



English Language Arts Curriculum Map Grade 4

Updated August 2024

District 109 Overview of Programming

Department Vision

In the English-Language Arts Department, we believe in learning environments that foster students becoming **avid readers, prolific writers, and eloquent communicators**. Throughout the K-8 journey, students in District 109 will be challenged to:

- read, comprehend, analyze and critique text,
- clearly communicate ideas through crafting writing aligned with purpose and audience,
- and collaborate with others to learn new perspectives, articulate ideas, and challenge preconceived thinking.

As educators, we are committed to helping each student develop and strengthen these skills while cultivating a **love for literacy**, ensuring that our approach is inclusive, acknowledging and celebrating the diverse backgrounds and abilities within our school community.

Elementary (K-5)

District 109 uses a workshop model to nurture engagement and motivation by integrating choice, collaboration, and targeted scaffolding into literacy tasks. This practice provides students with opportunities to engage with grade level texts across a wide range of genres; balances teacher and student-led discussions; and promotes independence by providing time for strategic support and differentiated instruction. Teachers explicitly identify and model the skills and strategies they use as readers, writers, and communicators then support students in practicing and developing these skills independently. This instructional model allows teachers to develop students through naturally occurring and intentionally designed, responsive instruction that systematically addresses the strengths and needs of each learner. In Kindergarten writing is developed orally with teacher modeling and whole group & partner discussions.

Students also engage in explicit and systematic foundational skills instruction. This supports students in becoming active word solvers that are able to recognize words and patterns, take apart or put together words, know what words mean and to connect words to other words. Word study supports students through a developmental progression of listening, speaking, reading and writing. The progression includes phonological awareness, the ability to recognize and manipulate the spoken parts of words; phonemic awareness the ability to identify and manipulate isolated sounds in spoken words; and phonics, the relationship between letters and sounds. As students develop, they move to study word parts and associate them with meaning, and in turn develop vocabulary. Language study develops students in understanding and utilizing appropriate grammar and conventions when reading, writing and speaking.

Key tenants of literacy development in the elementary grades:

- **Foundational Skills:** Phonemic Awareness, Phonological Awareness, Decoding, Spelling, Fluency, Concepts of Print (K-1), Handwriting (Manuscript K-1 and Cursive 2nd).
- **Vocabulary Development:** Generative Vocabulary (word parts and what they mean), Word Solving Strategies (ways to solve new or unknown words), Content Vocabulary (building knowledge about specific content) and Academic Vocabulary (the language of learning).
- **Communication:** Developing specific skills to listen effectively and speak clearly and strategically.

- **Knowledge Building:** Increasing knowledge around specific content, ideas, topics and concepts in order to understand new and more complex information in the future.
- **Comprehension Strategies:** Developing intentional and strategic ways to make meaning of complex texts (i.e. making inferences, identifying main idea, etc.).
- **Genre Knowledge:** Utilizing knowledge of unique genre characteristics to locate information and make meaning (i.e. structures, features, organizational patterns, etc.).
- **Writing Process:** Approaching writing tasks with intentional moves that are specific to where they are in the progression of developing written communication (pre-writing, drafting, revising, editing and publishing).

Middle School (6-8)

In District 109 a focus is placed on disciplinary literacy. This practice highlights the specific reading, writing and communicating skills in a discipline (i.e. ELA, Science, Social Studies, etc.), with a focus on how experts in that discipline think and the skills and tools they use. In the discipline of ELA, students build knowledge around a topic, idea or content to critique and analyze literature. As part of the literature critique, students discuss and debate their thinking and interpretations, resulting in the formation of an opinion. They eventually form a final impression or opinion and argue their position through writing and debate.

Students begin by setting a purpose for reading and writing, which allows them to focus on specific skills and strategies that contribute to being successful thinkers and communicators. Additionally, all students are afforded the opportunity to independently interact with high quality, complex, grade level anchor texts in order to maintain equitable access to rigorous content and instruction. Students are supported through strategic scaffolding of texts, activities and lessons when working to build knowledge and study genre. These scaffolds ensure students are successful when working with anchor texts. After developing a deep understanding of anchor texts, students employ the writing process to articulate their thoughts and opinions to others.

Instructional flow of ELA Units:

- **Introduction of Writing Prompt:** Supporting students in establishing a purpose for reading and identifying the task they will focus on.
- **Reading for Comprehension (1):** A grade-level anchor text is provided for students to independently read and develop an initial understanding.
- **Building Knowledge:** Scaffolded instruction and varied texts allow students to develop schema connected to the content of the anchor text.
- **Reading for Comprehension (2):** Students revisit the anchor text with new knowledge and re-read to deepen understanding.
- **Genre Study:** Scaffolded instruction and varied texts allow students to develop an understanding of genre characteristics connected to the content of the anchor text.
- **Reading for Comprehension (3):** Students revisit the anchor text with understanding of genre and re-read to deepen understanding.

- **Synthesis:** Students engage in a seminar connected to the anchor text to further deepen understanding and discuss/debate the understandings of others.
- **Writing Process:** Students take their new learning, develop an idea or opinion and utilize the writing process to communicate their thinking about the anchor text, based on the posed prompt introduced at the beginning of the unit.

Students also engage in novel studies and books clubs throughout the year. These opportunities allow students to apply what they have learned during previous instruction in an authentic way. This also affords students the opportunity to have a common experience around a specific text, topic or theme. Novels and book clubs expose students to texts and/or genres that they may not have read otherwise. Book clubs are also an opportunity to increase engagement, motivation and independence, as students are able to choose the texts they are reading and lead the conversations about those texts.

Workshop Model

The primary objective of workshop teaching is to engage students in authentic learning experiences and to develop independence/agency. Through the use of the Gradual Release of Responsibility (quickly moving from teacher modeling, to shared and guided practice, to independent practice), this model of instruction fosters creativity and leads students to be responsive and take ownership of their own learning.

Key tenets of the Workshop model include:

- **Exploration, Launch, Investigation, Dig-In, Connection:** A discovery exploration or task that encourages conceptual thinking or a meaningful connection to the teaching point and/or instructional focus for the period.
- **Mini-lessons:** The teacher provides targeted instruction, through modeling and demonstration of a specific skill, strategy, or concept. The lesson utilizes approximately 25% of the instructional period.
- **Independent Practice/Work Time:** Intentional and structured periods of time in which students are practicing and developing skills in authentic and meaningful ways. This work is targeted, based on individual learner needs. Approximately 60% of an instructional period is devoted to independent practice/work time.
- **Small Group Instruction:** During independent practice/work time, teachers may pull small groups of students to reinforce and/or extend learning. Groupings are flexible, with student data leading to the development of learning targets.
- **Conferring:** Teachers talk with students, typically 1:1, to understand the work that a student is engaged in during independent practice/work time. The teacher then uses this information to generate a teaching point and/or goal for the student to support continued growth specific to the individual student's needs.
- **Choice:** Engagement is key to learning and retention. By supporting students in choosing their learning tools, topics, and methods of communicating understanding, they will be more connected to their learning; and in turn, more engaged.
- **Routines/Structures:** Teachers spend time explicitly naming, teaching and practicing behaviors that successful learners demonstrate. Through this intentional work, students have a clear understanding of what is expected of them as learners, and are able to develop

independence and take responsibility for their own learning.

- **Closure:** Instructional periods end with assessment, reflection and/or discussion to solidify student learning and provide the teacher with an opportunity to gather information to plan next steps. The closing also provides an opportunity for students to connect the day’s learning/work to the broader content area and/or real world. The closing utilizes approximately 15% of the instructional period.

Standards

[English Language Arts Standards](#)

In grade 4, instructional modules last approximately 3 weeks.

Semester 1		
Module 1: What Makes Us Who We Are?		
Reading	Writing: <i>Narrative - Personal Narrative</i>	Grammar
<p>Communication: Listening Comprehension Speaking and Listening: Engage in Discussions, Work Collaboratively Make Connections Research: Generate a Plan</p> <p>Vocabulary Development: Content/Academic Vocabulary Strategy: Context. Clues Generative Vocabulary: Prefixes un-, in-, im-, re-, mis-, pre-, dis-, Review Compound Words, Suffixes -y, -ly</p> <p>Comprehension Strategies: Ask & Answer Questions Author's Purpose Monitor & Clarify Point of View Retell Author's Craft</p> <p>Genre Characteristics: <u>Fiction</u> - Figurative Language, Characters, Literary Elements, Theme</p>	<p>Prewriting: Generate topic ideas Recount a story Create a story map</p> <p>Drafting: Craft an engaging opening Use dialogue to develop the narrative Choose a purposeful structure Develop a satisfying conclusion</p> <p>Revising: Properly punctuate dialogue for effect Use direct & indirect dialogue Use a variety of sentence types</p> <p>Editing: Identify & correct errors in mechanics: Punctuate dialogue correctly</p> <p>Publishing: Create a book to share narratives Share with an audience</p>	<p>Sentence Structure/Clarity: Simple & Complete Subjects & Predicates Compound Subjects & Predicates Subject-Verb Agreement</p> <p>Sentence Types: Declarative Interrogative Imperative Exclamatory</p> <p>Conventions (Punctuation): Quotation Marks with Direct Speech Split Quotations Quotations from Text</p> <p>Review: Proper Nouns Negatives</p>

<p><u>Informational Text</u> - Central Idea, Text & Graphic Features</p> <p><u>Poetry</u> - Elements of Poetry</p>		
Core Texts		
<p><i>Michael's Melody</i> - HMH</p> <p><i>The Story of You</i> - HMH</p> <p><i>Flora & Ulysses: The Illuminated Adventure</i> - Kate DiCamillo</p> <p><i>Yes! We Are Latinos</i> - Alma Flor Ada & F. Isabel Campoy</p> <p><i>The Year of the Rat</i> - Grace Lin</p> <p><i>Kitoto the Mighty</i> - Tololwa M. Mollel</p> <p><i>La Mariposa</i> - Francisco Jimenez</p>		
Module 2: Come to Your Senses		
Reading	Writing: <i>Informational - Description</i>	Grammar
<p>Communication: Listening Comprehension Speaking and Listening: Summarizing/Paraphrasing Research: Gather Information Make Connections Media Literacy: Create a Multimedia Presentation</p> <p>Vocabulary Development: Content/Academic Vocabulary Strategy: Multiple Meaning Words, Context Clues Generative Vocabulary: Latin Root <i>lumin</i>, Review Suffixes -y, -ly, Suffixes -ness, -ment, Review Latin Root <i>lumin</i></p> <p>Comprehension Strategies: Summarize Text Structure Ask & Answer Questions Media Techniques Text Structure Visualize</p>	<p>Prewriting: Interpret the writing prompt Identify task, audience & purpose Gather relevant information Identify important details Create a details web</p> <p>Drafting: Develop an engaging idea Craft facts & details into a description Choose descriptive words to achieve a purpose Refine an introduction Develop a conclusion</p> <p>Revising: Check & repair sentence fragments Vary sentence types Expand descriptive details</p> <p>Editing: Identify & correct errors in conventions of grammar:</p>	<p>Sentence Structure/Clarity: Sentence Fragments Run-On Sentences Writing Complete Sentences</p> <p>Parts of Speech (Nouns): Capitalizing Historical Events & Documents Capitalizing Titles Capitalizing Languages People's Names & Nationalities</p> <p>Parts of Speech (Verbs): Action Verbs Main Verbs & Helping Verbs Linking Verbs</p> <p>Review: Quotations Parts of a Sentence</p>

<p>Author's Craft</p> <p>Genre Characteristics: <u>Fiction</u> - Figurative Language, Plot, Figurative Language <u>Informational Text</u> - Central Idea, Text & Graphic Features</p>	<p>Subject-verb agreement</p> <p>Publishing: Choose publishing format (handwritten or typed) Add illustrations or images Share with an audience</p>	
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Core Texts

<p><i>The Man Who Climbed Everest</i> - HMH</p> <p><i>What Are the Five Senses?</i> - HMH</p> <p><i>The Science Behind Sight</i> - Louise Spilsbury</p> <p><i>Animal Senses: from Animal Atlas</i> - Informational Video</p> <p><i>Blind Ambition</i> - Matthew Cooper as told by RACHEL Buchholz</p> <p><i>The Game of Silence</i> - Louise Erdrich</p> <p><i>Apex Predators</i> - Steve Jenkins</p>

Module 3: Rise to the Occasion

Reading	Writing: <i>Opinion - Opinion Essay</i>	Grammar
<p>Communication: Listening Comprehension Speaking and Listening: Use Formal & Informal Language, Give a Presentation Make Connections Research: Take Notes</p> <p>Vocabulary Development: Content/Academic Vocabulary Strategy: Synonyms & Antonyms, Multiple Meaning Words Generative Vocabulary: Suffixes -ful, -ous, -less, Review Suffixes -y, -ly, -ful, -ous, -less, Latin Roots <i>vis, aud, spec</i>, Prefixes over-, under-</p> <p>Comprehension Strategies: Identify Claim Synthesize</p>	<p>Prewriting: Examine the parts of argumentative texts Begin to plan parts of the essay Select an audience & establish a purpose</p> <p>Drafting: Choose a purposeful organizational structure Incorporate an engaging central idea & topic sentence Develop an introduction, body & conclusion Use persuasive language Convey an idea and support with reasons Group related ideas into paragraphs</p> <p>Revising: Use punctuation for effect Vary sentence types; Revise for clarity Strengthen supports (facts & details) Use transition words & phrases to link opinions & reasons</p>	<p>Parts of Speech (Verbs): Past, Present & Future Tenses Helping Verbs & Past Participles Consistent Use of Tenses Present Progressive Verb Tense Past Progressive Verb Tense Future Progressive Verb Tense</p> <p>Sentence Structure/Clarity: Compound Sentences Complex Sentences Commas in Compound Sentences</p> <p>Review: Verbs Possessive Nouns</p>

<p>Author's Craft Visualize Point of View Make & Confirm Predictions</p> <p>Genre Characteristics: <u>Fiction</u> - Plot, Theme, Elements of Drama, Idioms, Adages & Proverbs, Literary Elements</p>	<p>Editing: Identify & correct errors in conventions of grammar: Subject-verb agreement Check for all elements of an opinion essay</p> <p>Publishing: Choose publication format (handwritten, typed, digital posting, class collection, etc.) Share with an audience</p>	
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Core Texts

<p><i>Ellen Ochoa</i> - Juan Felipe Herrera</p> <p><i>Never Give Up!</i> - HMH</p> <p><i>Rent Party Jazz</i> - William Miller</p> <p><i>Hurricanes: A Force of Nature</i> - Interview</p> <p><i>Catch Me If You Can</i> - Carol Schaffner</p> <p><i>My Diary From Here To There</i> - Amada Irma Perez</p> <p><i>The Kits Fighters</i> - Linda Sue Park</p>

Module 4: Heroic Feats

Reading	Writing: <i>Narrative - Story</i>	Grammar
<p>Communication: Listening Comprehension Speaking and Listening: Oral Instructions Make Connections Research: Evaluate & Organize Information, Cite Sources</p> <p>Vocabulary Development: Content/Academic Vocabulary Strategy: Homographs & Homophones, Synonyms & Antonyms Generative Vocabulary: Prefixes sub-, fore- Review Prefixes over-, under-, Suffixes -able, -ible, -en, -ic</p> <p>Comprehension Strategies:</p>	<p>Prewriting: Develop a plan for writing; Narrow the topic Select an audience & purpose Summarize each part of the story</p> <p>Drafting: Develop a clear & purposeful organizational structure Describe the setting Develop an engaging central idea Develop real events Add conflict Provide a conclusion</p> <p>Revising:</p>	<p>Parts of Speech (Pronouns): Subject & Object Pronouns Reflexive & Demonstrative Pronouns Pronoun-Antecedent Agreement</p> <p>Conventions (Spelling - Frequently Confused Words): <i>To, Too & Two, There, They're & Their, Its & It's</i></p> <p>Parts of Speech (Nouns): Singular Possessive Nouns Plural Possessive Nouns</p>

<p>Visualize Point of View Synthesize Text Structure Ask & Answer Questions Make Inferences Author's Purpose</p> <p>Genre Characteristics: <u>Fiction</u> - Theme, Elements of Drama, Figurative Language</p> <p><u>Informational Text</u> - Text & Graphic Features</p>	<p>Revise for clarity & to strengthen ideas Develop story elements of setting & conflict Add transitions to signal sequence of events</p> <p>Editing: Identify & correct errors in conventions of grammar: Subject-verb agreement</p> <p>Publishing: Select a publishing format & style Share with an audience</p>	<p>Apostrophe Use in Possessive Nouns</p> <p>Review: Compound & Complex Sentences Progressive Verb Tenses</p>
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Core Texts

<p><i>Mack and the Hidden Tree House</i> - HMH</p> <p><i>Who's a Hero?</i> - HMH</p> <p><i>Prince Charming Misplaces His Bride</i> - Christopher Healy</p> <p><i>Smokejumpers to the Rescue!</i> - Laurie Toupin</p> <p><i>Perseus and the Fall of Medusa</i> - retold by Claire Daniel</p> <p><i>St. Augustine: A Story of America</i> - Cynthia Benjamin</p> <p><i>Love Will See You Through: Martin Luther King, Jr.'s Six Guiding Beliefs (as told by his niece)</i> - Angela Farris Watkins</p>
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Module 5: Art Everywhere

Reading	Writing: <i>Informational - Expository Essay</i>	Grammar
<p>Communication: Listening Comprehension Speaking and Listening: Engage in Discussion, Oral Instructions Research: Paraphrase Make Connections</p> <p>Vocabulary Development: Content/Academic Vocabulary Strategy: Shades of Meaning, Homographs & Homophones</p>	<p>Prewriting: Evaluate possible topics Select a topic Create a research plan Identify a central idea & key details Identify transitions Explore conclusions</p> <p>Drafting: Develop a multi-paragraph essay Use literary devices</p>	<p>Parts of Speech (Modal Auxiliaries): <i>May, Might, Can, Could, Would, Should & Must</i> Using Modal Auxiliaries</p> <p>Parts of Speech (Participles): Present Participles Past Participles Participial Phrases</p>

<p>Generative Vocabulary: Suffixes -ity, -ty, -er, -or, Review Suffixes -en, -ic, -ist, Prefixes un-, in-</p> <p>Comprehension Strategies: Ask & Answer Questions Text Structure Monitor & Clarify Visualize</p> <p>Genre Characteristics: <u>Fiction</u> - Figurative Language</p> <p><u>Informational Text</u> - Ideas & Support, Central Idea, Text & Graphic Features</p> <p><u>Poetry</u> - Elements of Poetry, Figurative Language, Theme</p>	<p>Develop a conclusion</p> <p>Revising: Develop a chronological structure Use of transitions Use of compound sentences</p> <p>Editing: Identify & correct errors in conventions of grammar: Subject-verb agreement Use resource tools to check spelling</p> <p>Publishing: Add a glossary Add quotations Add illustrations or create a title Share with an audience</p>	<p>Parts of Speech (Verbs): Irregular Verbs The Verb <i>Be</i> Helping Verbs</p> <p>Review: Correct Pronouns Punctuation</p>
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Core Texts

<p><i>Carmen Lomas Garza: Bringing Memories to Life</i> - Cynthia Benjamin</p> <p><i>Why Art Centers Matter</i> - HMH</p> <p><i>The Beatles Were Fab (and They Were Funny)</i> - Kathleen Krull & Paul Brewer</p> <p><i>How Can Photos Take Us Back in Time?</i> - The Metropolitan Museum of Art Informational Video</p> <p><i>Let's Dance Around the World</i> - Leticia Ann Kimura & Annabel Wildrick</p> <p><i>The Art of Poetry</i> - Poetry Collection Illustrated by Marian Seoane</p> <p><i>Mr. Ferris and His Wheels</i> - Kathryn Gibbs</p>

Semester 2

Module 6: Marvels of Nature

Reading	Writing: <i>Informational - Letter</i>	Grammar
<p>Communication: Listening Comprehension Speaking and Listening: Give a Presentation</p>	<p>Prewriting: Identify and describe the parts of a formal letter Distinguish between formal & informal English</p>	<p>Parts of Speech (Adjectives): Adjectives After <i>Be</i> Ordering Adjectives</p>

<p>Research: Plan & Gather Information, Create a Multimodal Presentation Media Literacy: Create a Multimodal Presentation Make Connections</p> <p>Vocabulary Development: Content/Academic Vocabulary Strategy: Reference Sources, Shades of Meaning Generative Vocabulary: Greek Roots <i>auto</i>, <i>bio</i>, <i>photo</i>, <i>graph</i>, Review Prefixes un-, in-, Suffixes -ness, -ment</p> <p>Comprehension Strategies: Summarize Text Structure Ask & Answer Questions Author's Craft</p> <p>Genre Characteristics: <u>Informational Text</u> - Text & Graphic Features, Central Idea, Ideas & Support, Simile & Metaphor (Narrative Nonfiction) <u>Poetry</u> - Elements of Poetry</p>	<p>Conduct research for writing Use prewriting strategies to plan writing</p> <p>Drafting: Use organizational patterns correctly Use formal language Write using new vocabulary</p> <p>Revising: Self-correct writing Use word-reference resources Identify synonyms</p> <p>Editing: Identify & correct errors in mechanics: Apply correct punctuation Identify & correct errors in conventions of grammar: Using correctly formatted sentences & sentence structure; Verb-tense</p> <p>Publishing: Check all parts of the letter are present Ensure the letter is polite, interesting & easy to understand Share with an audience</p>	<p>Parts of Speech (Adverbs): Adverbs of Frequency & Intensity Adverbs in Different Parts of Sentences</p> <p>Parts of Speech (Prepositions): Prepositional Phrases Prepositional Phrases to Provide Detail</p> <p>Review: Modal Auxiliaries Participles</p>
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Core Texts

- Incredible Waterfalls* - Donna O'Meara & Ann Stalcup
- Seven Natural Wonders* - HMH
- Mariana Trench* - Michael Woods
- Weird and Wondrous Rocks* - April Pulley Sayre
- Nature's Wonders: Poetry About Our Amazing Earth* - Poetry Collection
- Grand Canyon: A Trail Through Time* - Linda Vieira
- Coral Reefs* - Jason Chin

Module 7: Tricksters and Tall Tales

Reading	Writing: <i>Narrative - Imaginative Story</i>	Grammar
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<p>Communication: Listening Comprehension Speaking and Listening: Engage in Discussion, Give a Presentation Make Connections</p> <p>Vocabulary Development: Content/Academic Vocabulary Strategy: Analogies, Reference Sources Generative Vocabulary: Suffixes -ion, -ity, -ty, Prefixes mis-, pre-, dis-, Review Prefix inter-,</p> <p>Comprehension Strategies: Retell Make & Confirma Predictions Synthesize</p> <p>Genre Characteristics: <u>Fiction</u> - Figurative Language, Characters, Adages & Proverbs, Theme, Media Features, Literary Elements <u>Informational Text</u> - Central Idea, Text & Graphic Features</p>	<p>Prewriting: Use strategies to plan a draft Narrow the topic of the story Select a purpose & audience Describe the characters, setting & events in depth</p> <p>Drafting: Organize the structure of the story Develop an engaging idea Identify types of conflict Identify resolution</p> <p>Revising: Use transitions to manage sequence of events Improve organization & clarity of content Choose words to convey ideas precisely Revise to provide clarity</p> <p>Editing: Identify & correct errors in conventions of grammar: Subject-verb agreement</p> <p>Publishing: Prepare writing for an audience, including adding visual elements such as illustrations Share with an audience</p>	<p>Parts of Speech (Pronouns & Adverbs): Clauses; Relative Pronouns; Relative Adverbs Parts of Speech (Nouns - Abbreviations): People & Places; Mailing Addresses; Time & Measurement Parts of Speech (Adjectives & Adverbs): Comparative & Superlative Forms of Adjectives Comparative & Superlative Forms of Adverbs</p> <p>Review: Prepositions & Prepositional Phrases Irregular Verbs</p>
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Core Texts

- Anaya* - Ruth Feldman
- A Tale of Traditional Tales* - HMH
- Thunder Rose* - Jerdine Nolen
- In the Days of King Adobe* - as told by Joe Hayes
- A Pair of Tricksters* - A Collection of Trickster Tales
- Ten Suns: A Chinese Legend* - retold by Eric A. Kimmel
- The Luck of the Loch Ness Monster: A Tale of Picky Eating* - A.W. Flaherty

Module 8: Food for Thought

Reading	Writing: <i>Opinion - Opinion Essay</i>	Grammar
<p>Communication: Listening Comprehension Speaking and Listening: Oral Instructions Research: Take Notes & Organize Information Make Connections</p> <p>Vocabulary Development: Content/Academic Vocabulary Strategy: Context Clues, Analogies Generative Vocabulary: Latin Roots <i>port, dict</i>, Review Suffixes -ity, -ty, Prefixes sub-, fore-, Greek Roots <i>meter, therm, phon, tele, scope</i>,</p> <p>Comprehension Strategies: Monitor & Clarify Author's Purpose Ask & Answer Questions Make & Confirm Predictions Point of View</p> <p>Genre Characteristics: <u>Fiction</u> - Idioms</p> <p><u>Informational Text</u> - Text & Graphic Features, Ideas & Support, Media Techniques, Central Idea</p>	<p>Prewriting: I Identify task, audience & purpose Consider opinions and topics for opinion essays Gather relevant information Identify & Organize reasons and supporting evidence</p> <p>Drafting: Organize ideas to support opinion Develop an engaging idea; Support opinion with reasons Connect ideas; Persuade Identify features of argumentative writing and call to action</p> <p>Revising: Combine sentences and relate ideas by using conjunctions Identify reasons and supports Clearly connect ideas Use transition words to strengthen writing</p> <p>Editing: Identify & correct errors in mechanics: Spelling Identify & correct errors in conventions of grammar</p> <p>Publishing: Prepare for publication (illustrations, introductions, poems, recipes, layout for a class book, etc.) Share with an audience</p>	<p>Sentence Structure/Clarity: Contractions with <i>Not</i> Using Negatives Avoiding Double Negatives</p> <p>Conventions (Punctuation): End of Sentence Punctuation Capital Letters & Punctuation in Quotations Punctuation Effects Commas with Direct Speech & Names, Commas in Compound Sentences Other Uses of Commas</p> <p>Review: Relative Pronouns and Adverbs Adjectives Comparative & Superlative Adjectives & Adverbs</p>
Core Texts		
<p><i>Not So Sweet</i> - HMH</p> <p><i>To Your Health</i> - HMH</p> <p><i>Eco-Friendly Food</i> - Cath Senker</p> <p><i>Kids Rock Nutrition in the Kitchen</i> - Nutrition.gov</p> <p><i>Bug Bites</i> - HMH</p> <p><i>Now You're Cooking</i> - Rene Saldana Jr.</p> <p><i>It's Disgusting and We Ate It! True Food Facts from Around the World and Throughout History</i> - James Solheim</p>		

Module 9: Global Guardians

Reading	Writing: <i>Informational - Research Report</i>	Grammar
<p>Communication: Listening Comprehension Speaking and Listening: Work Collaboratively Make Connections Research: Organize & Evaluate Information, Paraphrase/Cite Sources</p> <p>Vocabulary Development: Content/Academic Vocabulary Strategy: Synonyms & Antonyms, Context Clues Generative Vocabulary: Suffixes -able, -ible, -ful, -ous, -less, -en, -ic, Review Greek Roots <i>meter, therm, phon, tele,</i></p> <p>Comprehension Strategies: Make Inferences Retell Summarize Ask & Answer Questions Author's Craft Text Structure</p> <p>Genre Characteristics: <u>Fiction</u> - Theme, Idioms, Figurative Language <u>Informational Text</u> - Ideas & Support, Text & Graphic Features, Literary Elements (Biography)</p>	<p>Prewriting: Identify the features of a research report Create a research plan Identify primary & secondary research sources Gather & evaluate sources Take notes Identify ideas & details for writing</p> <p>Drafting: Draft multi paragraph texts Find & use research Quote from sources Develop a bibliography</p> <p>Revising: Correctly quote from sources Identify main idea and important details</p> <p>Editing: Correctly format a bibliography Identify & correct errors in mechanics: Correctly format quotations Identify & correct errors in conventions of grammar</p> <p>Publishing: Share writing with an audience beyond the classroom</p>	<p>Mechanics (Titles): Capitalization & Writing Titles</p> <p>Conventions (Punctuation): End Punctuation Commas before Coordinating Conjunctions</p> <p>Parts of Speech (Adjectives): Making Comparisons Comparisons with <i>More & Most</i> Comparing with <i>Good & Bad</i></p> <p>Parts of Speech (Pronouns): Possessive Pronouns Possessive Pronouns with Nouns & Alone Using Possessive Pronouns</p> <p>Review: Commas</p>

Core Texts

The Lifecycle of Trash - HMH

The Eco Guardians - HMH

Luz Sees the Light - Claudia Davila

On Sea Turtle Patrol - Nancy Dawson

How Can We Reduce Household Waste? - Mary K. Pratt

Seeds of Change - Jen Cullerton Johnson

Module 10

Reading

Writing: *Informational - Expository Essay*

Grammar

Communication:

Listening Comprehension
 Speaking and Listening: Give a Presentation
 Research: Plan & Gather Information
 Media Literacy: Interpret/Analyze Media
 Make Connections

Vocabulary Development:

Content/Academic Vocabulary
 Strategy: Reference Sources, Synonyms & Antonyms
 Generative Vocabulary: Latin Roots *tele*, *port*, *graph*,
 Review Suffixes -en, -ic, Prefixes il-, ir-, im-, in-

Comprehension Strategies:

Monitor & Clarify
 Text Structure
 Ask & Answer Questions
 Make Inferences
 Point of View
 Author's Craft

Genre Characteristics:

Fiction - Plot

Informational Text - Text & Graphic Features, Central Idea, Media Techniques

Prewriting:

Use prewriting strategies to plan writing
 Conduct research for writing

Drafting:

Draft multi paragraph texts
 Find & use research
 Quote from sources

Revising:

Improve sentence structure by combining sentences
 Link ideas using conjunctions
 Further focus ideas
 Develop a strong topic sentence

Editing:

Identify & correct errors in mechanics: Spelling
 Identify & correct errors in conventions of grammar

Publishing:

Add an artistic/interpretive element that is representative of the topic to support audience understanding
 Share with an audience

Parts of Speech (Pronouns):

Using *I* & *Me*
 Using the Right Pronoun
 Reflexive Pronouns
 Pronoun Contractions
 Pronouns & Homophones

Conventions (Spelling):

(Frequently Misspelled Words) -
 Homophones
 Words with Endings
 Words with Suffixes

Review:

Possessive Pronouns

Core Texts

The Unbroken Code of the Navajo Code Talkers - Catherine Ripley

How Has Technology Changed Communication? - HMH

The History of Communication - HMH

A New Language - Invented by Kids! - Charnan Simon

Dolphin Dinner - National Geographic Kids

Cooper's Lesson - Sun Yung Shin

The Museum Book: A Guide to Strange and Wonderful Collections - Jan Mark