different.



Irregular Verbs: Instruct students to put 'thumbs up' when they hear an irregular verb used correctly and 'thumbs down' when they hear an irregular verb used incorrectly. Say simple sentences with irregular verbs – say some correctly and some incorrectly. (e.g., "I is tall" and "She is short.")

Key Vocabulary:

culture– the customs, beliefs, and arts of a group of people

chile – the fruit of a pepper plant, which is often used to make hot seasonings

mesquite– a shrub or small tree found in the southwestern United States and Mexico; its wood is used to make charcoal

barbecue – a special kind of grill or pit used for cooking outdoors

accordion– a musical instrument with keys and hand operated bellows

confetti – tiny pieces of paper, often thrown during celebrations

Academic Vocabulary:

Chronological
Time Order
Autobiography
Irregular
Publish

Trophies

Lead the Way

Theme 6 - New Lands

In this theme, students read about characters who travel to new lands.

Essential Question: What are the qualities of an explorer?

Additional Theme Related Books

Easy

- The Gold Coin, by Alma Flor Ada
- Twenty-Two Splendid Tales to Tell from Around the World, by Pleasant DeSpain
- Ever-Clever Elisa, by Johanna Hurwitz
- Chameleons Are Cool, by Martin Jenkins
- Why Do Leaves Change Color? by Betsy Maestro
- Heartland, by Diane Siebert
- Going West, by Jean Van Leeuwen

Average

- California Gold Rush, by Catherine Chambers
- Children of the Dust Days, by Karen Mueller Coombs
- One Day in the Tropical Rain Forest, by Jean Craighead George
- Class President, by Johanna Hurwitz
- Wings, Stings and Wiggly Things, by Martin Jenkins
- Davy Crockett: Young Pioneer, by Laurence Santrey
- The Money Tree, by Sarah Stewart
- Brown Honey in Broomwheat Tea, by Joyce Carol Thomas

Challenging

- Beautiful Land, by Nancy Antle
- Frontier Home, by Raymond Bial
- The Cabin Faced West, by Jean Fritz
- Cassie's Journey: Going West in the 1860's, by Brett Harvey
- Gold Rush! The Young Prospector's Guide to Striking it Rich, by James Klein
- The Mystery of the Plant That Ate Dirty Socks, by Nancy McArthur
- American Tall Tales, by Mary Pope Osborne
- Carnivorous Plants, by Cynthia Overbeck
- Skinnybones, by Barbara Peck

Selection: The Gold Rush

Read & Comprehend <i>"The Gold Rush"</i>	Reading Strand 1 Concept 6: Comprehension Strategies <i>Employ strategies to comprehend text.</i>	PO 1. Predict text content using prior knowledge and text features (e.g., illustrations, titles, topic sentences, key words).	E		614 - 633 637 M - P
		PO 2. Confirm predictions about text for accuracy.	I		
		PO 3. Generate clarifying questions in order to comprehend text.	I		
		PO 4. Use graphic organizers in order to clarify the meaning of the text.	I		
		PO 5. Connect information and events in text to experience and to related text and sources.	I	Q2, Q3	
		PO 6. Use reading strategies (e.g., drawing conclusions, determining cause and effect, making inferences, sequencing) to comprehend text.	I	Q1, Q2, Q3	
	Reading Strand 1 Concept 5: Fluency <i>Read fluently.</i>	PO 1. Read from familiar prose and poetry with fluency and appropriate rhythm, pacing, intonation, and expression relevant to the text.	I		
	Reading Strand 3 Concept 1: Expository Text <i>Identify, analyze, and apply knowledge of the purpose, structures, and elements of expository text.</i>	PO 1. Identify the main idea and supporting details in expository text.	I	Q3	
		PO 2. Distinguish fact from opinion in expository text.	I	Q3	
		PO 3. Determine author's main purpose (e.g., to inform, to describe, to explain) for writing the expository text.	I	Q1, Q2, Q3	
		PO 4. Locate specific information by using organizational features (e.g., table of contents, headings, captions, bold print, glossaries, indices, italics, key words, topic sentences, concluding sentences) of expository text.	I	Q1, Q2, Q3	
		PO 6. Interpret information from graphic features in expository text.	I		
		PO 7. Distinguish cause and effect.	I	Q1	
		PO 8. Draw valid conclusions based on information gathered from expository text.	I	Q1, Q2	

Cross-Curricular Connections		–Social Studies: Effects of the Gold Rush –Social Studies: of Guadalupe Hidalgo –Social Studies: Trailblazers –Science: Weathering, Erosion, and Deposition –Social Studies: Primary and Secondary Sources –Social Studies: Role-Play a Person in History –Science: Demonstrate a Process	N		612 F 617 621 623 627 635 635
Outlining	Writing Strand 3 Concept 6: Research <i>Research writing is a process in which the writer identifies a topic or question to be answered.</i>	PO 2. Organize notes in a meaningful sequence.	N		637 A - B
Writing <i>Descriptive Paragraph</i>	Writing Strand 3 Concept 2: Expository <i>Expository writing includes nonfiction writing that describes, explains, informs, or summarizes ideas and content.</i>	PO 2. Write an expository paragraph that contains: a topic sentence, supporting details, and relevant information	I		637 E - F S166 - S167
		PO 3. Write in a variety of expository forms (e.g., essay, summary, newspaper article, reflective paper, log, journal).	I		
	Writing Strand 2 Concept 4: Word Choice <i>Word choice reflects the writer's use of specific words and phrases to convey the intended message and employs a variety of words that are functional and appropriate to the audience and purpose.</i>	PO 1. Use a variety of specific and accurate words that effectively convey the intended message.	I		
		PO 2. Use descriptive words and phrases that energize the writing.	I		

Grammar <i>Contractions and Negatives</i>	Writing Strand 2 Concept 6: Conventions <i>Conventions addresses the mechanics of writing, including capitalization, punctuation, spelling, grammar and usage, and paragraph breaks.</i>	PO 6. Use apostrophes to punctuate: a. contractions b. singular possessive (Deer Valley) - contractions	N		637 G - H S167
Spelling	Writing Strand 2 Concept 6: Conventions <i>Conventions addresses the mechanics of writing, including capitalization, punctuation, spelling, grammar and usage, and paragraph breaks.</i>	(Deer Valley) - contractions	I		637 I - J
Speaking and Listening		–Use verbal and nonverbal techniques in giving a speech –To create a mental picture	N		637 L

CONCEPT MAP

Grade 4

Key Concepts:

A fact tells what is happening or what has happened. It is a statement that can be proved. An opinion tells how the writer feels or thinks about something. An opinion cannot be proved. Clue words include: should, ought, must.

Expository Nonfiction presents and explains information or ideas.

A contraction is a short way to write two words. An apostrophe (') takes the place of one or more letters.

A word that has *no* in its meaning is called a negative. Two negatives should not be used within the same sentence.

One aspect of strong word choice includes the use of words that appeal to the senses of sight, sound, feel, smell, and taste.

Negatives: Provide students with a paragraph that contains the inappropriate use of double negatives. Have the students rewrite the paragraph correctly so that *no* and *not* or *no* and a contraction that stands for *not* are not in the same sentence.

Theme: **Exploration and Discovery** **New Lands**

Reading Selection: "The Gold Rush" by Bobbie Kalman

Objectives:

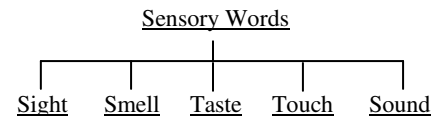
- To distinguish between facts and opinions in a nonfiction text
- To read and understand a nonfiction selection
- To use complex contractions and negatives correctly
- To use word choice in writing a descriptive paragraph

Strategies:

Facts and Opinions: Provide students with two different colors of highlighters. Use one color to highlight facts from a given passage and use the second color to highlight opinions from the passage. Underline or circle the clue word that signals the opinion statement.

Contractions: Challenge students to speak without contractions for a period of time or an entire day. For example: "Let us get ready for lunch." Rather than "Let's get ready for lunch."

Word Choice: Create a TM Tree Map to list interesting words that appeal to each of the sentences.



Whenever an interesting word is encountered in speech or text, add it to the TM Tree Map.

Read and Understand a Nonfiction Selection: Preread "The Gold Rush" by reading the headings, subheadings, captions, insets and examining the illustrations. Start a KWL chart recording the information that the students learned in the preread on the K column of the chart. Predict what they will learn when they read the text in the W column of the chart. As the selection is read record new learning in the L column of the chart.

Key Vocabulary:

abandoned– deserted or left behind

profitable– bringing advantage or monetary gain

beckons– attracts or lures by tempting with something desirable

fares – money paid for rides on a ship, bus, train, or airplane

rugged – having a rough, uneven or broken surface

multicultural – showing the varied customs, religions, or beliefs of different people

Academic Vocabulary:

Fact / Opinion
Contractions
Negatives
Descriptive
Paragraph

Theme: New Lands Genre: Historical Fiction Reading Selection: "I Have Heard of a Land", by Joyce Carol Thomas					Quarter this will be taught <u>4th</u>
Enduring Understanding: Exploring new lands requires curiosity, bravery, persistence, and open-mindedness.					
Instructional Focus	Standard and Related Concept	Performance Objectives	Priority E I N	DVQRA	Trophies Text Alignment
Question of the day -		–Develop oral language	N		638 H
Sharing Literature - <i>Read Aloud</i>	Reading Strand 1 Concept 5: Fluency <i>Read fluently.</i>	PO 1. Read from familiar prose and poetry with fluency and appropriate rhythm, pacing, intonation, and expression relevant to the text.	I		638 G - H
Preparing to Read <i>Focus Strategy - Self-Question</i> <i>Building Background</i>	Reading Strand 1 Concept 6: Comprehension Strategies <i>Employ strategies to comprehend text.</i>	PO 6. Use reading strategies (e.g., drawing conclusions, determining cause and effect, making inferences, sequencing) to comprehend text. [self-questioning]	E	Q1, Q2, Q3	638 J
		PO 5. Connect information and events in a text to experience and to related text and sources.	E	Q2, Q3	638 K
Genres	Reading Strand 2 Concept 1: Elements of Literature <i>Identify, analyze, and apply knowledge of the structures and elements of literature.</i>	PO 10. Identify common forms of literature (e.g., poetry , novel, short story, biography, autobiography, drama) based upon their characteristics. [historical fiction]	E	Q1	640, 643
Vocabulary - <i>Context Clues</i> <i>Multiple Meaning Words</i> <i>Idioms</i> <i>Synonyms, Antonyms, Homonyms</i>	Reading Strand 1 Concept 4: Vocabulary <i>Acquire and use new vocabulary in relevant contexts.</i>	PO 2. Use context to determine the relevant meaning of a word.	E	Q1, Q2, Q3	638 I, 638 L 638 - 639, 667 D S168 - S169
		PO 4. Identify figurative language, including similes , personification, and idioms.	I		667 K
		PO 6. Identify antonyms, synonyms, and homonyms for given words within text. (regionalisms)	I		638 I, 666 - 667 667 K S170 - S171

Read & Comprehend <i>"I Have Heard of a Land"</i>	Reading Strand 1 Concept 6: Comprehension Strategies <i>Employ strategies to comprehend text.</i>	PO 1. Predict text content using prior knowledge and text features (e.g., illustrations, titles, topic sentences, key words).	I		640 - 661 667 M - P
		PO 2. Confirm predictions about text for accuracy.	I		
		PO 3. Generate clarifying questions in order to comprehend text.	E		
		PO 5. Connect information and events in a text to experience and to related text and sources.	E	Q2, Q3	
		PO 6. Use reading strategies (e.g., drawing conclusions, determining cause and effect, making inferences, sequencing) to comprehend text.	E	Q1, Q2, Q3	
	Reading Strand 1 Concept 5: Fluency <i>Read fluently.</i>	PO 1. Read from familiar prose and poetry with fluency and appropriate rhythm, pacing, intonation, and expression relevant to the text.	I		
	Reading Strand 2 Concept 1: Elements of Literature <i>Identify, analyze, and apply knowledge of the structures and elements of literature.</i>	PO 1. Identify the main problem or conflict of a plot.	I	Q2	
		PO 2. Identify the resolution of a problem or conflict in a plot.	I	Q1, Q2	
		PO 9. Identify characteristics and structural elements (e.g., imagery, rhyme, verse, rhythm, meter) of poetry.	I	Q3	
Paraphrase	Reading Strand 1 Concept 6: Comprehension Strategies <i>Employ strategies to comprehend text.</i>	PO 6. Use reading strategies (e.g., drawing conclusions, determining cause and effect, making inferences, sequencing) to comprehend text. [Paraphrase]	I	Q1, Q2, Q3	667 A - B
Cross-Curricular Connections		–Science: Our Relationship with the Land –Social Studies: Farming in the Past and Present –Science: The Good Earth –Social Studies: Reasons for Migrations –Social Studies: Winter on the Great Plains –Social Studies: Building Materials –Social Studies: The Pioneer Spirit –Social Studies: Create a Quilt Square –Music: Learn a Song	N		638 E 638 E 645 649 651 655 657 665 665

Decoding / Phonics Review	(Grade 2) Reading Strand 1 Concept 3: Phonics <i>Decode words, using knowledge of phonics, syllabication, and word parts.</i>	PO 4. Use knowledge of spelling patterns such as diphthongs, and special vowel spellings when reading.	N		667 C
Writing Poetry	Writing Strand 3 Concept 1: Expressive <i>Expressive writing includes personal narratives, stories, poetry, songs, and dramatic pieces. Writing may be based on real or imagined events.</i>	PO 2. Write in a variety of expressive forms (e.g., poetry, skit) that may employ: a. figurative language b. rhythm c. dialogue d. characterization e. plot f. appropriate format	I		667 E - F S172 - S 173
	Writing Strand 2 Concept 4: Word Choice <i>Word choice reflects the writer's use of specific words and phrases to convey the intended message and employs a variety of words that are functional and appropriate to the audience and purpose.</i>	PO 1. Use a variety of specific and accurate words that effectively convey the intended message.	I		
		PO 2. Use descriptive words and phrases that energize the writing.	I		
Grammar Adverbs	Writing Strand 2 Concept 6: Conventions <i>Conventions addresses the mechanics of writing, including capitalization, punctuation, spelling, grammar and usage, and paragraph breaks.</i>	PO 12. Use the following parts of speech correctly in simple sentences: a. nouns b. action verbs c. personal pronouns [possessive pronouns] d. adjectives e. conjunctions (Deer Valley) adverbs	N		667 G - H S173
Spelling	Writing Strand 2 Concept 6: Conventions <i>Conventions addresses the mechanics of writing.</i>	PO 9. Spell simple homonyms correctly in context.	I		667 I - J
Speaking and Listening		–Recite brief poems –Identify the tone and mood of a speaker	N		667 L

CONCEPT MAP

Grade 4

Key Concepts:

Words are related in different ways. Synonyms are words that have almost the same meaning. Synonyms often have shades of meaning (i.e., pretty, beautiful, gorgeous).

Antonyms have opposite meanings. (i.e., throws, catches)

Homophones are words that sound the same but have different spellings and meanings. (i.e., their, there, they're)

Homographs are words that are spelled the same but have different pronunciations and different meanings (i.e., lead – “The vault was made of lead”. Or, “She will lead the way on the trail.”).

Multiple meaning words are spelled the same and pronounced the same but have more than one meaning (i.e., ‘bear’ as an animal or to carry).

Historical fiction is a story that is set in the past and portrays people, places, and events that did happen or could have happened.

An adverb is a word that describes a verb. It may tell *where*, *when*, or *how* an action happens.

Theme:

Exploration and Discovery

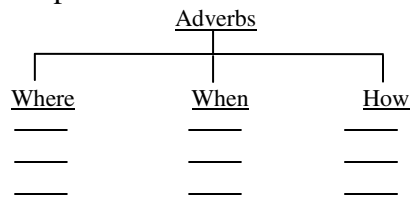
New Lands

Reading Selection: “I Have Heard of a Land” by Joyce Carol Thomas

Objectives:

- To use word relationships to determine meaning
- To read and understand a historical fiction selection
- To use adverbs correctly
- To use word choice in writing a rhymed or unrhymed poem

Adverbs: Create a TM Tree Map as a word wall.



Add words to the wall as they are encountered in speech and text.

Poetry: Challenge the students to write several different types of poems about the same topic. One of the poems might include vivid words that rhyme. The other poem should address the same topic but be unrhymed. Encourage sharing!

Strategies:

Word Relationships: Use a TM Bridge Map to show the relationship between given words. State the Relating Factor to the left of the Bridge Map.

RF _____

An example of a relating factor may be “means the same as”.

Read and Understand a Historical Fiction Selection: Assign students to partners. Identify one student as Partner A and the other as Partner B. As they read each stanza of “I Have Heard of a Land”, have student A (independently) write the challenges faced by the pioneers. Student B (independently) writes how the pioneer woman feels about her experiences. When both partners have finished their notes, ask them to reread each stanza together and compare what each recorded about that stanza. When they are finished ask them to summarize the selection based upon the notes that they each recorded.

Key Vocabulary:

pioneer– one of the first people to settle in a region

harmony – an orderly and pleasing arrangement of sounds

possibilities– things that are possible or that may occur

fertile– able to support much plant growth

arbor – a shelter of branches or vines

Academic Vocabulary:

Synonym
Antonym
Homonym
Homograph
Multiple Meaning Words
Historical Fiction
Adverbs
Rhyme

Theme: New Lands Genre: Tall Tale Reading Selection: "Paul Bunyan and Babe the Blue Ox" by Robert D. San Souci					Quarter this will be taught <u>4th</u>
Enduring Understanding: Exploring new lands requires curiosity, bravery, persistence, and open-mindedness.					
Instructional Focus	Standard and Related Concept	Performance Objectives	Priority E I N	DVQRA	Trophies Text Alignment
Question of the day -		-Develop oral language	N		668 H
Sharing Literature - <i>Read Aloud</i>	Reading Strand 1 Concept 5: Fluency <i>Read fluently.</i>	PO 1. Read from familiar prose and poetry with fluency and appropriate rhythm, pacing, intonation, and expression relevant to the text.	I		668 G - H
Preparing to Read <i>Focus Skill-Fact and Opinion</i>	Reading Strand 2 Concept 1: Elements of Literature <i>Identify, analyze, and apply knowledge of the structures and elements of literature.</i>	(No PO) Distinguish Fact from Opinion in Literary Text	I		668 I 688 - 689 S176 - S177
<i>Genres</i>		PO 10. Identify common forms of literature (e.g., poetry , novel, short story, biography, autobiography, drama) based upon their characteristics. [Folktale]	E	Q1	670 684 - 685
<i>Focus Strategy - Create Mental Images</i>	Reading Strand 1 Concept 6: Comprehension Strategies <i>Employ strategies to comprehend text.</i>	PO 6. Use reading strategies (e.g., drawing conclusions, determining cause and effect, making inferences, sequencing) to comprehend text. [mental images]	E	Q1, Q2, Q3	668 J
<i>Building Background</i>		PO 1. Predict text content using prior knowledge and text features (e.g., illustrations, titles, topic sentences, key words).	E		668 K
Vocabulary - <i>Word Parts</i>	Reading Strand 1 Concept 4: Vocabulary <i>Acquire and use new vocabulary in relevant contexts.</i>	PO 1. Use knowledge of root words and affixes to determine the meaning of unknown words.	E	Q2	668 L S174 - S175
<i>Context Clues</i>		PO 2. Use context to determine the relevant meaning of a word.	E	Q1, Q2, Q3	668 - 669
<i>Synonyms and Antonyms</i>		PO 6. Identify antonyms, synonyms, and homonyms for given words within text.	I		689 I
<i>Reference Sources</i>		PO 5. Determine the meanings, pronunciations, syllabication, synonyms, antonyms, and parts of speech of words by using a variety of reference aids, including dictionaries, thesauri, glossaries, and CD-ROM and Internet when available.	N		689 I

Read & Comprehend <i>"Paul Bunyan and Babe the Blue Ox"</i>	Reading Strand 1 Concept 6: Comprehension Strategies <i>Employ strategies to comprehend text.</i>	PO 1. Predict text content using prior knowledge and text features (e.g., illustrations, titles, topic sentences, key words).	E		670 - 686 689 K - N
		PO 2. Confirm predictions about text for accuracy.	E		
		PO 5. Connect information and events in text to experience and to related text and sources.	I	Q2, Q3	
		PO 6. Use reading strategies (e.g., drawing conclusions, determining cause and effect, making inferences, sequencing) to comprehend text.	E	Q1, Q2, Q3	
	Reading Strand 2 Concept 1: Elements of Literature <i>Identify, analyze, and apply knowledge of the structures and elements of literature.</i>	PO 1. Identify the main problem or conflict of a plot.	E		
		PO 2. Identify the resolution of a problem or conflict in a plot.	E	Q1, Q2	
PO 5. Describe a character's traits using textual evidence (e.g., dialogue, actions, narrations, illustrations).		E	Q1, Q2, Q3		
Read & Comprehend <i>"Geography"</i>		PO 9. Identify characteristics and structural elements (e.g., imagery, rhyme, verse, rhythm, meter) of poetry.	I	Q3	685
Cross-Curricular Connections		–Math: Great Lakes Equations –Science: Earth Formations –Science: Using a Lever –Social Studies: Important Waterways –Social Studies: Map a Route –Science: Research Reforestation	N		668 E 668 E 673 675 687 687
Decoding / Phonics Review <i>Syllable Patterns</i>	(Grade 3) Reading Strand 1 Concept 3: Phonics <i>Decode words, using knowledge of phonics, syllabication, and word parts.</i>	PO 2. Apply knowledge of basic syllabication rules when decoding four- or five-syllable written words (e.g., in/for/ma/tion, mul/ti/pli/ca/tion, pep/per/o/ni).	I		689 A
Paraphrase	Reading Strand 1 Concept 6: Comprehension Strategies <i>Employ strategies to comprehend text.</i>	PO 6. Use reading strategies (e.g., drawing conclusions, determining cause and effect, making inferences, sequencing) to comprehend text. [Paraphrase]	I	Q1, Q2, Q3	689 B

Writing Persuasive Essay	Writing Strand 3 Concept 4: Persuasive <i>Persuasive writing is used for the purpose of influencing the reader.</i>	PO 1. Write persuasive text (e.g., advertisements, paragraph) that attempts to influence the reader.			689 C - D S178 - S179
	Writing Strand 1 Concept 1: Prewriting <i>Prewriting includes using strategies to generate, plan, and organize ideas for specific purposes.</i>	PO 2. Determine the purpose (e.g., to entertain, to inform, to communicate, to persuade) of an intended piece of writing.			
		PO 3. Determine the intended audience of a writing piece.			
		PO 4. Use organizational strategies (e.g., graphic organizer, KWL chart, log) to plan writing.			
	Writing Strand 1 Concept 2: Drafting <i>Drafting incorporates prewriting activities to create a first draft containing necessary elements for a specific purpose.</i>	PO 1. Use a prewriting plan to develop a draft with main idea(s) and supporting details.			
		PO 2. Organize writing into a logical sequence that is clear to the audience.			
	Writing Strand 1 Concept 3: Revising <i>Revising includes evaluating and refining the rough draft for clarity and effectiveness.</i>	PO 1. Evaluate the draft for use of ideas and content, organization, voice, word choice, and sentence fluency.			
		PO 6. Apply appropriate tools or strategies (e.g. peer review, checklists, rubrics) to refine the draft.			
	Writing Strand 1 Concept 4: Editing <i>Proofread and correct the draft for conventions.</i>	PO 1. Identify punctuation, spelling, and grammar and usage errors in the draft.			
	Writing Strand 1 Concept 5: Publishing <i>Publishing includes formatting and presenting a final product for the intended audience.</i>	PO 1. Prepare writing in a format appropriate to audience and purpose.			

Grammar <i>Comparing with Adverbs</i>	Writing Strand 2 Concept 6: Conventions <i>Conventions addresses the mechanics of writing, including capitalization, punctuation, spelling, grammar and usage, and paragraph breaks.</i>	PO 12. Use the following parts of speech correctly in simple sentences: a. nouns b. action verbs c. personal pronouns d. adjectives e. conjunctions (Deer Valley) adverbs	I		689 E - F S179
Spelling	Writing Strand 2 Concept 6: Conventions <i>Conventions addresses the mechanics of writing.</i>	PO 8. Use common spelling patterns/generalizations to spell words correctly, including: a. r-controlled b. diphthong c. vowel digraphs d. CVC words e. CCVC f. CVCC g. silent e h. irregular plurals i. affixes (Deer Valley) VCCV Words	I		689 G - H
Speaking and Listening		–Use effective speaking techniques to convey a message and persuade an audience –Listen for reasons and supporting details	N		689 J

CONCEPT MAP

Grade 4

Key Concepts:

A fact gives information that can be proved true or false. An opinion expresses a thought or feeling that cannot be proved true or false. Words that signal an opinion include *I think*, *I believe*, *probably* and superlative adjectives such as *best* or *worst*.

A tall tale is a humorous story about impossible or exaggerated happenings. It contains events that could not happen in real life. The strength and abilities of the hero are exaggerated.

When comparing two or more actions use *-er* or *more* with adverbs. Use *-est* or *most* with adverbs when comparing more than two things.

In a persuasive essay, a writer tries to convince the audience to agree with an opinion or to take action. The author's opinion is supported by reasons and details. The strongest argument is usually addressed first.

Fact and Opinion: Ask students to write five statements of fact and five statements of opinion. Write examples of each yourself. Display each statement by projecting it via overhead, or LCD projector. Ask students to indicate whether the statement is a fact or an opinion. On a chart tablet or a section of the white (chalk) board, list the clue words that signal the statement as an opinion rather than a fact. Occasionally, stop and discuss what resource could be used to prove one of the statements of fact.

Theme: **Exploration and Discovery** New Lands

Reading Selection: "Paul Bunyan and Babe the Blue Ox"
by Robert D. San Souci

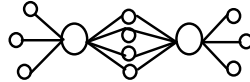
Objectives:

- To distinguish between facts and opinions in a literary text
- To read and understand a tall tale selection
- To compare a tall tale with a poem
- To compare with adverbs correctly
- To use the writing process in writing a persuasive essay

Strategies:

Compare a Tall Tale with a Poem:

Use a TM Double Bubble Map to compare and contrast how the tall tale "Paul Bunyan and Babe the Blue Ox" and the poem "Geography" are alike and how they are different.



Persuasive Essay: Ask each student to think of something they would like to do over the something. If students are having difficulty thinking of an idea, suggest that they think of a place they would like to visit. Write a three paragraph persuasive essay to persuade their parents that they should be allowed to pursue this.

Adverbs: Groups students in threes and identify a Student A, B, and C. (If you are grouping a high, an average, and a low student, A should be the high student.) Dictate a sentence containing an adverb. Student A should identify the adverb in each sentence as well as the verb that the adverb describes. Student B should restate the sentence using the comparative form of the adverb. Student C should restate the sentence using the superlative form of the adverb.

Key Vocabulary:

fateful– bringing disaster

tragedy– a sad or terrible event

gadgets– small machines or other mechanical tools

bellowing – loud, deep roaring

softhearted – gentle and kind

ration – the daily allowance of food

Academic Vocabulary:

Fact / Opinion
Tall Tale
Adverb
Compare
Persuasive
Essay
Writing Process
Prewrite, Draft, Revise,
Edit, Publish

Theme: New Lands Genre: Informational Narrative Reading Selection: "Fly Traps! Plants That Bite Back" by Martin Jenkins					Quarter this will be taught <u>4th</u>
Enduring Understanding: Exploring new lands requires curiosity, bravery, persistence, and open-mindedness.					
Instructional Focus	Standard and Related Concept	Performance Objectives	Priority E I N	DVQRA	Trophies Text Alignment
Question of the day -		–Develop oral language	N		690 H
Sharing Literature - <i>Read Aloud</i>	Reading Strand 1 Concept 5: Fluency <i>Read fluently.</i>	PO 1. Read from familiar prose and poetry with fluency and appropriate rhythm, pacing, intonation, and expression relevant to the text.	I		690 G - H
Preparing to Read <i>Focus Strategy - Reread to Clarify</i> <i>Building Background</i> <i>Genre</i>	Reading Strand 1 Concept 6: Comprehension Strategies <i>Employ strategies to comprehend text.</i>	PO 6. Use reading strategies (e.g., drawing conclusions, determining cause and effect, making inferences, sequencing) to comprehend text. [reread to clarify]	E	Q1, Q2, Q3	690 J
		PO 1. Predict text content using prior knowledge and text features (e.g., illustrations, titles, topic sentences, key words).	I		690 K
		PO 5. Connect information and events in text to experience and to related text and sources.	I	Q2, Q3	
	Reading Strand 2 Concept 1: Elements of Literature <i>Identify, analyze, and apply knowledge of the structures and elements of literature.</i>	PO 10. Identify common forms of literature (e.g., poetry, novel, short story, biography, autobiography, drama) based upon their characteristics. [informational narrative] [interview]	E	Q1	692
Vocabulary - <i>Context Clues</i>	Reading Strand 1 Concept 4: Vocabulary <i>Acquire and use new vocabulary in relevant contexts .</i>	PO 2. Use context to determine the relevant meaning of a word.	E	Q1, Q2, Q3	690 L 690 - 691 S180 - S181
Roots and Affixes		PO 1. Use knowledge of root words and affixes to determine the meaning of unknown words. (Latin root words)	E	Q2	713 I
Word Relationships		PO 6. Identify antonyms, synonyms, and homonyms for given words within text.	I		690 I 712 - 713 713 I S182 - S183

Read & Comprehend <i>"Fly Traps! Plants That Bite Back"</i> <i>"My Visit to a Dreamy Place"</i>	Reading Strand 1 Concept 6: Comprehension Strategies <i>Employ strategies to comprehend text.</i>	PO 1. Predict text content using prior knowledge and text features (e.g., illustrations, titles, topic sentences, key words).	E		692 - 710 713 K - N
		PO 2. Confirm predictions about text for accuracy.	I		
		PO 5. Connect information and events in a text to experience and to related text and sources.	I	Q2, Q3	
		PO 6. Use reading strategies (e.g., drawing conclusions, determining cause and effect, making inferences, sequencing) to comprehend text.	E	Q1, Q2, Q3	
	Reading Strand 1 Concept 5: Fluency <i>Read fluently.</i>	PO 1. Read from familiar prose and poetry with fluency and appropriate rhythm, pacing, intonation, and expression relevant to the text.	I		
	Reading Strand 3 Concept 1: Expository Text <i>Identify, analyze, and apply knowledge of the purpose, structures, and elements of expository text.</i>	PO 1. Identify the main idea and supporting details in expository text.	I	Q3	
		PO 3. Determine author's main purpose (e.g., to inform, to describe, to explain) for writing the expository text.	I	Q1, Q2, Q3	
		PO 4. Locate specific information by using organizational features (e.g., table of contents, headings, captions, bold print, glossaries, indices, italics, key words, topic sentences, concluding sentences) of expository text.	I	Q1, Q2, Q3	
		PO 6. Interpret information from graphic features (e.g., charts, maps, diagrams, illustrations, tables, timelines) in expository text.	I		
		PO 8. Draw valid conclusions based on information gathered from expository text.	I	Q1, Q2	

Cross-Curricular Connections		–Science: Research Local Plants –Math: Make Graphs to Compare Height –Science: Water Fleas –Science: Leaves –Social Studies: Bogs and Peat –Science: Cobras –Science: Make an Illustrated Chart –Social Studies: Create a Travel Guide	I		690 E 690 E 695 697 699 703 711 711
Decoding / Phonics Review <i>VCV Syllable Pattern</i>	(Grade 3) Reading Strand 1 Concept 3: Phonics <i>Decode words, using knowledge of phonics, syllabication, and word parts.</i>	PO 2. Apply knowledge of basic syllabication rules when decoding four- or five-syllable written words (e.g., in/for/ma/tion, mul/ti/pli/ca/tion, pep/per/o/ni).	N		713 A
Outlining	Writing Strand 3 Concept 6: Research <i>Research writing is a process in which the writer identifies a topic or question to be answered.</i>	PO 2. Organize notes in a meaningful sequence.	N		713 B
Writing <i>Descriptive Essay</i>	Writing Strand 3 Concept 2: Expository <i>Expository writing includes nonfiction writing that describes, explains, informs, or summarizes ideas and content.</i>	PO 2. Write an expository paragraph that contains: a topic sentence, supporting details, and relevant information	I		713 C - D S184 - S185
		PO 3. Write in a variety of expository forms (e.g., essay, summary, newspaper article, reflective paper, log, journal).	I		
	Writing Strand 1 Concept 1: Prewriting <i>Prewriting includes using strategies to generate, plan, and organize ideas for specific purposes.</i>	PO 2. Determine the purpose (e.g., to entertain, to inform, to communicate, to persuade) of an intended piece of writing.	I		
		PO 3. Determine the intended audience of a writing piece.	I		
		PO 4. Use organizational strategies (e.g., graphic organizer, KWL chart, log) to plan writing.	I		

Writing <i>Descriptive Essay</i>	Writing Strand 1 Concept 2: Drafting <i>Drafting incorporates prewriting activities to create a first draft containing necessary elements for a specific purpose.</i>	PO 1. Use a prewriting plan to develop a draft with main idea(s) and supporting details.	I		713 C - D S184 - S185
		PO 2. Organize writing into a logical sequence that is clear to the audience.	I		
	Writing Strand 1 Concept 3: Revising <i>Revising includes evaluating and refining the rough draft for clarity and effectiveness.</i>	PO 6. Apply appropriate tools or strategies (e.g. peer review, checklists, rubrics) to refine the draft.	I		
	Writing Strand 1 Concept 4: Editing <i>Proofread and correct the draft for conventions.</i>	PO 1. Identify punctuation, spelling, and grammar and usage errors in the draft.	I		
		PO 4. Apply appropriate tools (e.g., peer review , checklists, rubrics) to edit the draft.	I		
Grammar <i>Prepositions</i>	Writing Strand 2 Concept 6: Conventions <i>Conventions addresses the mechanics of writing, including capitalization, punctuation, spelling, grammar and usage, and paragraph breaks.</i>	PO 12. Use the following parts of speech correctly in simple sentences: a. nouns b. action verbs c. personal pronouns d. adjectives e. conjunctions (Deer Valley - prepositions)	N		713 E - F S185
Spelling		VCV Words	I		713 G - H
Speaking and Listening		–Prepare for and deliver a descriptive speech –Use listening strategies to understand information presented orally	N		713 J

CONCEPT MAP

Grade 4

Key Concepts:

An informational narrative is a story that presents information and facts. The information about the topic is factual. The characters and events are realistic but may not refer to actual people or events.

Words are related in different ways. Synonyms are words that have almost the same meaning. (i.e., smart, brilliant, bright).

Antonyms have opposite meanings. (i.e, dark, bright)

Homophones are words that sound the same but have different spellings and meanings. (i.e., write, right)

Homographs are words that are spelled the same but have different pronunciations and different meanings (i.e., right – “Take a bow!”. Or, “Tie a bow.”).

Multiple meaning words are spelled the same and pronounced the same but have more than one meaning (i.e, right as in the direction or correct).

A preposition shows how a noun or pronoun is related to another word in the sentence. The object of the preposition is the noun or pronoun that follows the preposition.

Theme:

Exploration and Discovery

New Lands

Reading Selection: “Fly Traps! Plants That Bite Back” by Martin Jenkins

Objectives:

- To use word relationships to determine meaning
- To read and understand an informational narrative selection
- To compare an informational narrative with an article
- To use prepositions correctly
- To use the writing process in writing a descriptive essay

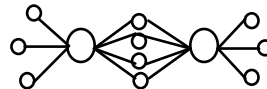
Word Relationships: Use a TM Bridge Map to show the relationship between given words. State the Relating Factor to the left of the Bridge Map.

RF _____

An example of a relating factor may be “means the same as” .

Strategies:

Compare Informational Narrative with an Article: Use a TM Double Bubble Map to illustrate how “Fly Traps!” and “My Visit to a Dreamy Place” are alike and different.



Prepositions: Have students look through a piece of text to find examples of prepositions. Copy the sentences. Highlight the preposition in one color. Use another color to highlight the object.

Descriptive Essay: Writing Prompt- Write a description of a location on the schoolgrounds. Do not name the location. Include details to help the reader know the place you are describing.

Key Vocabulary:

boggiest– very watery and spongy like the ground in a bog or swamp

dissolve– change from solid to liquid or to cause this to happen

chemicals– substances with certain properties

carnivorous – meat-eating

accidentally – by mistake; without meaning to

fertilizer – a substance put on or in the soil or water to feed plants

victim – a person or animal that is mistreated or attacked by someone or something else

Academic Vocabulary:

Synonym
Antonym
Homophone
Homograph
Multiple-Meaning
Preposition
Describe
Informational Narrative
Interview
Relationship
Compare
Contrast

Theme: New Lands		Genre: Realistic Fiction	Reading Selection: "The Down and Up Fall", by Johanna Hurwitz			Quarter this will be taught <u>4th</u>
Enduring Understanding: Exploring new lands requires curiosity, bravery, persistence, and open-mindedness.						
Instructional Focus	Standard and Related Concept	Performance Objectives	Priority E I N	DVQRA	Trophies Text Alignment	
Question of the day -		–Develop oral language	N		714 H	
Sharing Literature - <i>Read Aloud</i>	Reading Strand 1 Concept 5: Fluency <i>Read fluently.</i>	PO 1. Read from familiar prose and poetry with fluency and appropriate rhythm, pacing, intonation, and expression relevant to the text.	I		714 G - H	
Preparing to Read <i>Focus Strategy - Self-Question</i> <i>Building Background</i>	Reading Strand 1 Concept 6: Comprehension Strategies <i>Employ strategies to comprehend text.</i>	PO 6. Use reading strategies (e.g., drawing conclusions, determining cause and effect, making inferences, sequencing) to comprehend text. [Self-Questioning]	E	Q1, Q2, Q3	714 J	
		PO 5. Connect information and events in text to experience and to related text and sources.	I	Q2, Q3	714 K	
Genre <i>Focus Skill - Author's Purpose</i>	Reading Strand 2 Concept 1: Elements of Literature <i>Identify, analyze, and apply knowledge of the structures and elements of literature.</i>	PO 10. Identify common forms of literature (e.g., poetry, novel, short story, biography, autobiography, drama) based upon their characteristics. [Realistic fiction] [Magazine article]	E	Q1	716 730	
		(No PO) Determine author's main purpose for writing the literary text. (to inform, describe, entertain, persuade)	I		714 I 736 - 737 S188 - S189	
Vocabulary <i>Context Clues</i> <i>Connotation/Denotation</i> <i>Word Pairs</i>	Reading Strand 1 Concept 4: Vocabulary <i>Acquire and use new vocabulary in relevant contexts.</i>	PO 2. Use context to determine the relevant meaning of a word.	E	Q1, Q2, Q3	714 L 714 - 715 S186 - S187	
		(No PO) Identify shades of meaning in related words.	N		737 I	
		(No PO) Understand how words in a pair are related	N			

Read & Comprehend <i>"The Down and Up Fall"</i>	Reading Strand 1 Concept 6: Comprehension Strategies <i>Employ strategies to comprehend text.</i>	PO 1. Predict text content using prior knowledge and text features (e.g., illustrations, titles, topic sentences, key words).	E		716 - 728 737 K - N
		PO 2. Confirm predictions about text for accuracy.	E		
		PO 3. Generate clarifying questions in order to comprehend text.	I		
		PO 4. Use graphic organizers in order to clarify the meaning of the text.	I		
		PO 5. Connect information and events in a text to experience and to related text and sources.	E	Q2, Q3	
		PO 6. Use reading strategies (e.g., drawing conclusions, determining cause and effect, making inferences, sequencing) to comprehend text.	E	Q1, Q2, Q3	
	Reading Strand 1 Concept 5: Fluency <i>Read fluently.</i>	PO 1. Read from familiar prose and poetry with fluency and appropriate rhythm, pacing, intonation, and expression relevant to the text.	E		
	Reading Strand 2 Concept 1: Elements of Literature <i>Identify, analyze, and apply knowledge of the structures and elements of literature.</i>	PO 1. Identify the main problem or conflict of a plot.	E	Q2	
		PO 2. Identify the resolution of a problem or conflict in a plot.	E	Q2	
		PO 5. Describe a character's traits using textual evidence (e.g., dialogue, actions, narrations, illustrations).	E	Q1, Q2, Q3	
		PO 7. Identify all aspects of the setting (e.g., time of day or year, historical period, place, situation).	E	Q1, Q2, Q3	
		PO 8. Compare (and contrast) the characters, events, and setting in a literary selection.	E		
Read & Comprehend <i>"Amazon Adventure"</i>	Reading Strand 3 Concept 1: Expository Text <i>Identify, analyze, and apply knowledge of the purpose, structures, and elements of expository text.</i>	PO 1. Identify the main idea and supporting details in expository text.	I	Q3	730 -734
		PO 8. Draw valid conclusions based on information gathered from expository text.	I	Q1, Q2	

Cross-Curricular Connections		–Science: Learn About the "Lungs of the Planet" –Social Studies: Absolute Locations –Science: The Rain Forest –Social Studies: Water Systems –Social Studies: Amazon Region –Science: Draw a Diagram –Social Studies: Write a Report	N		714 E 714 E 719 721 731 735 735
Decoding / Phonics: <i>Prefix + Root Word + Suffix</i>	(Grade 3) Reading Strand 1 Concept 3: Phonics <i>Decode words, using knowledge of phonics, syllabication, and word parts.</i>	PO 3. Apply knowledge of the following common spelling patterns to read words: that include common prefixes, suffixes, and root words	N		737 A
Paraphrase	Reading Strand 1 Concept 6: Comprehension Strategies <i>Employ strategies to comprehend text.</i>	PO 6. Use reading strategies (e.g., drawing conclusions, determining cause and effect, making inferences, sequencing) to comprehend text. [Paraphrase]	I	Q1, Q2, Q3	737 B
Writing Story	Writing Strand 3 Concept 1: Expressive <i>Expressive writing includes personal narratives, stories, poetry, songs, and dramatic pieces. Writing may be based on real or imagined events.</i>	PO 1. Write a narrative based on imagined or real events, observations, or memories that includes: a. characters b. setting c. plot d. sensory details e. clear language f. logical sequence of events	E		737 C - D S190-S191
	Writing Strand 1 Concept 1: Prewriting <i>Prewriting includes using strategies to generate, plan, and organize ideas for specific purposes.</i>	PO 1. Generate ideas through a variety of activities (e.g., brainstorming, graphic organizers, drawing, writer's notebook, group discussion, printed material).	E		
		PO 2. Determine the purpose (e.g., to entertain, to inform, to communicate, to persuade) of a writing piece.	E		
		PO 3. Determine the intended audience of a writing piece.	E		
		PO 4. Use organizational strategies (e.g., graphic organizer, KWL chart , log) to plan writing.			

Writing Story	Writing Strand 1 Concept 2: Drafting <i>Drafting incorporates prewriting activities to create a first draft containing necessary elements for a specific purpose.</i>	PO 1. Use a prewriting plan to develop a draft with main idea(s) and supporting details.	I		737 C - D S190-S191
		PO 2. Organize writing into a logical sequence that is clear to the audience.	I		
	Writing Strand 1 Concept 3: Revising <i>Revising includes evaluating and refining the rough draft for clarity and effectiveness</i>	PO 1. Evaluate the draft for use of ideas and content, organization, voice, word choice, and sentence fluency	I		
		PO 5. Modify word choice appropriate to the application in order to enhance the writing.	I		
		PO 6. Apply appropriate tools or strategies (e.g., peer review, checklists, rubrics) to refine the draft.	I		
	Writing Strand 1 Concept 4: Editing <i>Proofread and correct the draft for conventions.</i>	PO 1. Identify punctuation, spelling, and grammar and usage errors in the draft.	I		
	Writing Strand 1 Concept 5: Publishing <i>Publishing includes formatting and presenting a final product for the intended audience.</i>	PO 1. Prepare writing in a format (e.g., oral presentation, manuscript, multimedia) appropriate to audience and purpose.	I		
		PO 2. Share the writing with the intended audience.	I		
Grammar Prepositional Phrases	Writing Strand 2 Concept 6: Conventions <i>Conventions addresses the mechanics of writing, including capitalization, punctuation, spelling, grammar and usage, and paragraph breaks.</i>	PO 12. Use the following parts of speech correctly in simple sentences: a. nouns b. action verbs c. personal pronouns d. adjectives e. conjunctions (Deer Valley - prepositional phrases)	I		737 E - F S191

Spelling	Writing Strand 2 Concept 6: Conventions <i>Conventions addresses the mechanics of writing, including capitalization, punctuation, spelling, grammar and usage, and paragraph breaks.</i>	(Spell multi-syllabic words)	I		737 G - H
Speaking and Listening		–Use verbal and nonverbal techniques to show emphasis –Enjoy a dramatic reading of a story	N		737 J

CONCEPT MAP

Grade 4

Key Concepts:

The author's purpose is his or her reason for writing about a certain subject. The most common purposes are to entertain, to persuade, or to inform. Sometimes an author may have more than one purpose. The author's perspective, or viewpoint, is his or her opinion about the subject.

Realistic fiction tells about characters and events that are like people and events in real life.

A prepositional phrase is made up of a preposition, the object of a preposition, and any words in between.

A personal narrative is written to share an experience that has happened to the writer. A story is an imaginary event with imaginary characters and problems. A realistic story may be set in a real place and may include real people and events.

Prepositional Phrases: Assign students to groups of three. Model the following activity. Choose a small object, such as a pencil. Place the object somewhere and then describe its location using a prepositional phrase. For example: "The pencil is under the book." Ask students to state the prepositional phrase, the preposition, and the object. Have students identify themselves as Student A, B, C. For subsequent examples Student A is responsible for identifying the prepositional phrase, Student B will identify the preposition, and Student C will identify the object. Switch roles after 7 – 10 examples.

Theme:

Exploration and Discovery

New Lands

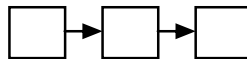
Reading Selection: "The Down and Up Fall", by Johanna Hurwitz

Objectives:

- To determine the author's viewpoint on a topic
- To read and understand a realistic fiction selection
- To compare realistic fiction with a magazine article
- To use prepositional phrases correctly
- To use the writing process in writing a story

Strategies:

Read and Understand a Realistic Fiction Selection: Record the events of "The Down and Up Fall" on a TM Flee Map. Include the introduction, rising action, climax, falling action, and resolution. Under each box of the Flow Map list details that occurred during that stage of the plot.



Writing a Story: Use the stages of the writing process to write a story. Consider the following prompt: Write a story for your classmates that describes an imaginary adventure in which you discover that you have a unique superhero power. Publish a story written by the teacher along with the student stories in a class book that will be sent home with the students for summer reading enjoyment.

Key Vocabulary:

transformed– changed; made to look or be different

investigate– look into thoroughly to find out something

enthusiastically– eagerly; in a way that shows strong approval

decor – the decorative style of a room

apparently– seeming to be

corridor– long, narrow hallway or passageway

Academic Vocabulary:

Viewpoint
Perspective
Realistic
Prepositional Phrases
Object
Imagine
Story

