

Portales Municipal Schools
CURRICULUM MAP

Subject: Spanish Language Arts	2010	Grade Level: 4
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Essential Questions: What are the essential story elements? How do you identify a word's meaning? In what ways can prior knowledge enhance interpretation of what is read?					
Nine Weeks	Strand/Standard/Benchmark	Performance Standard	Concepts/ Skills <small>Review/Extend previously introduced skill unless noted</small>	Suggested Student Activities/Assessments	Resources/Materials
1st	<p>Content Standard I READING AND LISTENING FOR COMPREHENSION: Students will apply strategies and skills to comprehend information that is read, heard, and viewed.</p> <p>K-4 Benchmark I-A: Listen to, read, react to, and retell information</p>	<p>1. Use meta-cognitive strategies to comprehend text and to clarify meaning of vocabulary (e.g., re-read the text, consult other sources, ask for help, paraphrase, question).</p> <p>2. Visualize and recall story details, including characterization and sequence.</p> <p>3. Read a variety of texts, including: fiction (e.g., legends, novels, folklore, science fiction), non-fiction (e.g., autobiographies, informational books, diaries, and journals), poetry, drama.</p> <p>4. Increase vocabulary through reading, listening and interacting.</p>	<p><u>Story Elements</u></p> <ol style="list-style-type: none"> 1. Analyze Character & Setting 2. Sequence of Events 3. Plot-Problem & Solution <p><u>Vocabulary</u></p> <ol style="list-style-type: none"> 1. Synonyms/Antonyms 2. Connotation/denotation 3. Prefixes 4. Word origins <p><u>Critical Thinking Skills</u></p> <ol style="list-style-type: none"> 1. Making Inferences 2. Predictions 3. Evaluate 4. Summarize 5. Compare /contrast <p><u>Genre Study & Reading</u></p> <ol style="list-style-type: none"> 1. realistic Fiction 2. nonfiction 3. poetry 4. biography 5. Social Studies 6. Author's purpose 	<p><u>Story Elements -Analyzing Character & Setting</u> Activity: TSW create a collage to represent both the setting and a character from the reading. Assessment: Orally present collages and reasoning for particular placement of pictures/words. Allow for questioning from peers</p> <p><u>Story Elements –Story Structure</u> Activity: TSW identify story structure on a handprint. On each finger (character, setting, problem, solution, and genre) and on the palm provide the main idea in 10 words or less. Assessment: Student will use to retell the story to a partner successfully.</p> <p><u>Vocabulary-Synonyms & Antonyms</u> Activity: Take a piece of paper, folded in half lengthwise. Cut slits in one side for number of synonyms/antonyms wanted. Students will write vocabulary words on top, under side: synonyms, bottom side: antonyms. Assessment: Grade students' word choice for accuracy. Ask students for reasoning behind word selection</p> <p><u>Critical Thinking Skills-Making Inferences</u> Activity: Students will utilize the graphic organizer from suggested site to organize details from reading to make inferences. Students could work independently or grouped as teacher sees fit. Assessment: Students will turn in graphic organizer to be graded by the teacher.</p>	<p>Magazines, newspapers, etc., scissors, glue, poster board or construction paper 8 ½ by 11 white paper, scissors, thesaurus, dictionary</p> <p>Create a wreath using the handprints from each story for the unit. Then place the unit theme in the middle.</p> <p>Paper,scissors</p> <p>http://www.greece.k12.nv.us/instruction/ela/6-12/Tools/inferencenotes.pdf</p>

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Nine Weeks	Strand/Standard/Benchmark	Performance Standard	Concepts/ Skills	Suggested Student Activities/Assessments	Resources/Materials
1st	K-4 Benchmark I-B: Locate and use a variety of resources to acquire information across the curriculum	<p>1. Use key words, indices, cross-references, and letters on volumes to find information.</p> <p>2. Use multiple representations of information (e.g., maps, charts, photos) to find information</p>	<p>Study Skills</p> <p>1. Reference Sources-Dictionary</p>	<p>Study Skills-Using a Dictionary/Thesaurus Activity: Students will race to see who can look up their spelling words the fastest. Students will stand once they find the word and then share the different ways a dictionary can help them. Assessment: Checklist</p> <p>Study Skills-Maps Activity: Students will create a scavenger hunt using a map to locate various places various places. Assessment: Sharing completed project with class and teacher.</p> <p>Study Skills-Reference Sources Activities: TSW research a person of interest using an encyclopedia and compose a series of interview questions that they would ask that person if they were available. Assessment: Interview questions and their appropriateness.</p>	<p>Spelling words, dictionary</p> <p>Student atlas</p> <p>Encyclopedias</p>

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Nine Weeks	Strand/Standard/Benchmark	Performance Standard	Concepts/ Skills	Suggested Student Activities/Assessments	Resources/Materials
1st	K-4 Benchmark I-C: Demonstrate critical thinking skills to comprehend written, spoken, and visual information	1. Respond to fiction, poetry, and drama using interpretive, critical and evaluative processes by: <ol style="list-style-type: none"> a. analyzing author's word choice and context, b. examining reasons for characters' actions, c. identifying and examining characters' motives, and d. considering a situation or problems from different characters' perspectives. 2. Respond to non-fiction using interpretive, critical and evaluative processes. <ol style="list-style-type: none"> 3. Analyze characters, events and plots from different texts and cite supporting evidence. 4. Analyze how language and visuals bring characters to life, enhance plot development and produce a response. 5. Demonstrate deductive and inductive reasoning by drawing logical conclusions. 	<p><u>Story Elements</u></p> <ol style="list-style-type: none"> 1. Analyze Character & Setting 2. Sequence of Events 3. Plot-Problem & Solution <p><u>Critical Thinking Skills</u></p> <ol style="list-style-type: none"> 1. Making Inferences 2. Predictions 3. Evaluate 4. Summarize 5. Compare /contrast <p><u>Genre Study & Reading</u></p> <ol style="list-style-type: none"> 1. realistic Fiction 2. nonfiction 3. poetry 4. biography 5. Social Studies 6. Author's purpose 	<p><u>Story Elements-Plot/Problem & Solution Activity:</u> Students will determine the problem & solution found in <u>The Three Little Pigs</u>. They will break into groups and role play for the class what they feel is the PLOT of the story. Discuss role play as a class.</p> <p><u>Assessment:</u> Checklist to determine if group accurately demonstrated the plot.</p> <p><u>Critical Thinking-Summarize Activity:</u> TSW trace their hand on paper and in each finger write a major event in the order that it occurred or a Who, What, Where, When, Why, and How statement from the literature.</p> <p><u>Assessment:</u> Teacher will grade summary hands for accuracy</p>	<p>Copy of <u>The Three Little Pigs</u></p> <p style="text-align: center;">paper</p>

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1st	<p>K-4 Benchmark I-D: Acquire reading strategies which include phonemic awareness, phonics, fluency, vocabulary and comprehension.</p>	<p>1. Use word identification strategies appropriately and automatically when encountering words (e.g., graphophonic, syntactic, semantic).</p> <p>2. Identify key words and discover their relationships.</p> <p><i>3. Adjust speed of reading to suit purpose and difficulty of material.</i></p> <p><i>4. Read aloud with fluency and comprehension grade-level text.</i></p> <p>5. Increase vocabulary through reading, listening, and interacting.</p>	<p><u>Vocabulary</u></p> <ol style="list-style-type: none"> 1. Synonyms/Antonyms 2. Connotation/denotation 3. Prefixes 4. Word origins 	<p>Vocabulary-connotation and denotation</p> <p>Activity: TSW examine the connotation and denotation of words. Then they will find the denotation or meaning of their name. They will fill in the information on the provided worksheet. They will finally discuss the connotation of their name along with the names of others.</p> <p>Assessment: Teacher will review completed worksheets found on the website.</p>	<p>www.instructorweb.com</p> <p>look for connotation versus denotation lesson plan in language arts section</p>

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Nine Weeks	Strand/Standard/Benchmark	Performance Standard	Concepts/ Skills	Suggested Student Activities/Assessments	Resources/Materials
1st	<p>Content Standard III - LITERATURE AND MEDIA: <i>Students will use literature and media to develop an understanding of people, societies, and the self.</i></p> <p>K-4 Benchmark III-A: Use language, literature, and media to gain and demonstrate awareness of cultures around the world</p>	<p>1. Examine the reasons for characters' actions.</p> <p>2. Identify and examine characters' motives.</p> <p>3. Consider a situation or problem from different characters' point of view.</p> <p><i>4. Trace the exploits of character types across literature and media depicting various cultures.</i></p>	<p><u>Story Elements</u></p> <ol style="list-style-type: none"> 1. Analyze Character & Setting 2. Sequence of Events 3. Plot-Problem & Solution <p><u>Critical Thinking Skills</u></p> <ol style="list-style-type: none"> 1. Making Inferences 2. Predictions 3. Evaluate 4. Summarize 5. Compare /contrast <p><u>Genre Study & Reading</u></p> <ol style="list-style-type: none"> 1. realistic Fiction 2. nonfiction 3. poetry 4. biography 5. Social Studies 6. Author's purpose 	<p>Story Elements-Main Idea, Critical Thinking-Predictions & Generalizations</p> <p>Activity: Groups will play board games that focus on the above skills</p> <p>Assessment: Completion of game</p> <p>Critical Thinking-different characters' point of view</p> <p>Activity: The students will choose an event in a story and rewrite that event from another character's point of view.</p> <p>Assessment: Completion of writing piece and sharing with teacher and other students.</p>	<p>Main Idea, Predicting Outcomes, and Reading Between the Lines (Learning Well company) from school bookroom</p>

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Nine Weeks	Strand/Standard/Benchmark	Performance Standard	Concepts/ Skills	Suggested Student Activities/Assessments	Resources/Materials
1st	K-4 Benchmark III-B. Identify and use the types of literature according to their purpose and function	<p>1. Identify beginning, middle, and end of a story.</p> <p>2. Describe the contextual differences of various forms of literature.</p> <p>3. Describe the reasons why an author would choose a particular genre.</p> <p>4. Compose fiction, non fiction, poetry and drama, using self-selected or assigned topics and forms.</p> <p>5. Respond to fiction, non fiction, poetry, and drama using interpretive, critical, and evaluative processes by:</p> <ul style="list-style-type: none"> • analyzing author’s word choice and context • examining reasons for characters’ actions • identifying and examining characters’ motives • considering a situation or problems from different characters’ perspectives 	<p><u>Story Elements</u></p> <ol style="list-style-type: none"> 1. Analyze Character & Setting 1. Sequence of Events 2. Plot-Problem & Solution <p><u>Critical Thinking Skills</u></p> <ol style="list-style-type: none"> 1. Making Inferences 2. Predictions 3. Evaluate 4. Summarize 5. Compare /contrast <p><u>Genre Study & Reading</u></p> <ol style="list-style-type: none"> 1. realistic Fiction 2. nonfiction 3. poetry 4. biography 5. Social Studies 6. Author’s purpose <p><u>Writing</u></p> <ol style="list-style-type: none"> 1. Personal narrative 	<p>Story Elements-Beginning, Middle, & End and Sequence of Events Activities: Students will choose a comic strip that has been cut apart and organize it in order from beginning to end. Assessment: Student presentation of final product</p> <p>Critical Thinking Skills-Predictions Activities: Students will respond to literature by writing a prediction and about a character prior to finishing piece. Assessment: Journal entry on whether prediction was accurate and why.</p> <p>Genre Study and reading-Differences in various forms of literature/ author’s purpose Activities: Students will create a chart to compare two different types of genres that they have read in a particular unit. Assessment: Student presentation of chart.</p>	<p>Scrambled up comic strips with simple story lines, paper, and glue</p> <p>Piece of literature, paper/journal</p>

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Essential Questions: How does the author use story elements to enhance reading? What effects a word's meaning? In what ways can prior knowledge enhance interpretation of what is read?					
Nine Weeks	Strand/Standard/Benchmark	Performance Standard	Concepts/ Skills	Suggested Student Activities/Assessments	Resources/Materials
2nd	<p>Content Standard I READING AND LISTENING FOR COMPREHENSION: Students will apply strategies and skills to comprehend information that is read, heard, and viewed.</p> <p>K-4 Benchmark I-A: Listen to, read, react to, and retell information</p>	<p>1. Use meta-cognitive strategies to comprehend text and to clarify meaning of vocabulary (e.g., re-read the text, consult other sources, ask for help, paraphrase, question).</p> <p>2. Visualize and recall story details, including characterization and sequence.</p> <p>3. Read a variety of texts, including: fiction (e.g., legends, novels, folklore, science fiction), non-fiction (e.g., auto-biographies, informational books, diaries, and journals), poetry, drama.</p> <p>4. Increase vocabulary through reading, listening and interacting.</p>	<p><u>Story Elements</u></p> <ol style="list-style-type: none"> 1. Sequence of Events 2. Main Idea/details <p>Ongoing: Analyze characters & setting, main idea, beginning, middle, and end</p> <p><u>Vocabulary</u></p> <ol style="list-style-type: none"> 1. Base words 2. Prefixes/suffixes 3. Context clues 4. Paragraph clues 5. Homophones 6. idioms <p><u>Critical Thinking Skills</u></p> <ol style="list-style-type: none"> 1. Cause & Effect 2. Summarize 3. Fact & Opinion 4. Make inferences 5. Analyze text 6. Evaluate 7. Draw conclusions 8. Formulate question <p><u>Genre Study & Reading</u></p> <ol style="list-style-type: none"> 1. Historical Fiction 2. nonfiction/fiction 3. poetry 4. biography 5. Social Studies/Science 6. Author's purpose 7. legend 8. realistic fiction 	<p>Story Elements-Sequence of Events Activity: Students will create a story board broken into 6 sections illustrating the sequence of the main events in a story. Assessment: Teacher evaluation of storyboard using a rubric</p> <p>Vocabulary-Context Clues Activity: Context Clue Game Assessment: Completion of game</p> <p>Critical Thinking-Cause and Effect Activity: Students will create 4 cards consisting of "What causes you to _____?" They will fill in an effect on each of their 4 cards. While moving around the room, students will choose peers to answer the questions (cause). Student will label their cards as cause or effect. Assessment: Completed index cards</p>	<p>Paper and literature</p> <p>Context Clues (Learning Well company) game from the school bookroom</p> <p>No materials needed.</p>

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2nd	K-4 Benchmark I-B: Locate and use a variety of resources to acquire information across the curriculum	<p>1. Use key words, indices, cross-references, and letters on volumes to find information.</p> <p>2. Use multiple representations of information (e.g., maps, charts, photos) to find information</p>	<p><u>Study Skills</u></p> <p>1. chart</p>	<p>Study Skills-Reference Sources Activity: Compile a two chunk Schaffer report on a research topic using all reference sources available. Assessment: The proper use of dictionaries, thesauruses, and encyclopedia</p> <p>Study Skills-Graphic Aids Activity: As a class prepare a flowchart depicting a routine from the student's day. <i>EX: Breakfast routine</i> Post final product in classroom for use Assessment: Flowchart</p> <p>Study Skills-Graphic Aids Activity: TSW list at least five signs and translate the sign's meaning into words. Assessment: A list of five signs and their meanings.</p>	<p>Reference material and Schaffer modeling</p> <p>Large paper and markers</p>

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2nd	K-4 Benchmark I-C: Demonstrate critical thinking skills to comprehend written, spoken, and visual information	<p>1. Respond to fiction, poetry, and drama using interpretive, critical, and evaluative processes by:</p> <ul style="list-style-type: none"> • analyzing author's word choice and context • examining reasons for characters' actions • identifying and examining characters' motives • considering a situation or problems from different characters' perspectives <p>2. Respond to non-fiction using interpretive, critical, and evaluative processes.</p> <p>3. Analyze characters, events, and plots from different texts and cite supporting evidence.</p> <p>4. Analyze how language and visuals bring characters to life, enhance plot development, and produce a response.</p> <p>5. Demonstrate deductive and inductive reasoning by drawing logical conclusions.</p>	<p><u>Story Elements</u></p> <ol style="list-style-type: none"> 1. Sequence of Events 2. Main Idea/details <p>Ongoing: Analyze characters & setting, main idea, beginning, middle, and end</p> <p><u>Critical Thinking Skills</u></p> <ol style="list-style-type: none"> 1. Cause & Effect 2. Summarize 3. Fact & Opinion 4. Make inferences 5. Analyze text 6. Evaluate 7. Draw conclusions 8. Formulate question 	<p>Story Elements-Characterization:</p> <p>Activity: Students will analyze characters in a 3 column chart. First column: character, second column: traits, third column: evidence from the text</p> <p>Assessment: Teacher evaluation of chart</p> <p>Critical Thinking-Fact & Opinion</p> <p>Activity: Fold a piece of paper in half. Label one side FACT and the other OPINION. TSW distinguish facts from opinions by sorting story details and record in the proper column.</p> <p>Assessment: Grade student papers for accuracy.</p>	

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2nd	K-4 Benchmark I-D: Acquire reading strategies which include phonemic awareness, phonics, fluency, vocabulary and comprehension.	<p>1. Use word identification strategies appropriately and automatically when encountering words (e.g., graphophonic, syntactic, semantic).</p> <p>2. Identify key words and discover their relationships.</p> <p><i>3. Adjust speed of reading to suit purpose and difficulty of material.</i></p> <p><i>4. Read aloud with fluency and comprehension grade-level text.</i></p> <p>5. Increase vocabulary through reading, listening, and interacting.</p>	<p><u>Vocabulary</u></p> <ol style="list-style-type: none"> 1. Base words 2. Prefixes/suffixes 3. Context clues 4. Paragraph clues 5. Homophones 6. idioms 	<p>Vocabulary-Suffixes Activity: Students will come to the overhead and take a turn at the suffix spinner. The spinner will land on a suffix. The student must combine that suffix with a base word appropriately. Class could even be broken into teams. Assessment: Keep score, observe, discuss as necessary</p> <p>Vocabulary-Context Clues Activity: TSW create context clues to identify their weekly vocabulary words forming at least one sentence per word. Assessment: Peer review as well as teacher review</p>	<p>Clear overhead spinner labeled with multiple suffixes</p> <p>Paper and weekly vocabulary words</p>

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2nd	<p>Content Standard III - LITERATURE AND MEDIA: <i>Students will use literature and media to develop an understanding of people, societies, and the self.</i></p> <p>K-4 Benchmark III-A: Use language, literature, and media to gain and demonstrate awareness of cultures around the world</p>	<p>1. Examine the reasons for characters' actions.</p> <p>2. Identify and examine characters' motives.</p> <p>3. Consider a situation or problem from different characters' point of view.</p> <p><i>4. Trace the exploits of character types across literature and media depicting various cultures.</i></p>	<p><u>Story Elements</u></p> <ol style="list-style-type: none"> 1. Sequence of Events 2. Main Idea/details <p>Ongoing: Analyze characters & setting, main idea, beginning, middle, and end</p> <p><u>Critical Thinking Skills</u></p> <ol style="list-style-type: none"> 1. Cause & Effect 2. Summarize 3. Fact & Opinion 4. Make inferences 5. Analyze text 6. Evaluate 7. Draw conclusions 8. Formulate question <p><u>Genre Study & Reading</u></p> <ol style="list-style-type: none"> 1. Historical Fiction 2. nonfiction/fiction 3. poetry 4. biography 5. Social Studies/Science 6. Author's purpose 7. legend 8. realistic fiction 	<p>Story Elements-Point of View Activity: Students will compare and contrast the different points of view in <u>The Three Little Pigs</u> and <u>The True Story of the Three Little Pigs</u> by completing a Venn diagram as the planning to a written response. Assessment: Venn Diagram</p> <p>Critical Thinking-Cause & Effect Activity: TSW write one cause, pass to a different student in the room, write the effect of that cause, pass again, creating a cause and effect chain. Assessment: Observation and response chain</p>	<p><u>The Three Little Pigs</u>, <u>The True Story of the Three Little Pigs</u> (found in school bookroom), and paper</p>

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2nd	K-4 Benchmark III-B. Identify and use the types of literature according to their purpose and function	<p>1. Identify beginning, middle, and end of a story.</p> <p>2. Describe the contextual differences of various forms of literature.</p> <p>3. Describe the reasons why an author would choose a particular genre.</p> <p>4. Compose fiction, non fiction, poetry and drama, using self-selected or assigned topics and forms.</p> <p>5. Respond to fiction, non fiction, poetry, and drama using interpretive, critical, and evaluative processes by:</p> <ul style="list-style-type: none"> • analyzing author’s word choice and context • examining reasons for characters’ actions • identifying and examining characters’ motives • considering a situation or problems from different characters’ perspectives 	<p><u>Story Elements</u></p> <ol style="list-style-type: none"> 1. Sequence of Events 2. Main Idea/details <p>Ongoing: Analyze characters & setting, main idea, beginning, middle, and end</p> <p><u>Critical Thinking Skills</u></p> <ol style="list-style-type: none"> 1. Cause & Effect 2. Summarize 3. Fact & Opinion 4. Make inferences 5. Analyze text 6. Evaluate 7. Draw conclusions 8. Formulate question <p><u>Genre Study & Reading</u></p> <ol style="list-style-type: none"> 1. Historical Fiction 2. nonfiction/fiction 3. poetry 4. biography 5. Social Studies/Science 6. Author’s purpose 7. legend 8. realistic fiction <p><u>Writing</u></p> <ol style="list-style-type: none"> 1. How-to article 2. response to literature 	<p>Story Elements-Beginning, Middle & End Activity: TSW read a portion of a leveled reader from reading series or other short piece of literature. They will determine whether they are reading the beginning, middle, or end of the story, and write a story filling in the missing components. Assessment: Student’s final piece should have a defined beginning, middle, and end</p> <p>Critical Thinking-Summarize Activity: TSW trace their hand on paper and in each finger write a major event in the order that it occurred or a Who, What, Where, When, Why, and How statement from the literature. Assessment: Teacher will grade summary hands for accuracy</p> <p>Genre Study and reading-Author’s Purpose Activity: TSW research a newspaper for articles, advertisements, etc, that show different purposes behind the authors’ work and cut out two pieces with at least two different purposes. Findings will be posted by category as reference. Students will defend their reasoning. Assessment: Rubric covering accuracy of purpose as well as student reasoning</p>	<p>Copies of short pieces of literature broken into beginning, middle, and end segments to be dispersed</p> <p>Literature and paper</p> <p>Newspapers, tape, scissors, posters labeled: Inform, Persuade, and Entertain</p>

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Essential Questions: How does the order in which a story takes place effect the story elements? How can vocabulary be used to enhance the meaning behind a story? In what ways can prior knowledge enhance interpretation of what is read?					
Nine Weeks	Strand/Standard/Benchmark	Performance Standard	Concepts/ Skills	Suggested Student Activities/Assessments	Resources/Materials
3rd	<p>Content Standard I READING AND LISTENING FOR COMPREHENSIO N: Students will apply strategies and skills to comprehend information that is read, heard, and viewed.</p> <p>K-4 Benchmark I-A: Listen to, read, react to, and retell information</p>	<p>1. Use meta-cognitive strategies to comprehend text and to clarify meaning of vocabulary (e.g., re-read the text, consult other sources, ask for help, paraphrase, question).</p> <p>2. Visualize and recall story details, including characterization and sequence.</p> <p>3. Read a variety of texts, including: fiction (e.g., legends, novels, folklore, science fiction), non-fiction (e.g., auto-biographies, informational books, diaries, and journals), poetry, drama.</p> <p>4. Increase vocabulary through reading, listening and interacting.</p>	<p><u>Story Elements</u></p> <ol style="list-style-type: none"> 1. Steps in a Process 2. Sequence of Events 3. main ideas/details 4. theme 5. description <p>Ongoing: Analyze characters & setting, main idea, beginning, middle, and end</p> <p><u>Vocabulary</u></p> <ol style="list-style-type: none"> 1. suffixes 2. antonyms 3. Context Clues 4. Greek roots 5. word origins 6. multiple meaning <p><u>Critical Thinking Skills</u></p> <ol style="list-style-type: none"> 1. Drawing Conclusions 2. Fact & Opinion 3. Making Inferences 4. summarize 5. analyze text 6. evaluate 7. monitor comp. 8. author's perspective 9. homographs 10. multiple meaning 11. judgements 12. visualize <p><u>Genre Study & Reading</u></p> <ol style="list-style-type: none"> 1. play 2. realistic ficion 3. art 4. fiction/nonfiction 5. fantasy 6. fable 7. science 8. historical fiction 9. poetry 	<p>Story Elements-Sequence of Events: Activity: TSW prepare a summary of a story that is read through paraphrasing. Then they will cut up the summary into several pieces. Then student will exchange it with a partner. The partner will put the pieces back together in order of events. Assessment: Students will evaluate each other's "put together" stories for accuracy.</p> <p>Vocabulary-suffixes Activity: TSW utilize the dictionary and identify the commonalities of words that end with the same suffix and construct their own definition for each suffix. Assessment: Student definitions are clear and appropriate.</p> <p>Critical Thinking-Fact & Opinion Activity: TSW identify three facts and two opinions about themselves and record them on paper. Then the class will guess which facts and opinions belong to which students. Assessment: Grade papers to determine if students were able to identify the differences between facts and opinions.</p> <p>Study Skills-Variou s Texts Activities: TSW break into groups. Each group will have a different variety of text, EX: recipe, newspaper article, magazine article, etc. TSW evaluate that piece and write a similar example on student selected topic. Assessments: Rubric grading the presentation of the groups' final pieces.</p>	<p>Dictionaries</p> <p>Paper</p> <p>Variety of reading sources for student use (newspapers, magazines, recipes, etc)</p>

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3rd	K-4 Benchmark I-B: Locate and use a variety of resources to acquire information across the curriculum	<p>1. Use key words, indices, cross-references, and letters on volumes to find information.</p> <p>2. Use multiple representations of information (e.g., maps, charts, photos) to find information</p>	<p><u>Study Skills</u></p> <ol style="list-style-type: none"> 1. line graph 2. technical manual 	<p>Study Skills-Graphic Aids Activities: TSW compile information from a story to construct a chart, graph, or timeline to depict details from their reading. Students will share their representations and reasons why they chose that type of graph. Assessments: Completed graphs, charts, timelines, and tables</p> <p>Study Skills-Using an encyclopedia Activity: TSW search for different topics in the encyclopedia index, and then will use the information given in the index to locate that topic in the encyclopedia and answer questions previously selected by the teacher. Assessments: Completed answers to questions for each topic given</p>	<p>Chart paper, graph paper</p> <p>Encyclopedia indices, encyclopedias, list of preselected topics and questions to be answered</p>

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Subject:	Spanish Language Arts	2010	Grade Level:	4
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Nine Weeks	Strand/Standard/Benchmark	Performance Standard	Concepts/ Skills	Suggested Student Activities/Assessments	Resources/Materials
3rd	K-4 Benchmark I-C: Demonstrate critical thinking skills to comprehend written, spoken, and visual information	<p>1. Respond to fiction, poetry, and drama using interpretive, critical, and evaluative processes by: (Same as III-B.5)</p> <ul style="list-style-type: none"> • analyzing author's word choice and context • examining reasons for characters' actions • identifying and examining characters' motives • considering a situation or problems from different characters' perspectives <p>2. Respond to non-fiction using interpretive, critical, and evaluative processes.</p> <p>3. Analyze characters, events, and plots from different texts and cite supporting evidence.</p> <p>4. Analyze how language and visuals bring characters to life, enhance plot development, and produce a response.</p> <p>5. Demonstrate deductive and inductive reasoning by drawing logical conclusions.</p>	<p><u>Vocabulary</u></p> <ol style="list-style-type: none"> 1. suffixes 2. antonyms 3. Context Clues 4. Greek roots 5. word origins 6. multiple meaning <p><u>Critical Thinking Skills</u></p> <ol style="list-style-type: none"> 1. Drawing Conclusions 2. Fact & Opinion 3. Making Inferences 4. summarize 5. analyze text 6. evaluate 7. monitor comprehension 8. author's perspective 9. homographs 10. multiple meaning 11. judgments 12. visualize <p><u>Genre Study & Reading</u></p> <ol style="list-style-type: none"> 1. play 2. realistic fiction 3. art 4. fiction/nonfiction 5. fantasy 6. fable 7. science 8. historical fiction 9. poetry <p><u>Study Skills</u></p> <ol style="list-style-type: none"> 1. line graph 2. technical manual 	<p>Vocabulary-Root Words</p> <p>Activity: TSW use a Greek and Latin root word list to select a root of their choice. From there they will identify and list as many words containing that root as possible, research the meaning of those words, and discovering what the words have in common by recording their results and presenting them orally to the class. The students should discover the words all have the root words' meaning in common and be able to explain.</p> <p>Assessment: Completed list and student definition for the common root</p> <p>Critical Thinking-Making Inferences</p> <p>Activity: TSW examine the story of <u>Goldilocks and the Three Bears</u> and make as many inferences about Goldilocks' character as possible, recording their character traits on adding machine tape, and making a spectrum from positive traits to negative. Students will explain the character traits and their reasoning behind the placement on the spectrum.</p> <p>Assessment: Recorded inferences</p> <p>Study Skills-Graphic Aids</p> <p>Activity: Students will take characteristics from above activity to construct a chart or graph to identify the frequency of those traits or the different traits identified by the class.</p> <p>Assessment: Accuracy of data plotted on charts</p>	<p>List of Greek/Latin roots and dictionaries</p> <p>Sharon-Gatti Carson training materials attended by all teachers Adding machine tape <u>Goldilocks and the Three Bears</u></p> <p>Chart/Graph paper</p>

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3rd	<p>K-4 Benchmark I-D: Acquire reading strategies which include phonemic awareness, phonics, fluency, vocabulary and comprehension.</p>	<p>1. Use word identification strategies appropriately and automatically when encountering words (e.g., graphophonic, syntactic, semantic).</p> <p>2. Identify key words and discover their relationships.</p> <p><i>3. Adjust speed of reading to suit purpose and difficulty of material.</i></p> <p><i>4. Read aloud with fluency and comprehension grade-level text.</i></p> <p>5. Increase vocabulary through reading, listening, and interacting.</p>	<p><u>Vocabulary</u></p> <ol style="list-style-type: none"> 1. suffixes 2. antonyms 3. Context Clues 4. Greek roots 5. word origins 6. multiple meaning 	<p>Vocabulary-Context Clues</p> <p>Activity: Through independent reading, students will identify and record an unknown word as well as the prediction of the meaning of that word by using the context clues available. Then compare their meaning to the actual meaning of the word. Both definitions can be recorded as notes or in web style.</p> <p>Assessment: Student will turn in their notes/web to be graded</p>	<p>Literature, dictionaries, and paper</p>

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3rd	<p>Content Standard III - LITERATURE AND MEDIA: <i>Students will use literature and media to develop an understanding of people, societies, and the self.</i></p> <p>K-4 Benchmark III-A: Use language, literature, and media to gain and demonstrate awareness of cultures around the world</p>	<p>1. Examine the reasons for characters' actions.</p> <p>2. Identify and examine characters' motives.</p> <p>3. Consider a situation or problem from different characters' point of view.</p> <p>4. Trace the exploits of character types across literature and media depicting various cultures.</p>	<p><u>Critical Thinking Skills</u></p> <ol style="list-style-type: none"> 1. Drawing Conclusions 2. Fact & Opinion 3. Making Inferences 4. summarize 5. analyze text 6. evaluate 7. monitor comprehension 8. author's perspective 9. homographs 10. multiple meaning 11. judgments 12. visualize <p><u>Study Skills</u></p> <ol style="list-style-type: none"> 1. technical manuals <p><u>Genre Study & Reading</u></p> <ol style="list-style-type: none"> 1. play 2. realistic fiction 3. art 4. fiction/nonfiction 5. fantasy 6. fable 7. science 8. historical fiction 9. poetry 	<p>Critical Thinking-Characters' motives Activity: TSW choose one character and identify one or more things that the character did in the story. They will then look through the text to find proof of a motive or reason for that action. Assessment: Students will share their findings with one another.</p> <p>Critical Thinking-different point of view Activity: TSW choose one event from the story that was read. They will then choose a different character from the story and write that part of the story from the new character's point of view. Assessment: Students will share their written pieces with one another. The rest of the class will guess whose point of view that even is being told from.</p>	

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3rd	K-4 Benchmark III-B. Identify and use the types of literature according to their purpose and function	<p>1. Identify beginning, middle, and end of a story.</p> <p>2. Describe the contextual differences of various forms of literature.</p> <p>3. Describe the reasons why an author would choose a particular genre.</p> <p>4. Compose fiction, non fiction, poetry and drama, using self-selected or assigned topics and forms.</p> <p>5. Respond to fiction, non fiction, poetry, and drama using interpretive, critical, and evaluative processes by:</p> <ul style="list-style-type: none"> • analyzing author’s word choice and context • examining reasons for characters’ actions • identifying and examining characters’ motives • considering a situation or problems from different characters’ perspectives 	<p><u>Story Elements</u></p> <ol style="list-style-type: none"> 1. Steps in a Process 2. Sequence of Events 3. main ideas/details 4. theme 5. description <p>Ongoing: Analyze characters & setting, main idea, beginning, middle, and end</p> <p><u>Critical Thinking Skills</u></p> <ol style="list-style-type: none"> 1. Conclusions 2. Fact & Opinion 3. Making Inferences 4. summarize 5. analyze text 6. evaluate 7. monitor comprehension 8. author’s perspective 9. homographs 10. multiple meaning 11. judgements 12. visualize <p><u>Genre Study & Reading</u></p> <ol style="list-style-type: none"> 10. play 11. realistic ficion 12. art 13. fiction/nonfiction 14. fantasy 15. fable 16. science 17. historical fiction 18. poetry <p><u>Writing</u></p> <ol style="list-style-type: none"> 1. response to literature 2. summary 3. descriptive 	<p><u>Story Elements-Sequence of Events</u> Activity: TSW play a sequence game Assessment: Completed Game</p> <p><u>Critical Thinking Skills-Drawing Conclusions</u> Activity: TSW play a drawing conclusions game Assessment: Completed game</p> <p><u>Genre Study and Reading-describe contextual differences</u> Activity: TSW identify two different genres of writing that they have read in a particular unit. They will create a venn diagram showing the similarities and differences of the two. They will then write a compare and contrast expository piece of writing to compare the two genres. Assessment: Teacher will check venn diagrams and written pieces for accuracy.</p>	<p>Learning Well Sequence game from school bookroom</p> <p>Drawing Conclusions game from school bookroom</p>

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Essential Questions: What impact does the plot have on a story? What clues during reading help to develop word meaning? In what ways can prior knowledge enhance interpretation of what is read?					
Nine Weeks	Strand/Standard/Benchmark	Performance Standard	Concepts/ Skills	Suggested Student Activities/Assessments	Resources/Materials
4th	<p>Content Standard I READING AND LISTENING FOR COMPREHENSION: Students will apply strategies and skills to comprehend information that is read, heard, and viewed.</p> <p>K-4 Benchmark I-A: Listen to, read, react to, and retell information</p>	<p>1. Use meta-cognitive strategies to comprehend text and to clarify meaning of vocabulary (e.g., re-read the text, consult other sources, ask for help, paraphrase, question).</p> <p>2. Visualize and recall story details, including characterization and sequence.</p> <p>3. Read a variety of texts, including: fiction (e.g., legends, novels, folklore, science fiction), non-fiction (e.g., autobiographies, informational books, diaries, and journals), poetry, drama.</p> <p>4. Increase vocabulary through reading, listening and interacting.</p>	<p><u>Story Elements</u></p> <p>1. Plot-Problem & Solution/moral</p> <p>Ongoing: Analyze characters & setting, main idea, beginning, middle, and end</p> <p><u>Vocabulary</u></p> <ol style="list-style-type: none"> 1. suffixes 2. Latin /Greek roots 3. multiple meaning 4. idioms 5. compound words 6. descriptions 7. homographs 8. homophones <p><u>Critical Thinking Skills</u></p> <ol style="list-style-type: none"> 1. Compare & Contrast 2. Cause & Effect 3. Generalizations 4. summarize 5. evaluate 6. analyze text 7. sequence 8. inferences 9. monitor compreh. 10. draw conclusions 11. formulate questions <p><u>Genre Study & Reading</u></p> <ol style="list-style-type: none"> 1. Folktale 2. nonfiction 3. science 4. Science fiction 5. realistic Fiction 6. ensayo 7. poetry 8. fiction 9. social studies 10. biography 11. Author's purpose 	<p><u>Story Elements-Plot</u> Activity: While reading, TSW fill in a two column graphic organizer that identifies the various problems and solutions addressed in the literature. Assessment: The accurate completion of the graphic organizer</p> <p><u>Vocabulary-Context Clues</u> Activity: TSW fill in missing vocabulary words from a paragraph using the context clues and a word bank for assistance. The students could also write their own paragraphs leaving out the vocabulary words and ask a peer to fill it in. Assessment: Correct placement of words within paragraph</p> <p><u>Critical Thinking-Compare & Contrast</u> Activity: TSW compare and contrast two different genres or characters by taking turns stepping into hula hoops placed on the floor representing a Venn Diagram. Students must then debate a point from all three areas of the diagram. Assessment: Venn diagram showing student ability to pull out differences and similarities.</p>	<p>Two column graphic organizer</p> <p>Paragraph with deleted vocabulary and word bank</p> <p>Sharon Gatti-Carson training</p>

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Nine Weeks	Strand/Standard/Benchmark	Performance Standard	Concepts/ Skills	Suggested Student Activities/Assessments	Resources/Materials
4th	K-4 Benchmark I-B: Locate and use a variety of resources to acquire information across the curriculum	<p>1. Use key words, indices, cross-references, and letters on volumes to find information.</p> <p>2. Use multiple representations of information (e.g., maps, charts, photos) to find information</p>	<p><u>Study Skills</u></p> <p>1. primary source</p>	<p>Study Skills-Library/Media</p> <p>Activity: TSW go to the library for a hands on lesson of library sources. They should have a research question of some kind to work towards answering. A written response as well as a list of resources and reference materials used will be required.</p> <p>Assessment: Teacher will review reference materials' list and compare to written response</p>	Librarian

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4th	K-4 Benchmark I-C: Demonstrate critical thinking skills to comprehend written, spoken, and visual information	<p>1. Respond to fiction, poetry, and drama using interpretive, critical, and evaluative processes by: (Same as III-B.5)</p> <ul style="list-style-type: none"> • analyzing author's word choice and context • examining reasons for characters' actions • identifying and examining characters' motives • considering a situation or problems from different characters' perspectives <p>2. Respond to non-fiction using interpretive, critical, and evaluative processes.</p> <p>3. Analyze characters, events, and plots from different texts and cite supporting evidence.</p> <p>4. Analyze how language and visuals bring characters to life, enhance plot development, and produce a response.</p> <p>5. Demonstrate deductive and inductive reasoning by drawing logical conclusions.</p>	<p><u>Story Elements</u></p> <ol style="list-style-type: none"> 1. Plot-Problem & Solution/moral <p>Ongoing: Analyze characters & setting, main idea, beginning, middle, and end</p> <p><u>Critical Thinking Skills</u></p> <ol style="list-style-type: none"> 1. Compare & Contrast 2. Cause & Effect 3. Generalizations 4. summarize 5. evaluate 6. analyze text 7. sequence 8. inferences 9. monitor compreh. 10. draw conclusions 11. formulate questions <p><u>Genre Study & Reading</u></p> <ol style="list-style-type: none"> 1. Folktale 2. nonfiction 3. science 4. Science fiction 5. realistic Fiction 6. ensayo 7. poetry 8. fiction 9. social studies 10. biography 11. Author's purpose 	<p>Story Elements-Plot/Analyzing Characters</p> <p>Activity: TSW fold a piece paper into 6 sections labeled: Beginning, Middle, End, Setting, Plot, How One Character Changed and students will fill in blocks with information from a piece of literature.</p> <p>Assessment: Teacher will analyze responses for each topic</p> <p>Critical Thinking Skills-Cause & Effect</p> <p>Activity: TSW create a cause/effect statement with a partner relating to an assigned topic. The cause will be written on one card and the effect on another. After cards have been shuffled and passed out to students, they will find the person in the classroom who is holding the match to their cause or effect card. That partnership will then act out their cause/ effect relationship.</p> <p>Assessment: Charades appropriateness</p> <p>Critical Thinking Skills-response to nonfiction</p> <p>Activity: TSW read a teacher selected short nonfiction piece of writing. Student will then interpret and evaluate the content of the nonfiction piece. The student will present their findings either in written or oral form.</p> <p>Assessment: written or oral representation of interpretation of nonfiction piece of writing.</p>	<p>Paper</p> <p>3 by 5 cards</p> <p>Short piece of nonfiction literature</p>

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4th	<p>K-4 Benchmark I-D: Acquire reading strategies which include phonemic awareness, phonics, fluency, vocabulary and comprehension.</p>	<p>1. Use word identification strategies appropriately and automatically when encountering words (e.g., graphophonic, syntactic, semantic).</p> <p>2. Identify key words and discover their relationships.</p> <p><i>3. Adjust speed of reading to suit purpose and difficulty of material.</i></p> <p><i>4. Read aloud with fluency and comprehension grade-level text.</i></p> <p>5. Increase vocabulary through reading, listening, and interacting.</p>	<p><u>Vocabulary</u></p> <ol style="list-style-type: none"> 1. suffixes 2. Latin /Greek roots 3. multiple meaning 4. idioms 5. compound words 6. descriptions 7. homographs 8. homophones 	<p>Vocabulary-Synonyms & Antonyms Activity: TSW decide whether or not words provided by the teacher are synonyms or antonyms to their vocabulary words by discussing the words as a team, checking in their dictionaries, and competing to see which group can write the correct answer the quickest. Assessment: Student participation</p> <p>Vocabulary-Homophones Activity: Students will identify pairs of homophones. Students will write each word and definition on a telephone receiver cut out. The two receivers are then connected together with pipe cleaners. Assessment: completed homo”phones”</p>	<p>Teacher made synonyms and antonyms that correspond with current or past vocabulary words and dictionaries</p> <p>Phone cutout pattern and pipecleaners or string, dictionary</p>

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